

Character Based Literacy Lesson Plans for World History



Unit 4/8 The World Today

The Asian Tigers

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

Section 17-3; 17-4

World History: Connections to Today (red book, tower cover) Section 34-3; 34-4

Green book: Chapter 17: East Asia and Southeast Asia (1945-Present)

Red book: Chapter 34: East Asia and Southeast Asia (1945-Present)

Section: 17-3; 34-3

Green book: pp. 469-472 Stop at The Two Koreas

Red book: pp. 868-870 Stop at The Two Koreas

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 1 Day 1

PREPARE

1. Background knowledge necessary for today's reading

For today's selection teachers should discuss the following before reading the selection:

Discuss the fact that aggressive economic growth led to world prominence for several nations in East and Southeast Asia. The nations known as the Asian tigers combined industrialization, trade, finance, and excellent location to achieve remarkable economic growth as will be discussed in this chapter. Taiwan, a former territory of China, cautiously tried for closer links with the mainland during the time period discussed in this chapter. The British Colony of Hong Kong was returned to China in 1997. Troubling issues such as individual rights and ethnic diversity – both of which will be covered over the next two days, offset Singapore's prosperity. As students will learn tomorrow, Korea's divided nation – a communist totalitarian state in the north and capitalist powerhouse in the south – created problems in that land.

Teachers should use www.worldatlas.com or the reference section in the text to locate the following:

Japan

South Korea

North Korea

Taiwan

Singapore

Hong Kong

Today's objective: From Revolution to Reform in China

1. Students will specify how Hong Kong and Taiwan are linked to China.

2. Word Wall – Used for Days 1 and 2 in week 1 of quarter 4

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

Newly Industrialized Countries	People’s Republic	Hong Kong and the Opium War	Chinese Revolution and its effect on Hong Kong
Prosperity	Confucian “values”	Confucian model of development	Stalemate

- 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*

The Asian Tigers

Section: 17-3; 34-3

Green book: pp. 469-472 stop at The Two Koreas

Red book: pp. 868-870 stop at The Two Koreas

Students should answer the following as they read:

1. How are Taiwan and Hong Kong linked to China?
2. Why are the Asian Tigers an economic success story?

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:

Over the next two days of reading, and then finalizing the project on Wednesday, divide the class into four groups and assign each group one of the Asian tigers: Hong Kong, Taiwan, Singapore, and South Korea. As students read over the next two days, have them gather information for a chart on the assigned Asian tigers. Explain that students should include data for these six headings:

1. Traditions and Religion
2. Relations with China
3. Relations with other nations
4. Government
5. Economy
6. Troubling Issues

On Day 3 of week 1 of quarter 3, have each group present its “**tiger**” to the class. Each group should have a visual (a chart for example) to help with the presentation.

EXTEND

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

Writing prompt: Writing prompt: After reading today's selection, teachers may want to introduce the writing prompt by discussing Singapore's rulers claim that the government needed to restrict individual freedom in order to achieve economic prosperity for their country. Teachers should discuss what this means and may even share an opinion on can developing nations promote economic growth without sacrificing political freedom. Upon finishing the discussion, have each student write his or her opinion to whether or not a developing nation can promote economic growth without sacrificing political freedom.

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 4/8 The World Today

The Asian Tigers

Section: 17-3; 34-3

Green book: pp. 472-472 Start at The Two Koreas

Red book: pp. 870-872 Start at The Two Koreas

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 1 Day 2

PREPARE

1. Background knowledge necessary for today's reading

For today's selection teachers should insure the following from yesterday's introduction is clear before reading the selection:

Discuss the fact that aggressive economic growth led to world prominence for several nations in East and Southeast Asia. The nations known as the Asian tigers combined industrialization, trade, finance, and excellent location to achieve remarkable economic growth as will be discussed in this chapter. Taiwan, a former territory of China, cautiously tried for closer links with the mainland during the time period discussed in this chapter. The British Colony of Hong Kong was returned to China in 1997. Troubling issues such as individual rights and ethnic diversity – both of which will be covered over the next two days, offset Singapore's prosperity. As students will learn tomorrow, Korea's divided nation – a communist totalitarian state in the north and capitalist powerhouse in the south – created problems in that land.

Teachers should use www.worldatlas.com or the reference section in the text to locate the following:

Japan
South Korea
North Korea

Taiwan
Singapore
Hong Kong

Today's objective: The Asian Tigers

1. Students will explain why the Asian tigers are an economic success story.
2. The students will compare North Korea and South Korea.

2. Word Wall – Used for Days 1 and 2 in week 1 of quarter 4

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

Newly Industrialized Countries	People's Republic	Hong Kong and the Opium War	Chinese Revolution and its effect on Hong Kong
Prosperity	Confucian "values"	Confucian model of development	Stalemate

- 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*

The Asian Tigers

Section: 17-3; 34-3

Green book: pp. 472-472 Start at The Two Koreas

Red book: pp. 870-872 Start at The Two Koreas

Students should answer the following as they read:

1. Why are the Asian tigers a success story?
2. How do North Korea and South Korea differ?

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:

Starting with yesterday's reading, and then finalizing the project on day 3 of this week, continue to have students in their groups gather information for a chart or some visual on the assigned Asian tigers. Explain that students should include data for these six headings:

1. Traditions and Religion
2. Relations with China
3. Relations with other nations
4. Government
5. Economy
6. Troubling Issues

On Day 3 of week 1 of quarter 4, have each group present its "tiger" to the class. Each group should have a visual (a chart for example) to help with the presentation.

Additionally, teacher should led students with the map exercise Korean War 1950-1953 on the following pages:

Green book: p. 473

Red book: p. 870

EXTEND

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

Writing prompt: After reading today's selection and finishing the map exercise, ask each student to complete the critical thinking question from the map exercise; Based on the map, why do you think the UN advance across the 38th parallel worried the Chinese?

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 4/8 The World Today

Southeast Asia and The Pacific Rim

Section: 17-4; 34-4

Green book: pp. 474-477 stop at Independence for the Philippines

Red book: pp. 873-875 stop at Challenges for the Philippines

Standards: 10.4.1-4
10.10.1-3
10.11 8



Lesson Plan for Quarter 4 Week 1 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Today's lesson is the culmination of the group work over the last two days. Teachers should allow 10 minutes (or more if time allows) for each group to present the information gathered from the reading and outside sources. At the end of the presentations, teachers should instruct students to answer the questions listed below.

1. Why have these states been so successful in their economic growth?
2. Is their prosperity continuing today?
3. What economic setbacks has the nation faced recently?
4. What effects does the nation's economic situation have on the other three nations, and on the world?

EXPLORE

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

One activity:

Starting with yesterday's reading, and then finalizing the project on day 3 of this week, continue to have students in their groups gather information for a chart or some visual on the assigned Asian tigers. Explain that students should include data for these six headings:

1. Traditions and Religion
2. Relations with China
3. Relations with other nations
4. Government
5. Economy
6. Troubling Issues

For today:

On Day 3 of week 1 of quarter 4, have each group present its “tiger” to the class. Each group should have a visual (a chart for example) to help with the presentation.

Character Based Literacy Lesson Plans for World History



Unit 4/8 The World Today

Southeast Asia and The Pacific Rim

Section: 17-4; 34-4

Green book: pp. 474-477 stop at Independence for the Philippines

Red book: pp. 873-875 stop at Challenges for the Philippines

Standards: 10.4.1-4
10.10.1-3
10.11 8

Lesson Plans for Quarter 4 Week 1 Day 4

PREPARE

1. Background knowledge necessary for today's reading

For today's selection teachers should insure the following from yesterday's introduction is clear before reading the selection:

Introduce the fact that following WWII the nations of Southeast Asia (teachers may want to point out location on a map) struggled to free themselves from colonial rule. The Cold War, ethnic conflicts, dictatorial governments, and other problems also plagued them. After freeing itself of French rule, Vietnam became a major battleground of the Cold War. Tomorrow, students will read about the Pacific Rim countries' growing industry and vital component to global economy.

Depending on the make up of the class and level, teachers may want to further introduce the Vietnam War and its effect on the United States in particular. More specifically, teachers may want to talk about the different opinions of the war among the American people.

Today's objective: Southeast Asia and the Pacific Rim

1. Students will identify the problems facing the developing nations of Southeast Asia after World War II.
2. Students will explain why Vietnam plunged into decades of war.

2. Word Wall – Used for Days 3 and 4 in week 1 of quarter 4

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

Domino Theory	Cease-Fire	Embargo	Independence
"People Power"	Myanmar	Indonesia	Cultural Exchanges

- 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*

Southeast Asia and The Pacific Rim

Section: 17-4; 34-4

Green book: pp. 474-477 stop at Independence for the Philippines

Red book: pp. 873-875 stop at Challenges for the Philippines

Students should answer the following as they read:

1. What problems did developing nations of Southeast Asia face after WWII?
2. Why was Vietnam plunged into decades of war?

RESPOND

5. Add to the Timeline

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

EXPLORE

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

One activity: Teacher should led students with the map exercise Vietnam War, 1968-1975 on the following pages:

Green book: p. 475

Red book: p. 874

EXTEND

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

Writing prompt: Taking from the map exercise and the word wall, each student should define in their own words the domino theory and use the information from the map exercise to give examples.

8. Close with a short summary

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

Character Based Literacy Lesson Plans for World History

Unit 4/8 The World Today

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

Chapter 18; Section 18-1

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

Chapter 34; Section 35-1

Green book: Chapter 17: East Asia and Southeast Asia (1945-Present)

Chapter 18: South Asia and the Middle East (1945-Present)

Red book: Chapter 34: East Asia and Southeast Asia (1945-Present)

Chapter 35: South Asia and the Middle East (1945-Present)



Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 2 Day 1

Today's objective: East Asia and Southeast Asia (1945-Present)

2. Students will show understanding of the main concepts and word wall suggestions of chapter 17 in the green book and chapter 34 in the red book.

PREPARE

1. Background knowledge necessary for today's reading

Teachers may want to review the chapter by taking the suggestions for background knowledge for chapters 17 and 34 (green and red books respectively) to check student understanding of the material covered over the last two weeks.

Teachers should then use the suggestion in the writing prompt of today's lesson to check student understanding of the concepts/people/words identified in the past chapter.

2. Word Wall – See writing prompt suggestion in 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*

Not applicable 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: Not offered today. Please see writing prompt.

EXTEND

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

Writing prompt: After reading the chapter and using the suggestion of the word wall for the past two weeks, have each student define the following and write a sentence using the word/concept/person in the correct context.

Zaibatsu
 Gross Domestic Product
 Trade Deficit
 OPEC
 Newly Industrialized Countries
 People's Republic
 Hong Kong and the Opium
 Chinese Revolution and its effect on Hong Kong
 Prosperity
 Confucian "values"
 Confucian model of development
 Stalemate
 Newly Industrialized Countries

Teachers may want to review as a class if time permits. If time is restricted, teachers should correct and review tomorrow before moving on to the next chapter.

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 4/8 The World Today

Green book: Chapter 18: South Asia and the Middle East (1945-Present)

Red book: Chapter 35: South Asia and the Middle East (1945-Present)



Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 2 Day 2

Today's objective: South Asia and the Middle East (1945-Present)

3. Students will be introduced to the chapter which discusses South Asia and the Middle East from after WWII to the present

PREPARE

1. Background knowledge necessary for today's reading

For today's selection teachers should use the following pages to introduce the chapter:

green book: pp. 482-482

Time Line: p. 483

red book: p. 803

Time Line: pp. 880-881

Teachers may want to communicate to the students that as they read this chapter to look for general trends that are affecting much of South Asia and the Middle East. The trends will deal with government, economics, religion, diversity, continuity and change, or other areas. At the end of the section, teachers will instruct students to identify four trends and provide two examples for each.

Teachers should use www.worldatlas.com or the reference section in the text to locate and discuss the nations that make up South Asia.

Finally, teachers should introduce the word wall suggestions for the next 3 days to the class as follows:

Hindu India
 Muslim Pakistan
 Partition
 Federal System
 Harijan
 Deforestation
 Debt Service
 Cyclone

2. Word Wall – Used for Days 2, 3, 4, and 5 in week 2 of quarter 4

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

Hindu India	Muslim Pakistan	Partition	Federal System
Harijan	Deforestation	Debt Service	Cyclone

- 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

See Background Knowledge section

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

No suggestion 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

Teachers should introduce the chart that will be filled in over the next three days as the read section 1 of the chapter. Teacher may want to discuss each column heading specifically depending on class skill and level.

One activity: Over the next three days, each student will fill in his or her own chart as s/he reads the section. At the end of the week, students will come to the board to fill in a chart developed by the teacher. The chart should look like the following:

	Problems	Progress
Government		
Economy		
Religious Tension		
Education		
Social Equality		
International Relations		

EXTEND

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

Writing prompt: Not offered today due to the content and structure 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 4/8 The World Today

Green book: Chapter 18: South Asia and the Middle East (1945-Present)

Red book: Chapter 35: South Asia and the Middle East (1945-Present)

Nations of South Asia

Green book: pp. 484-485 Stop at Economic Growth

Red book: pp. 882-883 Stop at Economic Growth and Challenges

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 2 Day 3

Today's objective: Nations of South Asia

1. Students will explain why India was partitioned in 1947.
2. Students will define the goals of the independent nations of South Asia.

PREPARE

1. Background knowledge necessary for today's reading

For today's selection teachers should insure understanding of the following:

Hindu India
Muslim Pakistan
Partition

2. Word Wall – Used for Days 2, 3, 4, and 5 in week 2 of quarter 4

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

Hindu India	Muslim Pakistan	Partition	Federal System
Harijan	Deforestation	Debt Service	Cyclone

- 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. 483

Red book: pp. 880-881

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

Nations of South Asia

Green book: pp. 484-485 Stop at Economic Growth

Red book: pp. 882-883 Stop at Economic Growth and Challenges

Students should answer the following as they read today's selection:

1. Why was India Partitioned in 1947?
2. What goals did independent nations of South Asia pursue?

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

Teachers should introduce the chart that will be filled in over the next three days as they read section 1 of the chapter. Teacher may want to discuss each column heading specifically depending on class skill and level.

Continued from Day 2 of week 2 of quarter 4

One activity: Continuing from yesterday, each student will fill in his or her own chart as s/he reads the section. At the end of the week, students will come to the board to fill in a chart developed by the teacher. The chart should look like the following:

	Problems	Progress
Government		
Economy		
Religious Tension		
Education		
Social Equality		
International Relations		

EXTEND

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

Writing prompt: Teachers should complete the map exercise with the class on page 485 of the green book and page 883 of the red book to further discuss the partition of India in 1947. For the writing prompt, have students complete the critical thinking question in the exercise.

8. Close with a short summary

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

Character Based Literacy Lesson Plans for World History



Unit 4/8 The World Today

Green book: Chapter 18: South Asia and the Middle East (1945-Present)

Red book: Chapter 35: South Asia and the Middle East (1945-Present)

Nations of South Asia

Green book: pp. 485-488 Start at Economic Growth

Stop at Pakistan's Road to Modernization

Red book: pp. 884-886 Start at Economic Growth and Challenges

Stop at Economy

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 2 Day 4

Today's objective: Nations of South Asia

1. Students will specify the obstacles to progress faced by South Asian nations.

PREPARE

1. Background knowledge necessary for today's reading

For today's selection teachers should introduce or review the following:

Green Revolution

Nehru "dynasty"

Partition

2. Word Wall – Used for Days 2, 3, 4, and 5 in week 2 of quarter 4

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

Hindu India	Muslim Pakistan	Partition	Federal System
Harijan	Deforestation	Debt Service	Cyclone

- 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. 483

Red book: pp. 880-881

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

Nations of South Asia

Green book: pp. 485-488 Start at Economic Growth

Stop at Pakistan's Road to Modernization

Red book: pp. 884-886 Start at Economic Growth and Challenges

Stop at Economy

Students should answer the following as they read today's selection:

1. What obstacles to progress did South Asian nations face?

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

Teachers should introduce the chart that will be filled in over the next three days as they read section 1 of the chapter. Teacher may want to discuss each column heading specifically depending on class skill and level.

Continued from Day 2 of week 2 of quarter 4

One activity: Continuing from yesterday, each student will fill in his or her own chart as s/he reads the section. At the end of the week, students will come to the board to fill in a chart developed by the teacher. The chart should look like the following:

	Problems	Progress
Government		
Economy		
Religious Tension		
Education		
Social Equality		
International Relations		

EXTEND

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

Writing prompt: Teachers should further discuss partition and its ramifications on India in 1947 and today before assigning this writing prompt. After the discussion, ask student to imagine that they are newspaper editors in India in 1947. Tell them to write an editorial in which they favor or oppose the partition. Students should include an explanation of why they believe partition is either good or a bad plan for the subcontinent. If teachers would like, students can share their editorial and list the arguments both for and against on the board. When the lists are completed, ask students to decide which position is backed by the most convincing arguments.

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 4/8 The World Today

Green book: Chapter 18: South Asia and the Middle East (1945-Present)

Red book: Chapter 35: South Asia and the Middle East (1945-Present)

Nations of South Asia

Green book: pp. 488-489 Start at Pakistan's Road to Modernization

Red book: pp. 886-887 Start at Economy

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 2 Day 5

Today's objective: Nations of South Asia

1. Students will describe the role India and Pakistan played in world affairs.

PREPARE

1. Background knowledge necessary for today's reading

For today's selection teachers should introduce or review the following:

Deforestation
cyclones
Debt Service
Afghanistan

2. Word Wall – Used for Days 2, 3, 4, and 5 in week 2 of quarter 4

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

Hindu India	Muslim Pakistan	Partition	Federal System
Harijan	Deforestation	Debt Service	Cyclone

- 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. 483

Red book: pp. 880-881

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

Nations of South Asia

Green book: pp. 488-489 Start at Pakistan's Road to Modernization

Red book: pp. 886-887 Start at Economy

Students should answer the following as they read today's selection:

1. What role have India and Pakistan played in world affairs?

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

Teachers should introduce the chart that will be filled in over the next three days as they read section 1 of the chapter. Teacher may want to discuss each column heading specifically depending on class skill and level.

Continued from Day 2 of week 2 of quarter 4

One activity: Continuing from yesterday, each student will fill in his or her own chart as s/he reads the section. At the end of the week, students will come to the board to fill in a chart developed by the teacher. The chart should look like the following:

	Problems	Progress
Government		
Economy		
Religious Tension		
Education		
Social Equality		
International Relations		

EXTEND

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

Writing prompt: After filling in the chart that has been the running visual/discussion activity for the week, each student should use the chart to pick three categories to write on for today's prompt. The summaries should include the problems and progress found in the chapter for each of the three chosen by the student. For example, if one of the student's selections was education, then s/he should identify the problems of education in India and the progress learned about in the readings of the week.

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 4/8 The World Today

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

Chapter 18; Section 18-2

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

Chapter 34; Section 35-2

Green book: Chapter 18: South Asia and the Middle East (1945-Present)

Red book: Chapter 35: South Asia and the Middle East (1945-Present)

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 3 Day 1

Today's objective: East Asia and Southeast Asia (1945-Present)

3. Students will show an understanding of the Middle East region.

PREPARE

1. Background knowledge necessary for today's reading

Today, students will prepare for the next four days of reading by exploring the Middle East region. Students should be able to identify the region with respect to the world, and then each nation that makes up the region. The entire day will be dedicated to the following map exercise. In addition, teachers should determine how in-depth is appropriate for the class – including the current state of affairs in the Middle East.

Suggested Activity: The following suggestion uses www.worldatlas.com. Teachers may want to reprint some of the map suggestions prior to class time for efficiency sake. Students will still need to use the site. If that is not possible, use the printed maps from the site and use the reference section of the text (or any reference material available to the class). If computer space is limited, this suggested lesson could be done in groups.

Students should go to www.worldatlas.com

Click on Middle East

Click on Middle East again

go to right hand bar and click on Middle East (outline) *here* (teachers may want to reproduce this map prior to class)

Once this is complete, have each student (or group) pick 3 countries and find the following for each nation:

Capital City?

Language(s)?

How many hours ahead of the city you live in is the nation?

2. Word Wall – not offered today.

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*

Not applicable 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: Not offered today. Please see writing prompt.

EXTEND

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

Writing prompt: After finishing the map exercise, each student should pick one nation to write about. In the essay, students should take the information (capital city, language(s), how many hours ahead of the students' city is the nation) in written form. (Note to teachers: if appropriate, teachers can assign the writing prompt for homework.)

8. Close with a short summary

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

Character Based Literacy Lesson Plans for World History



Unit 4/8 The World Today

Green book: Chapter 18: South Asia and the Middle East (1945-Present)

Red book: Chapter 35: South Asia and the Middle East (1945-Present)

Forces Shaping the Modern Middle East

Green book: pp. 490-491 stop at the Impact of Oil

Red book: pp. 888-890 stop at the Impact of Oil

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 3 Day 2

Today's objective: Forces Shaping the Modern Middle East

4. Students will be introduced to the chapter which discusses South Asia and the Middle East from after WWII to the present

PREPARE

1. Background knowledge necessary for today's reading

Teachers should share the following with the class:

Diversity and nationalism blocked the Pan-Arab dream of a united Arab state. Control of water and oil resources has a major impact on the countries of the Middle East (should refer to maps from yesterday). Ethnic and religious diversity, the influence of western cultures, and the Islamic revival are some of the forces shaping the Middle East today. Teachers should discuss the current state of the Middle East at this point if appropriate to the level of the class. Teachers should help students identify the various forces that are shaping the Middle East today.

2. Word Wall – Used for Days 2, 3, 4, and 5 in week 3 of quarter 4

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

Recognize	Kibbutz	Desalinization	Hejab
OPEC	Age of Imperialism	Refugee	Middle East

- 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. 483

Red book: pp. 880-881

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

Forces Shaping the Modern Middle East

Green book: pp. 490-491 stop at the Impact of Oil

Red book: pp. 888-890 stop at the Impact of Oil

Students should answer the following as they read today's selection:

1. How have diversity and nationalism shaped the Middle East?

RESPOND

5. Add to the Timeline

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

EXPLORE

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

One activity: Teachers can use the following exercises to create a discussion for today's selection. The writing prompt will come from the same exercise.

Green book: p. 491 Seeking the Promised Land

Red book: p. 888 Connections Today

Teachers should introduce the chart that will be filled in over the next four days as the read section 2 of the chapter. Teacher may want to discuss each column heading specifically depending on class skill and level.

Teachers will want to highlight that three forces shape the modern Middle East – nationalism, religious and cultural diversity, and access to resources such as oil and water. As the student reads over the next 4 days, have them fill in the chart with examples of each force.

Nationalism	Religious Diversity	Cultural Diversity	Access to resources

EXTEND

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

Writing prompt: Use the questions from the exercises in the previous activity as the writing prompt for today.

8. Close with a short summary

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

Character Based Literacy Lesson Plans for World History



Unit 4/8 The World Today

Green book: Chapter 18: South Asia and the Middle East (1945-Present)

Red book: Chapter 35: South Asia and the Middle East (1945-Present)

Forces Shaping the Modern Middle East

Green book: pp. 491-492 start at the Impact of Oil
stop at Keep the Water Flowing

Red book: p. 890 start at the Impact of Oil
stop at Water Resources

To keep both books at approximately the same content, the red books reading selection for today is very short. Teachers are advised to supplement today's reading with the Synthesizing Information exercise on page 891 of the text.

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 3 Day 3

Today's objective: Forces Shaping the Modern Middle East

1. Students will identify the resources that have had a powerful impact on the region.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should share the following with the class:

Diversity and nationalism blocked the Pan-Arab dream of a united Arab state. Control of water and oil resources has a major impact on the countries of the Middle East (should refer to maps from yesterday). Ethnic and religious diversity, the influence of western cultures, and the Islamic revival are some of the forces shaping the Middle East today. Teachers should discuss the current state of the Middle East at this point if appropriate to the level of the class. Teachers should help students identify the various forces that are shaping the Middle East today.

2. Word Wall – Used for Days 2, 3, 4, and 5 in week 3 of quarter 4

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

Recognize	Kibbutz	Desalinization	Hejab
OPEC	Age of Imperialism	Refugee	Middle East

- 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. 483

Red book: pp. 880-881

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

Forces Shaping the Modern Middle East

Green book: pp. 491-492 start at the Impact of Oil
 stop at Keep the Water Flowing

Red book: p. 890 start at the Impact of Oil
 stop at Water Resources

To keep both books at approximately the same content, the red books reading selection for today is very short. Teachers are advised to supplement today's reading with the Synthesizing Information exercise on page 891 of the text.

Students should answer the following as they read today's selection:

1. What resources have had a powerful impact on the region?

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: Started day 2 of week 3 of quarter 4.

Teachers should introduce the chart that will be filled in over the next four days as the read section 2 of the chapter. Teacher may want to discuss each column heading specifically depending on class skill and level.

Teachers will want to highlight that three forces shape the modern Middle East – nationalism, religious and cultural diversity, and access to resources such as oil and water. As the student reads over the next 4 days, have them fill in the chart with examples of each force.

Nationalism	Religious Diversity	Cultural Diversity	Access to resources

EXTEND

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

Writing prompt:

Red Book: Use the Critical Thinking question in the suggested exercise for today's prompt.

Green Book: Have the students complete the map exercise *Resources in the Middle East* and answer the Critical Thinking question for today's 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 4/8 The World Today

Green book: Chapter 18: South Asia and the Middle East (1945-Present)

Red book: Chapter 35: South Asia and the Middle East (1945-Present)

Forces Shaping the Modern Middle East

Green book: pp. 492-493 start at Keep the Water Flowing
stop at Islamic Revival

Red book: pp. 891-892 start at Water Resources
stop at Islamic Revival

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 3 Day 4

Today's objective: Forces Shaping the Modern Middle East

1. Students will identify the resources that have had a powerful impact on the region.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should share the following with the class:

To satisfy their need for fresh water, many Middle Eastern countries have developed desalinization plants that remove salt from sea water. These plants use a variety of scientific processes, the most simple of which is distillation. In the process, salt water is boiled, and the resulting steam is collected and condensed into desalinized water. In other methods, such as electro-dialysis and reverse osmosis, salt water is passed through special membranes that separate the salts and the water. Teachers can further supplement depending on the nature of the class.

2. Word Wall – Used for Days 2, 3, 4, and 5 in week 3 of quarter 4

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

Recognize	Kibbutz	Desalinization	Hejab
OPEC	Age of Imperialism	Refugee	Middle East

- 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. 483
Red book: pp. 880-881

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

Forces Shaping the Modern Middle East

Green book: pp. 492-493 start at Keep the Water Flowing
stop at Islamic Revival
Red book: pp. 891-892 start at Water Resources
stop at Islamic Revival

Students should answer the following as they read today’s selection:
1. What resources have had a powerful impact on the region?

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: Started day 2 of week 3 of quarter 4.

Teachers should introduce the chart that will be filled in over the next four days as the read section 2 of the chapter. Teacher may want to discuss each column heading specifically depending on class skill and level.

Teachers will want to highlight that three forces shape the modern Middle East – nationalism, religious and cultural diversity, and access to resources such as oil and water. As the student reads over the next 4 days, have them fill in the chart with examples of each force.

Nationalism	Religious Diversity	Cultural Diversity	Access to resources

EXTEND

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

Writing prompt: After reading the selections over the last two days, each student should write on which resource they believe has the biggest impact on the Middle East? Students should support their opinion with at least two examples as to why they believe the resource chosen has the greatest impact.

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 4/8 The World Today

Green book: Chapter 18: South Asia and the Middle East (1945-Present)

Red book: Chapter 35: South Asia and the Middle East (1945-Present)

Forces Shaping the Modern Middle East

Green book: pp. 493-495 start at Islamic Revival

Red book: pp. 892- 893 start at Islamic Revival

Lesson Plan for Quarter 4 Week 3 Day 5

Today's objective: Forces Shaping the Modern Middle East

1. Students will identify what social and religious forces influence the Middle East Today.

Standards: 10.4.1-4 10.10.1-3 10.11 8

PREPARE

1. Background knowledge necessary for today's reading

Teachers should identify/define the following with the class:

Quran
Sharia
Hejab

2. Word Wall – Used for Days 2, 3, 4, and 5 in week 3 of quarter 4

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

Recognize	Kibbutz	Desalinization	Hejab
OPEC	Age of Imperialism	Refugee	Middle East

- 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. 483

Red book: pp. 880-881

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

Forces Shaping the Modern Middle East

Green book: pp. 493-495 start at Islamic Revival

Red book: pp. 892- 893 start at Islamic Revival

Students should answer the following as they read today's selection:

1. What social and religious forces influence the Middle East 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: Started day 2 of week 3 of quarter 4.

Teachers should introduce the chart that will be filled in over the next four days as the read section 2 of the chapter. Teacher may want to discuss each column heading specifically depending on class skill and level.

Teachers will want to highlight that three forces shape the modern Middle East – nationalism, religious and cultural diversity, and access to resources such as oil and water. As the student reads over the next 4 days, have them fill in the chart with examples of each force.

Nationalism	Religious Diversity	Cultural Diversity	Access to resources

EXTEND

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

Writing prompt: After reading the selections over the last four days, each student should write on which force they believe has the biggest impact on the Middle East? Students should support their opinion with at least two examples as to why they believe the force chosen has the greatest impact.

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 4/8 The World Today

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

Chapter 18; Section 18-3, 18-4

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

Chapter 35; Section 35-3, 35-4

Green book: Chapter 18: South Asia and the Middle East (1945-Present)

Red book: Chapter 35: South Asia and the Middle East (1945-Present)

Standards: 10.4.1-4
10.10.1-3
10.11 8

Lesson Plan for Quarter 4 Week 4 Day 1

Today's objective: East Asia and Southeast Asia (1945-Present)

1. Students will locate Turkey, Egypt, and Iran on a world map.
2. Students will turn subheadings into questions to be answered over week 4 of the quarter.

PREPARE

1. Background knowledge necessary for today's reading

Today, students will prepare for the next two days of reading by exploring the nations of Turkey, Egypt, and Iran. In addition, teachers should share with students that in the late 1900s, Turkey struggled to build a stable government, cope with modernization and social upheaval, and settle conflicts with Kurds and Greek Cypriots. Egypt changed policies several times in the drive for modernization. Students will learn in Iran at this time, a revolution toppled the government of the shah and replaced it with an Islamic republic.

Suggested Activity: The following suggestion uses www.worldatlas.com.

Students should go to www.worldatlas.com

Click on Middle East

Click on Middle East again

Students should find Turkey, Iran, and Egypt

Once this is complete, have each student (or group) pick find the following for each nation:

Capital City?

Language(s)?

How many hours ahead of the city you live in is the nation?

Once this activity is complete, have each student turn the subheading for section 18-3, 18-4 in the green book and 35-3, 35-4 in the red book into question that will be answered over the next 4 days of reading.

2. Word Wall – not offered today.

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*

See second activity in Background Knowledge of today's lesson.

RESPOND

5. Add to the Timeline

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

EXPLORE

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

One activity: Not offered today. Please see writing prompt.

EXTEND

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

Writing prompt: After students turn subheadings into questions, teachers should have each student should write a paragraph predicting what the next two sections will cover and discuss.

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 4/8 The World Today

Green book: Chapter 18: South Asia and the Middle East (1945-Present)

Red book: Chapter 35: South Asia and the Middle East (1945-Present)

Nation Building in the Middle East: Three Case Studies

Green book: pp. 495-498 Stop at Iran: Goals of the Revolution

Red book: pp. 894-896 Stop at Iran's Ongoing Revolution

Standards: 10.4.1-4

10.10.1-3

10.11 8

Lesson Plan for Quarter 4 Week 4 Day 2

Today's objective: Nation Building in the Middle East: Three Case Studies

1. Students will identify issues that posed challenges to Turkey.
2. Students explain how Egyptian leaders tried to modernize their country.

PREPARE

2. Background knowledge necessary for today's reading

Teachers should reinforce the following with the class:

In the late 1900s, Turkey struggled to build a stable government, cope with modernization and social upheaval, and settle conflicts with Kurds and Greek Cypriots. Egypt changed policies several times in the drive for modernization. Students will learn in Iran at this time, a revolution toppled the government of the shah and replaced it with an Islamic republic.

2. Word Wall – Used for Days 2 and 3 in week 4 of quarter 4

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

Delta	Ayatollah	Theocracy
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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. 483

Red book: pp. 880-881

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

Nation Building in the Middle East: Three Case Studies
 Green book: pp. 495-498 Stop at Iran: Goals of the Revolution
 Red book: pp. 894-896 stop at Iran's Ongoing Revolution

2. Students should find the answers to questions developed on day 1 that pertain to 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 can use the following exercises to create a discussion for today and tomorrow's selection.

As students read over the next two days, have them fill in the table as a class (or individually) comparing the three nations in regards to government, economy, conflicts, other issues. Teachers can then lead a discussion and check for understanding as the table is filled in.

	Turkey	Iran	Egypt
Government			
Economy			
Conflicts			
Other Issues			

EXTEND

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

Writing prompt: Each student should write on the treatment of the Kurdish minority by Turkey. In their writing, the student should give an opinion to the treatment of the Kurds by Turkey.

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 4/8 The World Today

Green book: Chapter 18: South Asia and the Middle East (1945-Present)

Red book: Chapter 35: South Asia and the Middle East (1945-Present)

Nation Building in the Middle East: Three Case Studies

Green book: pp. 498-499 Start at Iran: Goals of the Revolution

Red book: pp. 896-498 Start at Iran's Ongoing Revolution

Standards: 10.4.1-4
10.10.1-3
10.11 8

Lesson Plan for Quarter 4 Week 4 Day 3

Today's objective: Nation Building in the Middle East: Three Case Studies

1. Students will outline the causes and effects of the revolution in Iran.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should reinforce the following with the class:

In the late 1900s, Turkey struggled to build a stable government, cope with modernization and social upheaval, and settle conflicts with Kurds and Greek Cypriots. Egypt changed policies several times in the drive for modernization. Students will learn in Iran at this time, a revolution toppled the government of the shah and replaced it with an Islamic republic.

2. Word Wall – Used for Days 2 and 3 in week 4 of quarter 4

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

Delta	Ayatollah	Theocracy
-------	-----------	-----------

- 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. 483

Red book: pp. 880-881

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

Nation Building in the Middle East: Three Case Studies
 Green book: pp. 498-499 Start at Iran: Goals of the Revolution
 Red book: pp. 896-498 Start at Iran's Ongoing Revolution

1. Students should find the answers to questions developed on day 1 that pertain to 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 *Continued from day 2*

One activity: Teachers can use the following exercises to create a discussion for today and tomorrow's selection.

As students read over the next two days, have them fill in the table as a class (or individually) comparing the three nations in regards to government, economy, conflicts, other issues. Teachers can then lead a discussion and check for understanding as the table is filled in.

	Turkey	Iran	Egypt
Government			
Economy			
Conflicts			
Other Issues			

EXTEND

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

Writing prompt: Each student should pick one of the three countries to write a summary that includes the areas discussed in the table over the last two days. Thus, each summary should include the government, economy, conflicts (past and present), and other issues pertinent.

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 4/8 The World Today

Green book: Chapter 18: South Asia and the Middle East (1945-Present)

Red book: Chapter 35: South Asia and the Middle East (1945-Present)

The Middle East and the World

Green book: pp. 500-502 Stop at Civil War in Lebanon

Red book: pp. 899-901 Stop at Civil War in Lebanon

Standards: 10.4.1-4

10.10.1-3

10.11 8

Lesson Plan for Quarter 4 Week 4 Day 4

Today's objective: The Middle East and the World

1. Students will explain why the Arab-Israeli conflict was difficult to resolve.
2. Students will identify the forces that plunged Lebanon into civil war.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should share the following with the class:

Teachers should locate Lebanon and the Persian Gulf on a map –either in the reference section of the text or some other source such as www.worldatlas.com.

After which, teachers should introduce the chapter by telling the class that after four wars, many acts of terrorism, and a popular uprising, Israel, the PLO, and several Arab states began resolving their differences in the 1990s. In Lebanon, conflict between the Muslims and the Christians erupted in civil war. Some of the factors that led to the warfare in the Persian Gulf region include border disputes, oil wealth, and ambitious rulers.

2. Word Wall – Used for Days 4 and 5 in week 4 of quarter 4

Introduce 9 important, useful words/concepts/people from today's reading

Terrorism	Uprising	PLO	Muslims	Christians
Civil War	Intifada	Arab-Israeli Conflict	The Persian Gulf War	

- 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. 483

Red book: pp. 880-881

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

The Middle East and the World

Green book: pp. 500-502 stop at Civil War in Lebanon

Red book: pp. 899-901 stop at Civil War in Lebanon

2. Students should continue to answer the questions developed on day 1 from the subheadings.

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 have students complete the map exercise on the following pages:

Green book: p. 502

Red book: p. 901

EXTEND

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

Writing prompt: Teachers should have the students use the Critical Thinking from the map exercise for today's 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 4/8 The World Today

Green book: Chapter 18: South Asia and the Middle East (1945-Present)

Red book: Chapter 35: South Asia and the Middle East (1945-Present)

The Middle East and the World

Green book: pp. 502-503 Start at Civil War in Lebanon

Red book: pp. 901-903 Start at Civil War in Lebanon



Lesson Plan for Quarter 4 Week 4 Day 5

Today's objective: The Middle East and the World

1. Students will explain why the Persian Gulf became a battlefield.

Standards: 10.4.1-4
10.10.1-3
10.11 8

PREPARE

1. Background knowledge necessary for today's reading

Teachers should review and check for understanding of the following with the class:

Teachers should locate Lebanon and the Persian Gulf on a map –either in the reference section of the text or some other source such as www.worldatlas.com.

After which, teachers should introduce the chapter by telling the class that after four wars, many acts of terrorism, and a popular uprising, Israel, the PLO, and several Arab states began resolving their differences in the 1990s. In Lebanon, conflict between the Muslims and the Christians erupted in civil war. Some of the factors that led to the warfare in the Persian Gulf region include border disputes, oil wealth, and ambitious rulers.

2. Word Wall – Used for Days 4 and 5 in week 4 of quarter 4

Introduce 9 important, useful words/concepts/people from today's reading

Terrorism	Uprising	PLO	Muslims	Christians
Civil War	Intifada	Arab-Israeli Conflict	The Persian Gulf War	

- 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. 483

Red book: pp. 880-881

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

The Middle East and the World

Green book: pp. 502-503 Start at Civil War in Lebanon

Red book: pp. 901-903 Start at Civil War in Lebanon

1. Students should continue to answer the questions developed on day 1 from the subheadings.

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 current state of affairs in Iraq. If appropriate, have students voice their opinions on the United States continued involvement. Be certain that student's remarks can be supported with facts.

EXTEND

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

Writing prompt: Teachers should have the students take the answers from the subheadings question and summarize this weeks reading in paragraph form.

Alternate Source: Each student should write his or her view of the United States continued involvement in Iraq. It is very important that students support their opinions with facts that can be substantiated from a primary or secondary source.

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 4/8 The World Today

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

Chapter 19; Section 19-1; 19-2

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

Chapter 36; Section 36-1; 36;2

Green book: Chapter 19: Africa (1945-Present)

Red book: Chapter 36: Africa (1945-Present)

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 5 Day 1

Today's objective: Africa (1945-Present)

4. Students will locate the continent of Africa on the map and the nations that make it up.
5. Students will be introduced to Africa since WWII and begin to identify the events that influenced change since 1945 via the timeline in the text.

PREPARE

1. Background knowledge necessary for today's reading

Today, students will prepare for the next four days of reading by exploring the continent of Africa and the nations that make up Africa. In addition, teachers should share with students that many people hoped that independence would bring democratic governments, but many African nations landed military regimes and one-party states. As with other countries, the nations of Africa had problems/struggles with the transition from traditional ways to modern influences.

Suggested Activity: The following suggestion uses www.worldatlas.com.

Students should go to www.worldatlas.com

Click on Africa

Click on Africa again

Teachers should find and lead a discussion on South Africa, Kenya, Liberia, Ghana, Nigeria. Teachers should also discuss the size of Africa (2nd largest continent, etc.) with the class.

Then, students should choose 3 countries to find the following information:

Capital City?

Language(s)?

Once complete, teachers should introduce the timelines in the text:

Green book: p. 507

Red book: pp. 906-907

Second Activity: Teachers should use the following pages in the text to prepare students for the week's reading selections.

Green book: pp. 506-507

Red book: 802-803

2. Word Wall – Used for week 5 of quarter 4

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

Apartheid	Pan-Africanism	Artificial Borders	One-party rule
Military rule	Mixed Economics	Deforestation	"Tribal" leaders

- 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. 507

Red book: pp. 906-907

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

See second activity in Background Knowledge of today's lesson.

RESPOND

5. Add to the Timeline

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

EXPLORE

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

One activity: Not offered today. Please see writing prompt.

EXTEND

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

Writing prompt: Teachers could have students scan the pictures/illustrations and bold subheadings in sections 1 and 2 of the chapter and then have students write three generalizations about the African experience since 1945.

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 4/8 The World Today

Green book: Chapter 19: Africa (1945-Present)

Red book: Chapter 36: Africa (1945-Present)

Achieving Independence

Green book: pp. 508-511 Stop at High Expectations, Dashed Hopes

Red book: pp. 908-912 Stop at New Nations of Africa

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 5 Day 2

Today's objective: Africa (1945-Present)

1. Students will explain how African Nations won independence.
2. Students will describe how the colonial legacy hampered development.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should share with students that after WWII, a tide of nationalism swept through Africa – leading to independence for many of the African nations. The pattern of dependence resulting from the colonialism of the past made it difficult for most nations to build strong economies and stable political systems. In the years after independence, African leaders struggled to encourage national unity and to modernize their nations. Teachers may want to extend on colonialism depending on the make-up of the class.

Teachers may want to review yesterday's activity:

Today, students will prepare for the next four days of reading by exploring the continent of Africa and the nations that make up Africa. In addition, teachers should share with students that many people hoped that independence would bring democratic governments, but many African nations landed military regimes and one-party states. As with others countries, the nations of Africa had problems/struggles with the transition from traditional ways to modern influences.

Suggested Activity: The following suggestion uses www.worldatlas.com.

Students should go to www.worldatlas.com

Click on Africa

Click on Africa again

Teachers should find and lead a discussion on South Africa, Kenya, Liberia, Ghana, Nigeria. Teachers should also discuss the size of Africa (2nd largest continent, etc.) with the class.

Then, students should chose 3 countries to find the following information:
 Capital City?
 Language(s)?

2. Word Wall – Used for week 5 of quarter 4

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

Apartheid	Pan-Africanism	Artificial Borders	One-party rule
Military rule	Mixed Economics	Deforestation	“Tribal” leaders

- 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. 507

Red book: pp. 906-907

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

Achieving Independence

Green book: pp. 508-511 Stop at High Expectations, Dashed Hopes

Red book: pp. 908-912 Stop at New Nations of Africa

Students should find the answer to the following question(s):

1. How did African Nations win independence?
2. Describe how the colonial legacy hampered development.

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: Students should develop their own timeline on a sheet of paper. As the read over the week, have each student identify important events to the timeline. Students will need to support why s/he believes the event to be an important influence in Africa since 1945. Each day, the student will write on why the event was important enough to be put on his/her timeline.

EXTEND

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

Writing prompt: Students should be instructed to write on why the event s/he added to their timeline was significant.

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 4/8 The World Today

Green book: Chapter 19: Africa (1945-Present)

Red book: Chapter 36: Africa (1945-Present)

Achieving Independence

Green book: pp. 511-513 Start at High Expectations, Dashed Hopes

Red book: pp. 912-913 Start at New Nations of Africa

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 5 Day 3

Today's objective: Africa (1945-Present)

1. Students will specify how nationalist leaders guided the independence movement.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should check for understanding of yesterday's introduction:

Teachers should share with students that after WWII, a tide of nationalism swept through Africa – leading to independence for many of the African nations. The pattern of dependence resulting from the colonialism of the past made it difficult for most nations to build strong economies and stable political systems. In the years after independence, African leaders struggled to encourage national unity and to modernize their nations. Teachers may want to extend on colonialism depending on the make-up of the class.

Teachers may want to bring up the map activity from day 1 to check for understanding or review:

Students should go to www.worldatlas.com

Click on Africa

Click on Africa again

Teachers should find and lead a discussion on South Africa, Kenya, Liberia, Ghana, and Nigeria. Teachers should also discuss the size of Africa (2nd largest continent, etc.) with the class.

2. Word Wall – Used for week 5 of quarter 4

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

Apartheid	Pan-Africanism	Artificial Borders	One-party rule
Military rule	Mixed Economics	Deforestation	"Tribal" leaders

- 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. 507

Red book: pp. 906-907

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

Achieving Independence

Green book: pp. 511-513 Start at High Expectations, Dashed Hopes

Red book: pp. 912-913 Start at New Nations of Africa

Students should find the answer to the following question(s):

1. How did nationalist leaders guide the independence movement?

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: Students should develop their own timeline on a sheet of paper. As the read over the week, have each student identify important events to the timeline. Students will need to support why s/he believes the event to be an important influence in Africa since 1945. Each day, the student will write on why the event was important enough to be put on his/her timeline.

EXTEND

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

Writing prompt: Students should be instructed to write on why the event s/he added to their timeline was significant.

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 4/8 The World Today

Green book: Chapter 19: Africa (1945-Present)

Red book: Chapter 36: Africa (1945-Present)

Programs for Development

Green book: pp. 513-516 Stop at People and the Environment

Red book: pp. 914-917 Stop at Critical Issues

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 5 Day 4

Today's objective: Programs for Development

1. Students will summarize the main goals of new African nations.
2. Students will identify the obstacles that hindered development.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce the next two day's reading selection with the following:

Please discuss that new African nations sought unity and stability as they set up political and economic systems. But civil wars, drought, famine, increased populations, and other problems made these goals hard to achieve. In many cases, one-party rule or military rule (word wall words/concepts) was established. Sometimes, socialism or mixed economics replaced capitalism. Teachers may want to further explain these ideas depending on the make-up of the class.

2. Word Wall – Used for week 5 of quarter 4

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

Apartheid	Pan-Africanism	Artificial Borders	One-party rule
Military rule	Mixed Economics	Deforestation	"Tribal" leaders

- 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. 507

Red book: pp. 906-907

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

Programs for Development

Green book: pp. 513-516 Stop at People and the Environment

Red book: pp. 914-917 Stop at Critical Issues

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: Students should develop their own timeline on a sheet of paper. As the read over the week, have each student identify important events to the timeline. Students will need to support why s/he believes the event to be an important influence in Africa since 1945. Each day, the student will write on why the event was important enough to be put on his/her timeline.

Additional/Alternate suggestion: Ask each student to create a two-column chart describing the African Experience since 1945. Instruct them to label one column "Goals" and the other "Obstacles." Using the information over the next two days of reading, have the student fill in the chart. This exercise can also be done in pairs.

EXTEND

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

Writing prompt: Students should be instructed to write on why the event s/he added to their timeline was significant.

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 4/8 The World Today

Green book: Chapter 19: Africa (1945-Present)

Red book: Chapter 36: Africa (1945-Present)

Programs for Development

Green book: pp. 516-517 Start at People and the Environment

Red book: pp. 917-919 Start at Critical Issues

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 5 Day 5

Today's objective: Programs for Development

1. Students will describe the political and economic choices African nations face.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should check for understanding in regards to yesterday's introduction and reading.

Yesterday's Introduction:

Please discuss that new African nations sought unity and stability as they set up political and economic systems. But civil wars, drought, famine, increased populations, and other problems made these goals hard to achieve. In many cases, one-party rule or military rule (word wall words/concepts) was established. Sometimes, socialism or mixed economics replaced capitalism. Teachers may want to further explain these ideas depending on the make-up of the class.

Yesterday's questions:

1. What were the main goals of new African nations?
2. What were the obstacles that hindered development?

2. Word Wall – Used for week 5 of quarter 4

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

Apartheid	Pan-Africanism	Artificial Borders	One-party rule
Military rule	Mixed Economics	Deforestation	"Tribal" leaders

- 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. 507

Red book: pp. 906-907

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

Programs for Development

Green book: pp. 516-517 Start at People and the Environment

Red book: pp. 917-919 Start at Critical Issues

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: Students should develop their own timeline on a sheet of paper. As the read over the week, have each student identify important events to the timeline. Students will need to support why s/he believes the event to be an important influence in Africa since 1945. Each day, the student will write on why the event was important enough to be put on his/her timeline.

Additional/Alternate suggestion: Ask each student to create a two-column chart describing the African Experience since 1945. Instruct them to label one column "Goals" and the other "Obstacles." Using the information over the next two days of reading, have the student fill in the chart. This exercise can also be done in pairs.

EXTEND

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

Writing prompt: Students should be instructed to write on why the event s/he added to their timeline was significant.

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 4/8 The World Today

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

Chapter 19; Section 19-3

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

Chapter 36; Section 36-3

Green book: Chapter 19: Africa (1945-Present)

Red book: Chapter 36: Africa (1945-Present)

Standards: 104.1-4 10.10.1-3 10.11 8



Lesson Plan for Quarter 4 Week 6 Day 1

Today's objective: Africa (1945-Present)

6. Students will locate the three (in red book) or four (in green book) nations of Africa that are highlighted in this section of reading, which will span the next four days of lesson plans.
7. Students will be re-introduced to Africa since WWII and begin to identify the events that influenced change since 1945 via the timeline in the text.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should check for student understanding that many people hoped that independence would bring democratic governments, but many African nations landed military regimes and one-party states. As with others countries, the nations of Africa had problems/struggles with the transition from traditional ways to modern influences.

Suggested Activity: The following suggestion uses www.worldatlas.com.

Students should go to www.worldatlas.com

Click on Africa

Click on Africa again

Green Book: Teachers should find and lead a discussion on Nigeria, Congo, Tanzania, and Zimbabwe.

Red book: Teachers should find and lead a discussion on Nigeria, Congo, and Tanzania.

Then, students should find the following information on each of the countries from above:

Capital City?

Language(s)?

Official Name?

Current time and date?

Once complete, teachers should review the timelines in the text:
 Green book: p. 507
 Red book: pp. 906-907

Second Activity: Teachers should lead a discussion on of each of the following and the significance to the upcoming readings:

Muslim Hausa – North
 Muslim Fulani – North
 Christian Ibo – Southeast
 Yoruba – Southeast

2. Word Wall – Used for week 6 of quarter 4

Introduce 13 important, useful words/concepts/people from today's reading

Casualties	Disastrous	Post-Independence	Niger River	Benue River
Ujamaa	One-Party Rule	Gen. Ibahim Babaugida	Gen. Mobutu Sese Seko	Laurent Kabila
Julius Nyere	Robert Mugabe (green book)	Joshua Nkomo (green book)		

- 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. 507
 Red book: pp. 906-907

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

Teachers should have the class read the poem by John Pepper Clark on p. 517 in the green book and 920 in the red book.

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 and discussing the poem, have each student write his/her interpretation of the poem.

EXTEND

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

Writing prompt: Teachers could have students scan the pictures/illustrations and bold subheadings in sections 1 and 2 of the chapter and then have students write three generalizations about the African experience since 1945.

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 4/8 The World Today

Green book: Chapter 19: Africa (1945-Present)

Red book: Chapter 36: Africa (1945-Present)

Green book: Four Nations: A Closer Look

Red Book: Three Nations: A Closer Look

Green book: pp. 517-519 Stop at the Congo: A Dictator's Legacy

Red book: pp. 920-921

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 6 Day 2

Today's objective: Africa (1945-Present)

1. Students will describe the problems Nigeria faced at independence.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should check for student understanding that many people hoped that independence would bring democratic governments, but many African nations landed military regimes and one-party states. As with others countries, the nations of Africa had problems/struggles with the transition from traditional ways to modern influences.

Review findings of yesterday's suggestion:

Suggested Activity: The following suggestion uses www.worldatlas.com.

Students should go to www.worldatlas.com

Click on Africa

Click on Africa again

Green Book: Teachers should find and lead a discussion on Nigeria, Congo, Tanzania, and Zimbabwe.

Red book: Teachers should find and lead a discussion on Nigeria, Congo, and Tanzania.

Then, students should find the following information on each of the countries from above:

Capital City?

Language(s)?

Official Name?

Current time and date?

Once complete, teachers should review the timelines in the text:

Green book: p. 507

Red book: pp. 906-907

2. Word Wall – Used for week 6 of quarter 4

Introduce 13 important, useful words/concepts/people from today's reading

Casualties	Disastrous	Post-Independence	Niger River	Benue River
Ujamaa	One-Party Rule	Gen. Ibahim Babaugida	Gen. Mobutu Sese Seko	Laurent Kabila
Julius Nyere	Robert Mugabe (green book)	Joshua Nkomo (green book)		

- 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. 507

Red book: pp. 906-907

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

Green book: Four Nations: A Closer Look

Red Book: Three Nations: A Closer Look

Green book: pp. 517-519 Stop at the Congo: A Dictator's Legacy

Red book: pp. 920-921

Students should try to answer the following as they read:

1. What problems did Nigeria face at Independence?

RESPOND

5. Add to the Timeline

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

EXPLORE

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

One activity: See writing prompt.

EXTEND

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

Writing prompt: Please refer to the following activities in the text:

Green book: p. 518 Tragedy in Biafra

Red book: p. 921 Primary Source Exercise: A Nigerian Speaks Out

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 4/8 The World Today

Green book: Chapter 19: Africa (1945-Present)

Red book: Chapter 36: Africa (1945-Present)

Green book: Four Nations: A Closer Look

Red Book: Three Nations: A Closer Look

Green book: pp. 519 Start at the Congo: A Dictator's Legacy
Stop at Tanzania's Experiment in Socialism

Red book: pp. 922 Start at Dictatorship and War in Congo
Stop at Tanzania's Experiment in Socialism

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 6 Day 3

Today's objective: Africa (1945-Present)

1. Students will explain why Zaire suffered setbacks in development.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should check for student understanding that many people hoped that independence would bring democratic governments, but many African nations landed military regimes and one-party states. As with others countries, the nations of Africa had problems/struggles with the transition from traditional ways to modern influences.

Review findings of yesterday's suggestion:

Suggested Activity: The following suggestion uses www.worldatlas.com.

Students should go to www.worldatlas.com

Click on Africa

Click on Africa again

Green Book: Teachers should find and lead a discussion on Congo

Red book: Teachers should find and lead a discussion on Congo

Then, teachers should review with students following information on

Congo:

Capital City?

Language(s)?

Official Name?

Current time and date?

2. Word Wall – Used for week 6 of quarter 4

Introduce 13 important, useful words/concepts/people from today's reading

Casualties	Disastrous	Post-Independence	Niger River	Benue River
Ujamaa	One-Party Rule	Gen. Ibahim Babaugida	Gen. Mobutu Sese Seko	Laurent Kabila
Julius Nyere	Robert Mugabe (green book)	Joshua Nkomo (green book)		

- 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. 507

Red book: pp. 906-907

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

Green book: Four Nations: A Closer Look

Red Book: Three Nations: A Closer Look

Green book: pp. 519 Start at the Congo: A Dictator's Legacy

Stop at Tanzania's Experiment in Socialism

Red book: pp. 922 Start at Dictatorship and War in Congo

Stop at Tanzania's Experiment in Socialism

Today's objective: Africa (1945-Present)

1. Why did Zaire suffer setbacks in development?

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 map exercise in Background Knowledge.

EXTEND

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

Writing prompt: After reading today's selection, each student should identify the advantages of the Congo. In addition, students should explain why Zaire suffered setbacks in their development.

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 4/8 The World Today

Green book: Chapter 19: Africa (1945-Present)

Red book: Chapter 36: Africa (1945-Present)

Green book: Four Nations: A Closer Look

Red Book: Three Nations: A Closer Look

Green book: pp. 519-521 Start at Tanzania's Experiment in Socialism

Red book: pp. 922-923 Start at Tanzania's Experiment in Socialism

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 6 Day 4

Today's objective: Africa (1945-Present)

1. Students will identify Nyerere's goals for Tanzania.
2. Green Book: Students will describe how Zimbabwe achieved majority rule.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should check for student understanding that many people hoped that independence would bring democratic governments, but many African nations landed military regimes and one-party states. As with others countries, the nations of Africa had problems/struggles with the transition from traditional ways to modern influences.

Review findings of yesterday's suggestion:

Suggested Activity: The following suggestion uses www.worldatlas.com.

Students should go to www.worldatlas.com

Click on Africa

Click on Africa again

Zimbabwe Green Book: Teachers should find and lead a discussion on Tanzania and

Red book: Teachers should find and lead a discussion on Tanzania
Then, teachers should review with students following information on

Congo:

Capital City?

Language(s)?

Official Name?

Current time and date?

2. Word Wall – Used for week 6 of quarter 4

Introduce 13 important, useful words/concepts/people from today's reading

Casualties	Disastrous	Post-Independence	Niger River	Benue River
Ujamaa	One-Party Rule	Gen. Ibahim Babaugida	Gen. Mobutu Sese Seko	Laurent Kabila
Julius Nyere	Robert Mugabe (green book)	Joshua Nkomo (green book)		

- 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. 507

Red book: pp. 906-907

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

Green book: Four Nations: A Closer Look

Red Book: Three Nations: A Closer Look

Green book: pp. 519-521 Start at Tanzania's Experiment in Socialism

Red book: pp. 922-923 Start at Tanzania's Experiment in Socialism

Students should try to answer the following as they read:

1. What were Nyerere's goals for Tanzania?
2. Green Book: How did Zimbabwe achieve majority rule?

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 map exercise in Background Knowledge and writing prompt for today.

EXTEND

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

Writing prompt: After reading today's selection and discussing, have each student complete the following exercises in the text:

Green book: p. 923 Farmers in Tanzania

Red book: p. 520 On the Socialist Road

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 4/8 The World Today

Green book: Chapter 19: Africa (1945-Present)

Red Book: Chapter 36: Africa (1945-Present)

Green book: 19-3 Four Nations: A Closer Look

Red Book: 36-3 Three Nations: A Closer Look

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 6 Day 5

Today's objective: Africa (1945-Present)

1. Students will show their understanding and knowledge reviewed over week 6.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should check for understanding of the weeks section by printing out a blank map from www.worldatlas.com to have each student locate the countries discussed over the week.

2. Word Wall – Used for week 5 of quarter 4

Teachers should take the word wall suggestions and make a vocabulary test.

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

Apartheid	Pan-Africanism	Artificial Borders	One-party rule
Military rule	Mixed Economics	Deforestation	"Tribal" leaders

- 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. 507

Red book: pp. 906-907

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

Green book: Chapter 19: Africa (1945-Present)

Red Book: Chapter 36: Africa (1945-Present)

Green book: 19-3 Four Nations: A Closer Look

Red Book: 36-3 Three Nations: A Closer Look

Teachers should have each student answer the following questions:

1. What problems did Nigeria face at Independence?
2. Why did Zaire suffer setbacks in development?
3. What were Nyerere's goals for Tanzania?
4. Green Book: How did Zimbabwe achieve majority rule?

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 may want to discuss student responses to the questions presented in today's reading selection.

EXTEND

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

Writing prompt: See reading selection.

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 4/8 The World Today

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

Chapter 19; Section 19-3

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

Chapter 36; Section 36-3

Green book: Chapter 19: Africa (1945-Present)

Red book: Chapter 36: Africa (1945-Present)



Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 7 Day 1

Unit 4/8 The World Today

Green book: Chapter 19: Africa (1945-Present); section 19-4

Red book: Chapter 36: Africa (1945-Present); section 36-4

Today's objective: Africa (1945-Present)

8. Students will locate South Africa on a world map to prepare for this weeks readings and discussions.
9. Students will be introduced to South Africa.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce this week's reading selections by discussing and locating South Africa with the class. Teachers should highlight that under apartheid (define for the class) all South Africans were classified by race. Whites were in control – and the lives of non-whites were restricted. The pressure to end apartheid came from many fronts – both within South Africa as well as other nations. In 1994, Nelson Mandela and F.W. de Klerk worked to move the nation from white rule to majority rule. In Angola and Mozambique, the struggle for power and the complicated interests of the Cold War resulted in years of war in those nations.

Suggested Activity: The following suggestion uses www.worldatlas.com. Students should go to www.worldatlas.com

Click on Africa

Click on Africa again

Locate South Africa in relation to Africa

Locate, Discuss and find facts by clicking on the following:

South Africa

Mozambique

Namibia

Angola

Then, students should find the following information on each of the countries from above:

Capital City?

Language(s)?

Official Name?

Current time and date?

Once complete, teachers should review the timelines in the text:

Green book: p. 507

Red book: pp. 906-907

Second Activity: Teachers should introduce the concepts and people suggested in the Word Wall activity at this point

2. Word Wall – Used for week 7 of quarter 4

Introduce 11 important, useful words/concepts/people from today's reading

Afrikaner Nationalism	Majority Rule	White Rule	Apartheid	African National Congress	F. W. de Kerk
Free Election	Economic Sanctions	Southwest African People's Organization (SWAPO)	Nelson Mandela	Desmond Tutu	

- 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. 507

Red book: pp. 906-907

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

Unit 4/8 The World Today

Green book: Chapter 19: Africa (1945-Present); section 19-4

Red book: Chapter 36: Africa (1945-Present); section 36-4

Teachers should have students use the primary source in the student text for the reading, discussion, and writing prompt for today's lesson.

Green book: p. 646

Red book: p. 998

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 selection.

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

Writing prompt: See reading selection for today. Have each student answer the critical thinking prompt in the exercise. Students will take his/her writing from today and use it in the Extend section of Day 2, week 7.

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 4/8 The World Today

Struggles in Southern Africa

Green book: Chapter 19: Africa (1945-Present)

Red book: Chapter 36: Africa (1945-Present)

Green book: pp. 522-524 Stop at A New South Africa

Red book: pp. 924-926 Stop at The New South Africa

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 7 Day 2

Today's objective: Africa (1945-Present)

1. Students will specify how apartheid affected South Africa.
2. Students will outline the steps that led to the end of apartheid.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should review the word wall suggestions first introduced on Day 1, week 7.

Teachers should locate and discuss Zimbabwe using either www.worldatlas.com or some other source.

2. Word Wall – Used for week 7 of quarter 4

Introduce 11 important, useful words/concepts/people from today's reading

Afrikaner Nationalism	Majority Rule	White Rule	Apartheid	African National Congress	F. W. de Kerk
Free Election	Economic Sanctions	Southwest African People's Organization (SWAPO)	Nelson Mandela	Desmond Tutu	

- 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. 507

Red book: pp. 906-907

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

Green book: Struggles in Southern Africa

Red Book: Struggles in Southern Africa

Green book: pp. 522-524 Stop at A New South Africa

Red book: pp. 924-926 Stop at The New South Africa

Students should answer the following as they read:

1. What challenges faced Zimbabwe?
2. How did the long struggle to end apartheid lead to a new South Africa?

RESPOND

5. Add to the Timeline

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

EXPLORE

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

One activity: The suggestion is used for day 2, 3, and 4 of week 7. Instruct students to create a table like the one below. As s/he reads and discusses South Africa, have him/her fill in the table.

	<i>Zimbabwe</i>	<i>South Africa</i>	<i>Namibia</i>	<i>Angola</i>	<i>Mozambique</i>
<i>National Leaders</i>					
<i>Social and Political Conflicts</i>					
<i>Reforms</i>					

EXTEND

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

Writing prompt: Using the written responses to yesterday's writing prompt, teachers should instruct students to pair up. Have each student share what s/he wrote with his or her partner. Teachers may want to debrief with the entire class after the appropriate sharing time.

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 4/8 The World Today

Green book: Chapter 19: Africa (1945-Present)

Red book: Chapter 36: Africa (1945-Present)

Green book: Struggles in Southern Africa

Red Book: Struggles in Southern Africa

Green book: pp. 524-525 Start at A New South Africa

Stop at Freedom for South Africa

Red book: p. 926 Start at The New South Africa

Stop at Other Nations of South Africa

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 7 Day 3

Today's objective: Africa (1945-Present)

1. Students will outline the steps that led to the end of apartheid.
2. Students will explain the meaning of the idea: A New South Africa.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should review the word wall suggestions first introduced on Day 1, week 7.

2. Word Wall – Used for week 7 of quarter 4

Introduce 11 important, useful words/concepts/people from today's reading

Afrikaner Nationalism	Majority Rule	White Rule	Apartheid	African National Congress	F. W. de Kerk
Free Election	Economic Sanctions	Southwest African People's Organization (SWAPO)	Nelson Mandela	Desmond Tutu	

- 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. 507

Red book: pp. 906-907

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

Green book: Struggles in Southern Africa

Red Book: Struggles in Southern Africa

Green book: pp. 524-525 Start at A New South Africa

Stop at Freedom for South Africa

Red book: p. 926 Start at The New South Africa

Stop at Other Nations of South Africa

Students should answer the following as they read:

See explore section of Today's lesson

RESPOND

5. Add to the Timeline

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

EXPLORE

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

One activity: The suggestion is used for day 2, 3, and 4 of week 7. Instruct students to create a table like the one below. As s/he reads and discusses South Africa, have him/her fill in the table.

	<i>Zimbabwe</i>	<i>South Africa</i>	<i>Namibia</i>	<i>Angola</i>	<i>Mozambique</i>
<i>National Leaders</i>					
<i>Social and Political Conflicts</i>					
<i>Reforms</i>					

EXTEND

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

Writing prompt: Over the past quarter, students have learned that courage requires moderation. Teachers have introduced and discussed that courage leads individuals to live for purposes bigger than themselves and their wants and needs. Using this idea, each student should write on how Mandela's slogan of "Let us build together" relates to the idea of Quarter 4 (Courage Requires Moderation).

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 4/8 The World Today

Green book: Chapter 19: Africa (1945-Present)

Red book: Chapter 36: Africa (1945-Present)

Green book: Struggles in Southern Africa

Red Book: Struggles in Southern Africa

Green book: pp. 525-526 Start at Freedom for South Africa

Red book: p. 926-929 Start at Other Nations of South Africa

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 7 Day 4

Today's objective: Africa (1945-Present)

1. Students will explain how the Cold War affected Angola and Mozambique.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should review the word wall suggestions first introduced on Day 1, week 7.

2. Word Wall – Used for week 7 of quarter 4

Introduce 11 important, useful words/concepts/people from today's reading

Afrikaner Nationalism	Majority Rule	White Rule	Apartheid	African National Congress	F. W. de Kerk
Free Election	Economic Sanctions	Southwest African People's Organization (SWAPO)	Nelson Mandela	Desmond Tutu	

- 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. 507

Red book: pp. 906-907

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

Green book: Struggles in Southern Africa

Red Book: Struggles in Southern Africa

Green book: pp. 525-526 Start at Freedom for South Africa

Red book: p. 926-929 Start at Other Nations of South Africa

Students should answer the following as they read:

See explore section of Today's lesson

RESPOND

5. Add to the Timeline

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

EXPLORE

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

One activity: The suggestion is used for day 2, 3, and 4 of week 7. Instruct students to create a table like the one below. As s/he reads and discusses South Africa, have him/her fill in the table.

	<i>Zimbabwe</i>	<i>South Africa</i>	<i>Namibia</i>	<i>Angola</i>	<i>Mozambique</i>
<i>National Leaders</i>					
<i>Social and Political Conflicts</i>					
<i>Reforms</i>					

EXTEND

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

Writing prompt: Teachers should lead a discussion associated with the following exercise and assign the question in the exercise for today's prompt.

Green book: p. 525 Freedom for Namibia

Red book: p. 928 Freedom for Namibia

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 4/8 The World Today

Green book: Chapter 19: Africa (1945-Present)

Red book: Chapter 36: Africa (1945-Present)



Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 7 Day 5

Today's objective: Africa (1945-Present)

2. Students will review the chapter.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should check student understanding of the various nations that make up Africa by using a blank map outline and having each student fill in the correct nations. Teachers should choose the best method for their class. Thus, this exercise can be one individually or in groups, open or closed source, and assigned for homework or done in class.

A blank map is available at www.worldatlas.com

click on Africa

click on Africa

scroll down to Maps and click on Africa (outline map) *here*

make copies for the class and instruct students to complete.

2. Word Wall – Used for week 5 of quarter 4

Select 20 word wall suggestions and have each student write the definition/importance of the word/concept.

READ

3. Review the Timeline

Green book: p. 507

Red book: pp. 906-907

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

Not applicable for today's lesson unless instructors want students to read the chapter in its entirety.

RESPOND**5. Add to the Timeline**

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

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

One activity: Teachers can have each student share the table developed after reading section 4 of the chapter.

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

Writing prompt: Teachers should instruct students to answer the following prompt that can also be found in the text.

How has majority rule affected political stability in southern African nations? Support your answer with 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 4/8 The World Today

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

Chapter 20

World History: Connections to Today (red book, tower cover) Chapter 37

Green book: Chapter 20: Latin America (1945-Present)

Red book: Chapter 37: Latin America (1945-Present)

Standards: 104.1-4 10.10.1-3 10.11 8

This week only contains 4 days of suggested lesson plans due to the observance of Memorial Day.

Lesson Plan for Quarter 4 Week 8 Day 1

Unit 4/8 The World Today

Green book: Chapter 20: Latin America (1945-Present)

Red book: Chapter 37: Latin America (1945-Present)

Today's objective: East Asia and Southeast Asia (1945-Present)

10. Students will locate Latin America on a world map.

11. Students will turn subheadings into questions to be answered over week 8 of quarter 4.

PREPARE

1. Background knowledge necessary for today's reading

Today, students will prepare for the next three days of reading by exploring Latin America. In addition, teachers should discuss that Latin America's development is influenced by geography, culture, social patterns, and economic conditions. Teachers should explain the nations and regions that make up Latin America. Teachers may want to introduce the fact that Latin America reaches from Mexico through Central America, across to the Caribbean, and down through South America.

Suggested Activity: The following suggestion uses www.worldatlas.com.

Students should go to www.worldatlas.com

Identify and find the following:

- Mexico
- Caribbean
- Central America
- South America



Once this is complete, have each student (or group) find the following for each nation(s) assigned by the teacher in each of the four regions.

Capital City?

Language(s)?

How many hours ahead of the city you live in is the nation?

Second Activity: Once this activity is complete, have each student turn the subheading for section 20-1 in the green book and 37-1 in the red book into question form – these questions will be answered over the next 3 days of reading.

2. Word Wall – not offered today.

READ

3. Review the Timeline

Green book: p. 533

Red book: pp. 932-933

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

See second activity in Background Knowledge of today's lesson.

Green book: pp. 532-533

Red book: p. 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: Not offered today. Please see writing prompt.

EXTEND

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

Writing prompt: After students turn subheadings into questions, teachers should have each student should write a paragraph predicting what the next section will cover and discuss.

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 4/8 The World Today

Green book: Chapter 20: Latin America (1945-Present)

Red book: Chapter 37: Latin America (1945-Present)

Forces Shaping Modern Latin America

Green book: p. 534 Stop at Sources of Unrest

Red book: pp. 934-935 Stop at Sources of Unrest

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 8 Day 2

Today's objective: Forces Shaping Modern Latin America

5. Students will identify the conditions that contributed to unrest in Latin America.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should reinforce the following with the class:

Teachers should discuss that Latin America's development is influenced by geography, culture, social patterns, and economic conditions. Teachers should explain the nations and regions that make up Latin America. Teachers may want to introduce the fact that Latin America reaches from Mexico through Central America, across to the Caribbean, and down through South America.

Teachers can add that social inequality, population growth, poverty, and rapid urbanization all contributed to unrest in Latin America. Many ideologies competed for power during the early years, and continue today to secure control of various governments. To encourage economic growth, governments encouraged economic nationalism and expanding agriculture. urbanization, competing political groups, religious movements, and the struggles of individuals have all influenced social change in the regions.

2. Word Wall – Used for Days 2, 3, and 4 in week 8 of quarter 4

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

Import Substitution	Agribusiness	Liberation Theology	Latin America
Mexico	South America	Central America	Caribbean

•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. 533

Red book: pp. 932-933

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

Forces Shaping Modern Latin America

Green book: p. 534 Stop at Sources of Unrest

Red book: pp. 934-935 Stop at Sources of Unrest

Students should answer the following questions as they read:

1. Identify the conditions that contributed to the unrest in Latin America?

RESPOND

5. Add to the Timeline

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

EXPLORE

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

The suggested activity is to be used for days 2, 3, and 4 of week 8.

One activity: As each student reads the section over the next three days, each student should gather evidence to support or challenge the following generalizations:

1. Most people in Latin America share a common heritage and the same culture.
2. Class structure is a significant influence on the lives of most Latin Americans.
3. Democracy has had a troubled history in Latin America.
4. Economic Development has had mixed success.
5. Religious leaders play a significant role in Latin American politics.
6. The role of women has remained unchanged in this century.

The evidence obtained will be used in the final writing prompt for the week.

EXTEND

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

Writing prompt: Each student should summarize in paragraph form his/her support or challenge of the following statement:

1. Most people in Latin America share a common heritage and the same culture.

8. Close with a short summary

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



Character Based Literacy Lesson Plans for World History

Unit 4/8 The World Today

Green book: Chapter 20: Latin America (1945-Present)

Red book: Chapter 37: Latin America (1945-Present)

Forces Shaping Modern Latin America

Green book: p. 534-537 Start at Sources of Unrest; Stop at Economic Development

Red book: pp. 935-537 Start at Sources of Unrest; Stop at Economic Development

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 8 Day 3

Today's objective: Forces Shaping Modern Latin America

1. Students will identify the conditions that contributed to unrest in Latin America.
2. Students will describe how the military, the Catholic Church, and Marxist ideology influenced political development in the region.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should reinforce the following with the class:

Teachers should discuss that Latin America's development is influenced by geography, culture, social patterns, and economic conditions. Teachers should explain the nations and regions that make up Latin America. Teachers may want to introduce the fact that Latin America reaches from Mexico through Central America, across to the Caribbean, and down through South America.

Teachers can add that social inequality, population growth, poverty, and rapid urbanization all contributed to unrest in Latin America. Many ideologies competed for power during the early years, and continue today to secure control of various governments. To encourage economic growth, governments encouraged economic nationalism and expanding agriculture. Urbanization, competing political groups, religious movements, and the struggles of individuals have all influenced social change in the regions.

2. Word Wall – Used for Days 2, 3, and 4 in week 8 of quarter 4

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

Import Substitution	Agribusiness	Liberation Theology	Latin America
Mexico	South America	Central America	Caribbean

- 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. 533

Red book: pp. 932-933

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

Forces Shaping Modern Latin America

Green book: p. 534-537 Start at Sources of Unrest; Stop at Economic Development

Red book: pp. 935-937 Start at Sources of Unrest; Stop at Economic Development

Students should answer the following questions as they read:

1. What conditions contributed to the unrest in Latin America?
2. How did the military, the Catholic Church, and Marxist ideology influence the political development in the region.

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

The suggested activity is to be used for days 2, 3, and 4 of week 8.

One activity: As each student reads the section over the next three days, each student should gather evidence to support or challenge the following generalizations:

- a. Most people in Latin America share a common heritage and the same culture.
- b. Class structure is a significant influence on the lives of most Latin Americans.
- c. Democracy has had a troubled history in Latin America.
- d. Economic Development has had mixed success.
- e. Religious leaders play a significant role in Latin American politics.
- f. The role of women has remained unchanged in this century.

The evidence obtained will be used in the final writing prompt for the week.

EXTEND

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

Writing prompt: Even today, the gap between rich and poor has led to much unrest in Latin America – much as it has from 1945. Each student should write in paragraph form how a country can reduce poverty without threatening its economic stability.

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 4/8 The World Today

Green book: Chapter 20: Latin America (1945-Present)

Red book: Chapter 37: Latin America (1945-Present)

Forces Shaping Modern Latin America

Green book: p. 537-539 Start at Economic Development

Red book: pp. 937-939 Start at Economic Development

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 8 Day 4

Today's objective: Forces Shaping Modern Latin America

1. Students will explain how governments tried to promote economic development.
2. Students will specify the forces that have contributed to social change in Latin America.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should reinforce the following with the class:

Teachers should discuss that Latin America's development is influenced by geography, culture, social patterns, and economic conditions. Teachers should explain the nations and regions that make up Latin America. Teachers may want to introduce the fact that Latin America reaches from Mexico through Central America, across to the Caribbean, and down through South America.

Teachers can add that social inequality, population growth, poverty, and rapid urbanization all contributed to unrest in Latin America. Many ideologies competed for power during the early years, and continue today to secure control of various governments. To encourage economic growth, governments encouraged economic nationalism and expanding agriculture. Urbanization, competing political groups, religious movements, and the struggles of individuals have all influenced social change in the regions.

2. Word Wall – Used for Days 2, 3, and 4 in week 8 of quarter 4

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

Import Substitution	Agribusiness	Liberation Theology	Latin America
Mexico	South America	Central America	Caribbean

- 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. 533

Red book: pp. 932-933

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

Forces Shaping Modern Latin America

Green book: p. 537-539 Start at Economic Development

Red book: pp. 937-939 Start at Economic Development

Students should answer the following questions as they read:

1. How did governments try to promote economic development?
2. What forces contributed to the social change in Latin America?

RESPOND

5. Add to the Timeline

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

EXPLORE

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

The suggested activity is to be used for days 2, 3, and 4 of week 8.

One activity: As each student reads the section over the next three days, each student should gather evidence to support or challenge the following generalizations:

- a. Most people in Latin America share a common heritage and the same culture.
- b. Class structure is a significant influence on the lives of most Latin Americans.
- c. Democracy has had a troubled history in Latin America.
- d. Economic Development has had mixed success.
- e. Religious leaders play a significant role in Latin American politics.
- f. The role of women has remained unchanged in this century.

The evidence obtained will be used in the final writing prompt for the week.

EXTEND

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

Writing prompt: After collecting the evidence from the Explore section over the last three days, each student should communicate his/her stance on each area in essay form. Transitions should be made from one paragraph to the next. Teachers may want to extend this suggestion by have some students present their supported opinions in front of the class. Teachers can then led a class discussion/debate.

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 4/8 The World Today

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

Chapter 20

World History: Connections to Today (red book, tower cover) Chapter 37

Green book: Chapter 20: Latin America (1945-Present)

Red book: Chapter 37: Latin America (1945-Present)



Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 9 Day 1

Latin America, the United States, and the World

Green book: p. 540-542 Stop at Regional and Global Issues

Red book: pp. 940-942 Stop at Regional and Global Issues

Today's objective: Latin America, the United States, and the World

12. Students will locate Venezuela, Mexico, Argentina, Brazil, Paraguay, Uruguay, Colombia, and Peru on a world map.
13. Students will describe the impact of the Cuban Revolution
14. Students will identify Fidel Castro and his relationship to Cuba.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should preview the next two days of reading by introducing Fidel Castro, locating countries to be read about, and reviewing the word wall suggestions to class. Teachers may want to be brief in discussing Fidel Castro, or go more in depth depending on the make-up of the class. Teachers may want to introduce the man as reportedly born in 1926 and one that rose to power despite several early failings. He was a student leader and lawyer that eventually became the autocratic leader of Cuba in 1959. Teachers may want to introduce his relationship with the Soviet Union and United States at this time also – and may want to discuss the Bay of Pigs Invasion and the Cuban Missile Crisis if time permits. Again, if appropriate, teachers may want to discuss that with the fall of the Soviet Union in 1991, Cuba hit a rough economic period because of the billions of dollars previously given in Soviet aid.

Suggested Activity: The following suggestion uses www.worldatlas.com. Students should go to www.worldatlas.com

Find the following:

Venezuela
Mexico
Brazil
Paraguay
Uruguay
Colombia
Peru

2. Word Wall – Used for Days 1 and 2 in week 9 of quarter 4

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

Literacy rate	Embargo	Fidel Castro	The Organization of American States
OPEC	NAFTA	Migration	Amazon Rain Forest

- 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. 533

Red book: pp. 932-933

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

Latin America, the United States, and the World

Green book: p. 540-542 Stop at Regional and Global Issues

Red book: pp. 940-942 Stop at Regional and Global Issues

Students should answer the following as they read:

1. Who was Fidel Castro and what was his influence on Cuba?
2. How did communist rule affect Cuba?

RESPOND

5. Add to the Timeline

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

EXPLORE

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

One activity:

Green book: p. 541 Exercise Castro, Young and Old
Red book: p. 940 Biography: Fidel Castro 1926-

EXTEND

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

Writing prompt: After reading and discussing the section, students should be aware of the failing Castro overcomes before coming into power. Although his goal was one of political power and influence, his perseverance can be generalized into of aspects of one's journey to be a person of integrity/character. Each student should write on the role of perseverance in his/hers journey to be a person of integrity/character/courage.

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 4/8 The World Today

Green book: Chapter 20: Latin America (1945-Present)

Red book: Chapter 37: Latin America (1945-Present)

Latin America, the United States, and the World

Green book: p. 542-545 Start at Regional and Global Issues

Red book: pp. 942-943 Start at Regional and Global Issues

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 9 Day 2

Today's objective: Latin America, the United States, and the World

1. Students will specify the politics the United States pursued in Latin America.
2. Students will identify the issues that have linked Latin America to the world.

PREPARE

1. Background knowledge necessary for today's reading

Teachers can check for understanding of yesterday's introduction and the countries found using a world map.

Teachers should preview the next two days of reading by introducing Fidel Castro, locating countries to be read about, and reviewing the word wall suggestions to class. Teachers may want to be brief in discussing Fidel Castro, or go more in depth depending on the make-up of the class. Teachers may want to introduce the man as reportedly born in 1926 and one that rose to power despite several early failings. He was a student leader and lawyer that eventually became the autocratic leader of Cuba in 1959. Teachers may want to introduce his relationship with the Soviet Union and United States at this time also – and may want to discuss the Bay of Pigs Invasion and the Cuban Missile Crisis if time permits. Again, if appropriate, teachers may want to discuss that with the fall of the Soviet Union in 1991, Cuba hit a rough economic period because of the billions of dollars previously given in Soviet aid.

Suggested Activity: The following suggestion uses www.worldatlas.com. Students should go to www.worldatlas.com

Find the following:

Venezuela
Mexico
Brazil
Paraguay
Uruguay
Columbia
Peru

2. Word Wall – Used for Days 1 and 2 in week 9 of quarter 4

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

Literacy rate	Embargo	Fidel Castro	The Organization of American States
OPEC	NAFTA	Migration	Amazon Rain Forest

- 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. 533

Red book: pp. 932-933

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

Latin America, the United States, and the World

Green book: p. 542-545 Start at Regional and Global Issues

Red book: pp. 942-943 Start at Regional and Global Issues

Students should answer the following as they read:

1. What politics did the United States pursue in Latin America?
2. What issues link Latin America to the world?
3. How did

RESPOND

5. Add to the Timeline

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

EXPLORE

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

One activity:

Green book: p. 542 Drug Wars

Red book: p. 942 Cutting Down Lives?

EXTEND

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

Writing prompt: Use the question presented in the exercises suggested in section 6 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 4/8 The World Today

Green book: Chapter 20: Latin America (1945-Present)

Red book: Chapter 37: Latin America (1945-Present)

Mexico, Central America, and the Caribbean

Green book: pp. 641 Primary Source Exercise

Red book: pp. 996 Primary Source Exercise

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 9 Day 3

Today's objective: Mexico, Central America, and the Caribbean

1. Students will use a primary source to identify the political direction Latin American countries fought for over the decades from 1945.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should preview the next two days of reading by insuring student understanding of democracy. Students should realize that in recent decades, Mexico has experienced democratic reforms and economic growth. In Central America, people fought the ruling elite of the military, business, and landowning interests. As the oppressed people fought for change, there were many lives lost and, as one might expect, difficulty moving toward democracy - for example Haiti.

Today's lesson revolves around primary sources to give the student a perspective of democracy from someone living during the time. Teachers may want to introduce the suggested word wall.

2. Word Wall – Used for Days 3, 4, and 5 in week 9 of quarter 4

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

Ejidos	Maquiladoras	Oscar Romero	Lazaro Cardenas	Institutional Revolutionary Party (PRI)
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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. 533

Red book: pp. 932-933

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

Mexico, Central America, and the Caribbean

Green book: pp. 641 Primary Source Exercise

Red book: pp. 996 Primary Source Exercise

RESPOND

5. Add to the Timeline

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

EXPLORE

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

One activity:

Green book: pp. 641 Primary Source Exercise

Red book: pp. 996 Primary Source Exercise

EXTEND

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

Writing prompt: Use the question presented in the exercises suggested in section 6 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 4/8 The World Today

Green book: Chapter 20: Latin America (1945-Present)

Red book: Chapter 37: Latin America (1945-Present)

Mexico, Central America, and the Caribbean

Green book: p. 545-548 Stop at War and Peace in Central America

Red book: pp. 944-946 Stop at War and Peace in Central America

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 9 Day 4

Today's objective: Mexico, Central America, and the Caribbean

1. Students will describe the economic successes Mexico achieved.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should reinforce the following with the class:

Teachers should discuss that Latin America's development is influenced by geography, culture, social patterns, and economic conditions. Teachers should explain the nations and regions that make up Latin America. Teachers may want to insure that students know the fact that Latin America reaches from Mexico through Central America, across to the Caribbean, and down through South America.

Teachers can remind students that social inequality, population growth, poverty, and rapid urbanization all contributed to unrest in Latin America. Many ideologies competed for power during the early years, and continue today to secure control of various governments. To encourage economic growth, governments encouraged economic nationalism and expanding agriculture. Urbanization, competing political groups, religious movements, and the struggles of individuals have all influenced social change in the regions.

Suggested Activity: The following suggestion uses www.worldatlas.com.

Students should go to www.worldatlas.com

Find the following:

Mexico
Nicaragua
El Salvador
Guatemala
Haiti

2. Word Wall – Used for Days 3, 4, and 5 in week 9 of quarter 4

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

Ejidos	Maquiladoras	Oscar Romero	Lazaro Cardenas	Institutional Revolutionary Party (PRI)
--------	--------------	--------------	-----------------	---

- 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. 533

Red book: pp. 932-933

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

Mexico, Central America, and the Caribbean

Green book: p. 545-548 Stop at War and Peace in Central America

Red book: pp. 944-946 Stop at War and Peace in Central America

Students should answer the following as they read:

1. What economic successes did Mexico achieve during this time?

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

To be complete over day 3 and 4 of week 9 in quarter 4

One activity:

Have students fill in key information in a table like the one suggested below after reading the section. It is suggested that this be done as a class directed by the instructor to stimulate conversation on the topics.

	Mexico	Nicaragua	Guatemala	El Salvador	Haiti
Politics					
Economics					

EXTEND

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

Writing prompt: After students have read today's selection, have each student write on why s/he thinks it important for a democracy at least two major political parties. Afterwards, teachers should elicit responses to insure student understanding of the concept.

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 4/8 The World Today

Green book: Chapter 20: Latin America (1945-Present)

Red book: Chapter 37: Latin America (1945-Present)

Mexico, Central America, and the Caribbean

Green book: p. 548-550 Start at War and Peace in Central America

Red book: pp. 946-949 Start at War and Peace in Central America

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 9 Day 5

Today's objective: Mexico, Central America, and the Caribbean

1. Students will explain why Central American countries experienced civil wars.
2. Students will identify the problems democracy faced in Haiti.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should check for student understanding of yesterday's lesson.

2. Word Wall – Used for Days 3, 4, and 5 in week 9 of quarter 4

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

Ejidos	Maquiladoras	Oscar Romero	Lazaro Cardenas	Institutional Revolutionary Party (PRI)
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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. 533

Red book: pp. 932-933

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

Mexico, Central America, and the Caribbean

Green book: p. 548-550 Start at War and Peace in Central America

Red book: pp. 946-949 Start at War and Peace in Central America

Students should try to answer the following as they read:

1. Why did Central American countries experience civil wars?
2. What problems did democracy face in Haiti?

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

To be complete over day 3 and 4 of week 9 in quarter 4

One activity:

Have students fill in key information in a table like the one suggested below after reading the section. It is suggested that this be done as a class directed by the instructor to stimulate conversation on the topics.

	Mexico	Nicaragua	Guatemala	El Salvador	Haiti
Politics					
Economics					

EXTEND

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

Writing prompt: After students have read today's selection and filled in the chart suggestion in the previous section, have the student take the key information recorded to summarize the politics and economics of that nation. Students should summarize in their own words.

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



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

Chapter 20

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

37

Unit 4/8 The World Today

Green book: Chapter 20: Latin America (1945-Present)

Red book: Chapter 37: Latin America (1945-Present)

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 10 Day 1

Introducing Argentina

Today's objective: Introducing Argentina

15. Students will locate Argentina and learn about the states that make up Argentina.

16. Students will write a brief description of Argentina.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should share with the class that this week will finish up the chapter on Latin America. The emphasis will be on Argentina and Brazil. To this end, there will be two days of the week dedicated to map exercises for each. Students will learn about the states/provinces/cities that make up Argentina and Brazil. Today's lesson will start with Argentina and the entire lesson is contained in the following. The focus, reading, visual, and writing prompt are as follows:

Teachers need to print out the outline map of Argentina prior to class for distribution and use in this lesson. This map can be found at www.worldatlas.com by following the links to Argentina, and then clicking on outline map.

Suggested Activity: The following suggestion uses www.worldatlas.com.
Students should go to www.worldatlas.com

Click on Enter

Click on South America

Click on Argentina

Use the information on this site to find the following:

1. Use the larger, more detailed map of Argentina to complete the outline map handout from the instructor.
2. Read A Brief Descriptor of Argentina as it will be needed for the writing prompt.
3. Students should answer the following
 - i. How many people call Argentina home?
 - ii. How many miles of coastland does Argentina have?
 - iii. How many provinces/cities make up Argentina?
 - iv. What is the capital city?

2. Word Wall – not used today.

READ

3. Review the Timeline

Green book: p. 533

Red book: pp. 932-933

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

Argentina

Students should read A Brief Description of Argentina found at www.worldatlas.com

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: Outline map introduced in section 1.

EXTEND

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

Writing prompt: After reading A Brief Description of Argentina, teachers should instruct students to summarize the information gathered into paragraph form. Students should be reminded to use his/her own words.

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 4/8 The World Today

Green book: Chapter 20: Latin America (1945-Present)

Red book: Chapter 37: Latin America (1945-Present)

Focus on Argentina and Brazil

Green book: p. 551-553 Stop at Brazil – A Country of the Future

Red book: pp. 950-951

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 10 Day 2

Today's objective: Focus on Argentina and Brazil

1. Students will explain why Juan Peron was a popular dictator.
2. Students will describe how economic swings affected Argentina.

PREPARE

1. Background knowledge necessary for today's reading

Teachers can discuss the following to introduce today's reading selection:

Juan Peron became a very popular dictator by appealing to Argentine nationalism and providing benefits to the working class. During this time, Argentina's erratic economic swings contributed to the political and social unrest. At times, the nation was governed by military rule or dictatorship – both of which limited the growth of democracy.

2. Word Wall

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

Free Election	Eva Duarte	Juan Peron	Isabel Peron	"dirty 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. 533

Red book: pp. 932-933

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

Focus on Argentina and Brazil

Green book: p. 551-553 Stop at Brazil – A Country of the Future

Red book: pp. 950-951

Students should answer the following as they read:

1. Why was Juan Peron a popular dictator?
2. How did economic swings affect Argentina?

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: Students should fill in the following chart as s/he reads o the selections assigned for day 2 and day 4 of week 10 in quarter 4

	Argentina	Brazil
Cultural Background		
Social Division		
Economic Strengths		
Economic Weaknesses		
Causes and Effects of Dictatorship		
Democracy Efforts		

EXTEND

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

Writing prompt: After reading and discussing today's selection, each student should write on the possible benefits and drawbacks that might result from "building of personality" around figures like Juan and Eva Peron.

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 4/8 The World Today

Green book: Chapter 20: Latin America (1945-Present)

Red book: Chapter 37: Latin America (1945-Present)

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 10 Day 3

Introducing Brazil

Today's objective: Introducing Brazil

1. Students will locate Brazil and learn about the states that make up Brazil.
2. Students will write a brief description of Brazil.

PREPARE

1. Background knowledge necessary for today's reading

Reemphasize: Teachers should share with the class that this week will finish up the chapter on Latin America. The emphasis will be on Argentina and Brazil. To this end, there will be two days of the week dedicated to map exercises for each. Students learned about the states/provinces/cities that make up Argentina on day 1, and now will study Brazil. The focus, reading, visual, and writing prompt are as follows:

Teachers need to print out the outline map of Brazil prior to class for distribution and use in this lesson. This map can be found at www.worldatlas.com by following the links to Brazil, and then clicking on outline map.

Suggested Activity: The following suggestion uses www.worldatlas.com.

Students should go to www.worldatlas.com

Click on Enter

Click on South America

Click on Brazil

Use the information on this site to find the following:

4. Use the larger, more detailed map of Brazil to complete the outline map handout from the instructor.
5. Read A Brief Descriptor of Brazil as it will be needed for the writing prompt.
6. Students should answer the following
 - i. How many people call Brazil home?
 - ii. How many miles of coastland does Brazil have?
 - iii. How many provinces/cities make up Brazil?
 - iv. What is the capital city?

2. Word Wall – not used today.

READ

3. Review the Timeline

Green book: p. 533

Red book: pp. 932-933

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

Brazil

Students should read A Brief Description of Brazil found at www.worldatlas.com

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: Outline map introduced in section 1.

EXTEND

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

Writing prompt: After reading A Brief Description of Brazil, teachers should instruct students to summarize the information gathered into paragraph form. Students should be reminded to use his/her own words.

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 4/8 The World Today

Green book: Chapter 20: Latin America (1945-Present)

Red book: Chapter 37: Latin America (1945-Present)

Focus on Argentina and Brazil

Green book: p. 553-555 Start at Brazil – A Country of the Future

Red book: pp. 952-955

Standards: 104.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 4 Week 10 Day 4

Today's objective: Focus on Argentina and Brazil

1. Students will describe the economic swings that affected Brazil.
2. Students will outline the successes and setbacks democracy experienced in Brazil.

PREPARE

1. Background knowledge necessary for today's reading

Teachers can discuss the following to introduce today's reading selection:

Teachers should instruct students to bring up information they gathered in yesterday's lesson to introduce today's reading selection. Teachers may want to steer students the number of people that live in Brazil and the many cities/provinces.

2. Word Wall

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

Favela	Plebiscite	Squatter	Getulio Vargas	Fernando Henrique Cardoso	Luiz Inacia Lula da Silva
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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. 533

Red book: pp. 932-933

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

Focus on Argentina and Brazil

Green book: p. 553-555 Start at Brazil – A Country of the Future

Red book: pp. 952-955

Students should answer the following as they read:

1. What were the successes and setbacks democracy experienced in Brazil?
2. How did economic swings affect Brazil?

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: Students should fill in the following chart as s/he reads o the selections assigned for day 2 and day 4 of week 10 in quarter 4

	Argentina	Brazil
Cultural Background		
Social Division		
Economic Strengths		
Economic Weaknesses		
Causes and Effects of Dictatorship		
Democracy Efforts		

EXTEND

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

Writing prompt: After reading and discussing today's selection, teachers should instruct students to describe the Brazilian economic miracle. Included in the writing should be an explanation to why it faltered.

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 4/8 The World Today

Green book: Chapter 20: Latin America (1945-Present)

Red book: Chapter 37: Latin America (1945-Present)



Lesson Plan for Quarter 4 Week 10 Day 5

Today's objective: Latin America

1. Students will compare and contrast Argentina and Brazil from the weeks readings and discussions.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should check for student understanding of the weeks readings and discussions of Brazil and Argentina.

2. Word Wall – no suggestions for today.

Teachers may want to take the suggestions from the week and check for student understanding using a formative evaluation.

READ

3. Review the Timeline

Green book: p. 533

Red book: pp. 932-933

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

No suggestion for today. Teachers may want to have students review the week's reading suggestion.

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

To be complete over day 3 and 4 of week 9 in quarter 4

One activity:

Teachers should lead the class in a Venn diagram exercise noting the similarities and differences of Brazil and Argentina. First, students should generate his/her own Venn diagram. Then, students will share it through a class discussion while the teacher fills in the Venn diagram on the board or overhead. Students can supplement their findings with those generated by the class discussion. The information gathered will be used in today's writing prompt.

EXTEND

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

Writing prompt: After the Venn diagram exercise, teachers should instruct students to write in paragraph form the similarities and differences of Brazil and Argentina.

8. Close with a short summary

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