

**EAST SIDE UNION HIGH SCHOOL DISTRICT**  
**HISTORY - SOCIAL SCIENCE STANDARDS**  
**WORLD HISTORY TENTH GRADE**

**STANDARD**

- 10.1 Students demonstrate an understanding that problems in the contemporary world are caused (or impacted) by economic, social , geographic, historical, political, and cultural factors.

**TEACHER STRATEGY**

**OBJECTIVES**

- 10.1.1 Describe the five themes of geography (1. Location, 2. Place, 3. Human/environment interaction, 4. Movements, 5. Regions).

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**STUDENT TASK**

**ASSESSMENT**

**RESOURCES AND TECHNOLOGY**

**EAST SIDE UNION HIGH SCHOOL DISTRICT**  
**HISTORY - SOCIAL SCIENCE STANDARDS**  
**WORLD HISTORY TENTH GRADE**

**STANDARD**

10.1 Students demonstrate an understanding that problems in the contemporary world are caused (or impacted) by economic, social , geographic, historical, political, and cultural factors.

**TEACHER STRATEGY**

**OBJECTIVES**

10.1.2 Describe the relationship of geography and history to the political, economic, and social problems in many countries.

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**RESOURCES AND TECHNOLOGY**

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**STANDARD**

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**TEACHER STRATEGY**

**OBJECTIVES**

- 10.1.3 Explore the ways in which citizens and organizations can work to resolve current problems.

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**RESOURCES AND TECHNOLOGY**

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**HISTORY - SOCIAL SCIENCE STANDARDS**  
**WORLD HISTORY TENTH GRADE**

**STANDARD**

10.2 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism and in Christianity to the development of Western political thought, in terms of:

**OBJECTIVES**

10.2.1 The similarities and differences in the Judeo-Christian and Greco-Roman views of law; reason and faith; duties of the individual.

**TEACHER STRATEGY**

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**STANDARD**

10.2 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism and in Christianity to the development of Western political thought, in terms of:

**OBJECTIVES**

10.2.2 The development of the Western political ideas of the rule of law and illegitimacy of tyranny, drawing from selections from Plato's *Republic* and Aristotle's *Politics*.

**TEACHER STRATEGY**

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**WORLD HISTORY TENTH GRADE**

**STANDARD**

10.2 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism and in Christianity to the development of Western political thought, in terms of:

**OBJECTIVES**

10.2.3 The influence of the U.S. Constitution on political systems in the contemporary world.

**TEACHER STRATEGY**

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**HISTORY - SOCIAL SCIENCE STANDARDS**  
**WORLD HISTORY TENTH GRADE**

**STANDARD**

- 10.3 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects on the worldwide political expectations for self-government and individual liberty, in terms of:

**OBJECTIVES**

- 10.3.3 The unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.

**TEACHER STRATEGY**

**Instruct**

Write a series of headlines such as the following on the board:

- Parliament Raises Taxes on the Colonies
- Five Die in Altercation with British Soldiers
- Colonists Dump Tea in Harbor
- War Declared!
- Negotiators Sign Peace Treaty
- Delegates Draft a Constitution

**Cooperative Grouping**

Organize the class into groups of four to six students each.

**Activity Description**

Each group member writes a news story to match a given headline. Groups reassemble and edit the articles. Students revise their work and paste up the front page of their newspaper.

**Focus**

Display the front page of the newspaper and ask students to discuss the characteristics of a headline and news story. In particular, ask students what kinds of information should be included in the first one or two paragraphs of a news story. As a result of discussion, write the six questions of journalism on the board: Who? What? Where? When? How? Why? Explain that in this activity, students will write news stories, review and edit them with the group, and “publish” their front page.

Time: 2 class periods

Discussion and instruction: 10 minutes

Writing newspaper stories: 35 minutes

Assembling front page: 25 minutes

Summarizing and assessing: 20 minutes

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**STUDENT TASK**

Ask students to follow these steps to complete the activity.

1. Decide which point of view their group will take, the British or the American.
2. Decide which news story each group member will write.
3. Use information from Section 4 and other available resources to write the story.
4. Work together to edit and revise each story. Keyboard each edited story on the computer, if possible.
5. Print headlines, either by hand or using the computer.
6. Assemble the stories and the headlines on a large sheet of paper, so the final product will resemble the front page of a newspaper.

**ASSESSMENT**

Ask each group to produce a jointly written assessment of their front page. The assessment should evaluate individual participation, thoroughness, accuracy of information, successfulness in representing a particular point of view, and overall quality of the revised stories

Have groups discuss the different newspapers. Does each story answer the six journalistic questions? Does each report the story from either the British or the American perspective?

**RESOURCES AND TECHNOLOGY**

**Newspapers**

Library materials on The American Revolution

“Skill Application Activity: Distinguishing Facts from Opinions,” Teaching Resources, Unit 5, page 13 (Unit 1, Modern Era Edition)

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- 10.3 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects on the worldwide political expectations for self-government and individual liberty, in terms of:

**OBJECTIVES**

- 10.3.5 How nationalism spread across Europe with Napoleon, and was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

**TEACHER STRATEGY**

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**RESOURCES AND TECHNOLOGY**



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**STANDARD**

10.4 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States, in terms of:

**TEACHER STRATEGY**

**OBJECTIVES**

10.4.1 Why England was the first country to industrialize.

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**RESOURCES AND TECHNOLOGY**

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**WORLD HISTORY TENTH GRADE**

**STANDARD**

10.4 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States, in terms of:

**OBJECTIVES**

10.4.2 How scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., biographies of James Watt, Eli Whitney, Henry Bessemer, Thomas Edison).

**TEACHER STRATEGY**

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**WORLD HISTORY TENTH GRADE**

**STANDARD**

10.4 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States, in terms of:

**TEACHER STRATEGY**

**OBJECTIVES**

10.4.3 The growth of population, rural to urban migration, impact on the environment and growth of cities associated with the Industrial Revolution.

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**WORLD HISTORY TENTH GRADE**

**STANDARD**

10.4 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States, in terms of:

**OBJECTIVES**

10.4.4 The evolution of work and labor, including the demise of the slave trade and effect of immigration, mining and manufacturing, division of labor and the union movement and their effect on the individual, the family, and society.

**TEACHER STRATEGY**

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**STANDARD**

10.4 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States, in terms of:

**OBJECTIVES**

10.4.5 The connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

**TEACHER STRATEGY**

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**STUDENT TASK**

**ASSESSMENT**

**RESOURCES AND TECHNOLOGY**

## STANDARD

### TEACHER STRATEGY

10.4.6 The emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

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**WORLD HISTORY TENTH GRADE**

**STANDARD**

10.4 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States, in terms of:

**TEACHER STRATEGY**

**OBJECTIVES**

10.4.7 The emergence of the Romantic impulse in art and literature (e.g., the poetry of William Blake and William Wordsworth) social criticism (e.g., Charles Dickens' novels) and the move away from Classicism in Europe.

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**STANDARD**

10.5 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast, Asia, China, India, Latin America, and the Philippines, in terms of:

**TEACHER STRATEGY**

**OBJECTIVES**

10.5.1 The rise of industrial economics and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage, moral issues raised by search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology.

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**STANDARD**

- 10.5 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast, Asia, China, India, Latin America, and the Philippines, in terms of:

**TEACHER STRATEGY**

**OBJECTIVES**

- 10.5.2 The locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

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**STANDARD**

- 10.5 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast, Asia, China, India, Latin America, and the Philippines, in terms of:

**OBJECTIVES**

- 10.5.3 Imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

**TEACHER STRATEGY**

- The purpose of these maps is to show how colonial rule expanded and ebbed over 280 years. The maps can be introduced individually or as a group of four depending on the structure of the class.
- Prior to the introduction of the map assignment, students should have an understanding of “old imperialism” and “new imperialism.” Students should understand the meaning of the following terms:

Balance of Trade

Colony

Commercial Revolution

Concession

Condominium

Imperialism

Mandate Territory

Mercantilism

New Imperialism

Old Imperialism

Protectorate

Sphere of Influence

Trust Territory

- Distribute the maps and have students, using appropriate resources, complete the maps as per strategy selected in paragraph one of this section. On the maps for 1700 and 1855, students must draw in the boundaries because the boundaries differ somewhat from map to map. For the maps for 1914 and 1980, the boundaries are definite.
- Once the map(s) are completed, have students form brainstorming groups of no more than four members to answer the assignment question that is located at the bottom of each map key.
- Each student then writes a summary paragraph that summarized the conclusions of the brainstorming group.
- Complete the process by asking students to describe the evolution of colonialism from 1700 to 1980. This may be either discussion or written depending on your preference (or workload).

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Evaluation includes grading: 1. The vocabulary list for correct or appropriate definitions; 2. The individual maps for accuracy and neatness; 2. The written assignments for clarity, completeness of discussion and accuracy.

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**STUDENT TASK**

1. Identify the following terms:

|                       |                     |
|-----------------------|---------------------|
| Balance of Trade      | Mercantilism        |
| Colony                | New Imperialism     |
| Commercial Revolution | Old Imperialism     |
| Concession            | Protectorate        |
| Condominium           | Sphere of Influence |
| Imperialism           | Trust Territory     |
| Mandate Territory     |                     |

2. Distribute maps and identify available resources. On the maps for 1700 and 1855 students must draw in the boundaries because the boundaries are somewhat different on the various maps. For maps for 1914 and 1980, the boundaries are definite. Color the maps. Maps will be graded on accuracy and neatness.
3. When the maps have been colored, form brainstorming groups of no more than four students to discuss the analysis assignments at the bottom of each key.
4. From the information gained in your brainstorming groups, write a summary paragraph that reflects a solution to the analysis assignment.

**ASSESSMENT**

The various parts of this lesson should be evaluated as follows:

Vocabulary List: correct or appropriate definitions.

Maps: accuracy and neatness of work.

Analysis Assignments: adequacy of the discussion of the significant ideas included in the paragraph.

**RESOURCES AND TECHNOLOGY**

World History – Patterns of Civilization

Page: 396, 428, 561, 583, 587, 596, 602, 618, 619, 740

Hammond Historical Atlas of the World

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**STANDARD**

10.5 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast, Asia, China, India, Latin America, and the Philippines, in terms of:

**OBJECTIVES**

10.5.4 The independence struggles of the colonized regions of the world including the role of leaders and the role of ideology and religion.

**TEACHER STRATEGY**

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| <b>STANDARD</b>   | <b>TEACHER STRATEGY</b> |
|---|-------------------------|
| <p>10.7 Students analyze the causes and course of the First World War, in terms of:</p> <p style="text-align: center;"><b>OBJECTIVES</b></p> <p>10.7.1 The aims and negotiating roles of world leaders, in the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of U.S. rejection of the League of Nations on world politics.</p> |                         |



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| <b>STANDARD</b>  | <b>TEACHER STRATEGY</b> |
|--|-------------------------|
| <p>10.7    Students analyze the causes and course of the First World War, in terms of:</p> <p style="text-align: center;"><b>OBJECTIVES</b></p> <p>10.7.2    The effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and Southwest Asia.</p> |                         |

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| <b>STANDARD</b>   | <b>TEACHER STRATEGY</b> |
|---|-------------------------|
| <p>10.7    Students analyze the effects of the First World War, in terms of:</p> <p style="text-align: center;"><b>OBJECTIVES</b></p> <p>10.7.3    The widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.</p> |                         |

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| <b>STANDARD</b>   | <b>TEACHER STRATEGY</b> |
|---|-------------------------|
| <p>10.7 Students analyze the effects of the First World War, in terms of:</p> <p style="text-align: center;"><b>OBJECTIVES</b></p> <p>10.7.4 The influence of World War I on literature, art and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway, <i>All Quiet on the Western Front</i>).</p> |                         |

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| <b>STANDARD</b>  |
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| 10.8 Students analyze the rise of totalitarian governments after World War I, in terms of:   |
| <b>OBJECTIVES</b>  |
| 10.8.1 The causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control. |

| <b>TEACHER STRATEGY</b> |
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**STANDARD**

10.8 Students analyze the rise of totalitarian governments after World War I, in terms of:

**OBJECTIVES**

10.8.2 Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, and the absence of a free press, and systematic violations of human rights.

**TEACHER STRATEGY**

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| <b>STANDARD</b>   |
|---|
| 10.8 Students analyze the rise of totalitarian governments after World War I, in terms of:  |
| <b>OBJECTIVES</b>   |
| 10.8.3 The rise, aggregation, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting their common and dissimilar traits. |

| <b>TEACHER STRATEGY</b> |
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| <b>STANDARD</b>   | <b>TEACHER STRATEGY</b> |
|---|-------------------------|
| <p>10.8    Students analyze the rise of totalitarian governments after World War I, in terms of:</p> <p style="text-align: center;"><b>OBJECTIVES</b></p> <p>10.8.4    The conflicts between fundamental rights and totalitarian rule, including the ethical responsibilities of people faced with totalitarian oppression.</p> |                         |

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| <b>STANDARD</b>   | <b>TEACHER STRATEGY</b> |
|---|-------------------------|
| <p>10.8 Students analyze the rise of totalitarian governments after World War I, in terms of:</p> <p style="text-align: center;"><b>OBJECTIVES</b></p> <p>10.8.5 Other examples of totalitarian government (e.g., Portugal, Spain, Japan, Argentina, Uruguay, North Korea, Libya, Communist China, Cuba, South Africa, Uganda, Cambodia, etc.).</p> |                         |



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| <b>STANDARD</b>   |
|---|
| 10.6 Students analyze the causes and course of the First World War, in terms of:  |
| <b>OBJECTIVES</b>   |
| 10.6.1 The arguments for entering into war presented by leaders from all sides of the conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing civilian populations in support of “total war.” |

| <b>TEACHER STRATEGY</b> |
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**STUDENT TASK**

1. The students will answer questions, take notes and do act-it-outs.
  - Before starting, have students respond in a paragraph to this questions: *When is it justified for a country to go to war?* Have three or four students share their responses with the class.
  - Explain to students that they will now see a series of slides that will introduce them to causes, fighting, and outcomes of World War I. Students will be expected to view each slide carefully and be prepared to answer a series of questions you will ask.
2. Give students Student Handout 4.1A (attached) for them to take notes. You might want to have students annotate the maps or make thought or voice bubbles or captions for the black line drawings.
1. Project slides. Encourage students to discover information from the image by asking the questions, which spiral from the basic to critical-thinking level, that appear in the **Teacher's Guide** (attached). As you discuss the slide, write the notes on the transparency from the section "Some Key Ideas" to guide students' note taking. Encourage students to write notes in their own words.
4. For those slides that ask students to create a brief act-it-out, ask for three to five volunteers to step in front of the slide. Set the scene for them by reading the description in the slide script, and give them a minute or two to plan a 30 second vignette.

**ASSESSMENT**

To check for understanding students will be asked to create propaganda posters appealing for war. These posters should portray the major causes of the war: nationalism, militarism, imperialism and alliances. Students will be graded based on how well they demonstrate their understanding of the causes of the First World War.

**RESOURCES AND TECHNOLOGY**

- Lesson adapted from HISTORY ALIVE! Teacher's Curriculum Institute World History: Western Europe in the Modern World. Activity 4.1

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5. Review with students what a propaganda poster is for, and have them use their notes to create posters that reflect the position of those involved in the war. Have them create two posters, one from the Allied Powers and one from the Central Powers, appealing for war.

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**STANDARD**

10.6 Students analyze the causes and course of the First World War, in terms of:

**OBJECTIVES**

10.6.2 The principal theaters of battle, innovations in warfare, major turning points and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).

**TEACHER STRATEGY**

In introducing the principal theaters of battle, innovations, in warfare, major turning points and the importance of geographic factors in military decisions, the following procedure leads to student understanding of strategy and the importance of weaponry.

- Before going into detail about the actual plans used during World War I, a map of Europe, with Allied Powers countries will be marked with a star (\*) and the Central Powers countries will be marked with a plus (+), will be placed on the overhead. (To make it easier on the overhead, the countries could be marked with different colors as well.)
- Students will be put into pairs and asked to come up with at least 2 plans of attack, half the class for the Allied Powers and the other half for the Central Powers.
- Each pair will receive a transparency of the same map with the same markings, a transparency marker, and an index card with a list of their available weaponry. Each index card will be slightly different. Some with only old military devices; others with the complete list of old and new.
- Students will spend 7-10 minutes drawing their plan of attack onto their maps and jot down notes explaining their strategies.
- Students will be asked to present their ideas to the class, by placing their map on the overhead and describing their plans using their notes.
- As pairs present, students will write down the strategies they liked best and why.
- When every pair has presented, the entire class will discuss the pros and cons of plans, especially with regard to the weapons used and  
  
how the geographic features of Europe would impact the route taken by troops and why.
- To organize the students' notes on the actual military maneuvers, the students, in the same pairs, will read the section of the text which deals with the specifics of the battles of World War I, focusing on the Western and Eastern Front primarily, but also looking at the Balkan and Italian Fronts. The students will create a chart of the major battles at each front and which weapons and military tactics were employed.
- Lastly, assess students on the accuracy of the information in their chart.

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**STUDENT TASK**

- Students are put into pairs and asked to come up with at least 2 plans of attack, half the class for the Allied Powers and the other half for the Central Powers. Each pair receives a transparency of the same map with the same markings, a transparency marker, and an index card with a list of their available weaponry. When time is up, each pair presents their plan of attack while the rest of the class evaluates the strategies, especially with regard to the weapons used and how the geographic features of Europe would impact the route taken by troops and why.

Example:

Groups will use water routes and avoid mountainous routes. Weaponry is chosen based on ease of use and effectiveness and longevity in battle.

**ASSESSMENT**

Teacher will examine student maps and notes.

Quiz in the same pairs.

**RESOURCES AND TECHNOLOGY**

Beers, Burton F., Patterns of Civilization.  
Englewood Cliffs, NJ: Prentice Hall, 1993.

Learning Center U.S. A., Lessons on World History.

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**STANDARD**

10.6 Students analyze the effects of the First world War, in terms of:

**OBJECTIVES**

10.6.3 How the Russian Revolution and the entry of the United States affected the course and outcome of the war.

**SKILLS**

Understand the sequence of causes and events that lead up to a major event.

Use primary sources to appreciate an individual's perspective on events.

Practice using the skills of a journalist to record events.

**TEACHER STRATEGY**

- Distribute a class set of the primary source reading "A Witness to the Russian Revolution" by John Reed.
- Discuss who John Reed was and give a brief overview of the Russian Revolution.
- Explain the meanings of the new vocabulary words in the margins. Copy them in their notebooks if necessary.
- Divide students into groups of four. Assign the roles of Reporter, John Reed, Artist, and Group Leader.
- Have students take turns reading the passage aloud.
- Facilitate students in playing their roles. Each group should produce a complete news report with questions, answers and artist's sketches. It need not be in formal newspaper format. Reporter's notes are enough if time is limited.
- Collect finished reports and evaluate them for completeness and understanding of the reading. Make sure that the questions and answers reflect critical thinking skills and not just superficial biographical information.

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**STUDENT TASK**

1. The Reporter: This student makes up questions for John Reed to answer. The questions should be probing, not superficial. Get to the heart of who Reed was, why he was in Russia, and what he thought about the Revolution.
2. John Reed: Answer the Reporter's questions knowledgeably. Be able to elaborate if necessary.
3. Artist: Design a sketch that best summarizes the events that are happening in Russia for the readers back in America.
4. The Leader: Make sure everyone stays on track and the finished product is of high quality. Helps various group members as necessary.

**ASSESSMENT**

Grade final reporter's notes for completeness, accuracy, and thoroughness of coverage. Assess each person's role in his or her group.

**RESOURCES AND TECHNOLOGY**

**Primary Source**

Handout 1: The Zimmerman Telegram

Handout 2: A Witness of the Russian Revolution

**Secondary Source**

Beers, Burton F., Patterns of Civilization.

Englewood Cliffs, NJ: Prentice Hall, 1993.



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| <b>STANDARD</b> |  |
|-----------------|--|
| 10.6            | The nature of World War I, the human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort. |

| <b>TEACHER STRATEGY</b> |
|-------------------------|
| See Attached Page       |

|        |  |
|--------|--|
| 10.6.4 | Negotiation, planning and problem solving through simulating a country building up for war.<br><br>Understanding of the role of colonial competition, arms races, and geopolitics secret treaties in the causes leading up to a world war.<br><br>Conflict resolution, strategizing, and economic planning to prepare for the future of a country. |
|--------|--|

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**STUDENT TASK**

(See attached page)

**ASSESSMENT**

Use follow-up questions on the attached debriefing page.

**RESOURCES AND TECHNOLOGY**

Role-playing Simulations for History Classrooms.  
Richard Di Giacomo, 1997.

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## HISTORY - SOCIAL SCIENCE STANDARDS

### WORLD HISTORY TENTH GRADE

| STANDARD  | TEACHER STRATEGY   |
|---|--|
| <p>10.3 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects on the worldwide political expectations for self-government and individual liberty, in terms of:</p>                              | <p>Overview – To introduce students to the idea of Enlightenment philosophers and revolutionary thinkers of the 17<sup>th</sup> to early 19<sup>th</sup> century Western World.</p> <ol style="list-style-type: none"> <li>1) How their ideas of governance influenced the development of democratic and constitutional law and led to revolutions in England, the developing of the United States, France, and Latin America.</li> </ol>  |
| OBJECTIVES  |  |
| <p>10.3.1 The major ideas of philosophers and their effect on the democratic revolutions in England, the United States, France and Latin America (e.g., biographies of John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simon Bolivar, Thomas Jefferson, James Madison).</p> | <ol style="list-style-type: none"> <li>2) To set the context of their thinking in historical time and place.</li> <li>3) To see the similarities and differences among these thinkers in regard to their ideas on governance.</li> </ol>   |
| <p>NOTE: The names Toussaint L'Ouvetrture, Father Miguel Hidalgo, and Jose de San Martin could be added to the above list—J.M.)</p>   | <p>“Into Strategies”</p> <ol style="list-style-type: none"> <li>1) Tie students’ prior knowledge to the unit, with opening class discussion.</li> <li>2) Set the historical and geographic framework for the unit by having students complete a timeline and map work.</li> <li>3) Set up an organization for research and small group collaboration using an “Enlightenment Thinkers Chart”. Have students complete text readings and then the chart.</li> </ol>  |
|   | <p>“Through” Strategies</p> <ol style="list-style-type: none"> <li>1) Provide students with directions and guidance to set up a TCI-style “Enlightenment Thinkers Panel” exercise.               <ol style="list-style-type: none"> <li>a. Teachers refer to the TCI binder “Western Europe in the Modern World”, Section 1: the Rise of Democracy.</li> <li>b. Help students get into six groups, one for each thinker, with about five members in each group, with each student taking a different role. Then help students prepare their research, role-playing, and questions for the panel exercise. (See INTO</li> </ol> </li> </ol> |

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**STUDENT TASKS** for the different roles students will be playing.)

2. Guide students to set up and complete a five-paragraph essay outline based on their “Enlightenment Thinkers Chart”, the information learned from the “Enlightenment Thinkers” panel, and any other research.
  - a. Students can work in small groups.
  - b. Suggested topics:
    - What thinkers of the time and what ideas were of major influence in each of the following revolutions: the Glorious Revolution, the American Revolution, the French Revolution, the independence movement in Latin America (select any two or three on which to write).
    - Which three political thinkers had the most influence on the American Revolution, in your opinion? Name each thinker and explain his ideas that were of greatest influence.

**“Beyond” Strategies**

- 1) Have students complete their five-paragraph essays.
- 2) Have students finalize their setting of historical context by completing their timelines—filling in the six thinkers’ names and dates.
  - a. Can give a timeline quiz.
- 3) Have students review their understanding of each thinker’s ideas by completing a matching quiz, matching the thinker’s name to a correct quote or famous idea.

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**STUDENT TASK**

1. To open the topic of Enlightenment Thinkers, students will be led in a brainstorming class discussion, with answers being posted on poster paper—answering such questions as, “What kind of revolutions did the Americans and French have?” “Why?” “Were there revolutions anywhere else in the Western world during this time?”, “Do you know the names of any revolutionary leaders or thinkers of this time?”
2. Students will then do reading in the textbook: Patterns, Chapter 18: “Revolution in England and North America” and Chapter 19: “The French Revolution.”
3. Students, perhaps in small groups, will fill out an “Enlightenment Thinkers” chart, using information from the text and perhaps on-line or other research.
4. Students will complete a time line which is to include the four great revolutions of the 1600s to 1800s which this unit covers.
5. Students will complete map work, labeling the continents and country boundaries where these four revolutions took place—and can include the major cities, mountain ranges, and waterways of each.

**“Through” STUDENT TASKS**

1. In six small groups of about five students each, students will prepare for and represent one of the six political thinkers for an “Enlightenment Thinkers” panel.
  - a. Small group roles are as follows:
    1. Someone to role-play the thinker on the panel
    2. Someone to serve as public relations agent and sit behind the thinker on the panel.
    3. Someone to serve as resource specialist, to have available all the needed research and props.

**ASSESSMENT**

1. The time line can be graded for completeness and accuracy, or a time line quiz can be given.
2. Map work can be graded for completeness and accuracy, or a map quiz can be given.
3. Matching quiz on matching the correct thinker’s name to a famous quote or idea.
4. A rubric can be developed to grade the performance of student groups for the “Enlightenment Thinkers” panel exercise (both the planning and the panel day itself).
5. The five-paragraph writing assignment.

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4. The press corps – two students to write and ask questions of the six thinkers on the day of the panel.
  - b. The panel day will have six desks and six chairs set up in front of class—the rest of the class will serve as audience and ask questions and take notes.
2. After the panel exercise and debriefing, students (perhaps still in their small groups) will set up a five-paragraph essay outline on an assigned topic (see “INTO” TEACHER STRATEGIES).

**“Beyond” STUDENT TASKS**

1. Students will write the five-paragraph essay.
2. Students will complete their timeline by filling in each of the six philosophers’ names and dates (and may also take a timeline quiz).
3. Students will complete a matching quiz, matching each thinker’s name to a famous quote or idea.

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**STANDARD**

- 10.3 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects on the worldwide political expectations for self-government and individual liberty, in terms of:

**OBJECTIVES**

- 10.3.2 The principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), the U.S. Bill of Rights (1791), and the United Nations Universal Declaration of Human Rights.

**TEACHER STRATEGY**

In comparing and contrasting the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects in terms of the aforementioned documents, the following strategies are suggested.

1. Pair students as partners. Give each student three 4x6 index cards. Using their textbooks and other appropriate resources, students research and write on the index cards the causes and effects of the Glorious Revolution of England, the American Revolution, and the French Revolution. Students should include dates and the documents that came about as a result of the revolutions. Working in pairs will facilitate the process.
2. Using Fishbone Diagrams (a Total Quality Learning Tool) identify and discuss as a whole class the causes and effects of the revolutions and the corresponding documents. This will help the students to identify and explain the causes, effects and documents.
3. Give students six additional 4x6 index cards. Allow students one period in the library to research and write on the index cards the principles of the six documents.
4. Put students into groups of four. Each group is assigned a document and creates on butcher paper a Bubble Chart (a Total Quality Learning Tool) showing the principles of each document.
5. Students come together and share their finding, comparing and contrasting the documents.
6. With teacher as facilitator, students brainstorm the principles of self-government and individual liberty.  
(Note: this can also be done at the beginning.)
7. Once the students are clearly able to identify the causes and affects of the revolutions and the principles of the documents, bring together the "whole picture." Students can work in pairs to create three Bubble Charts comparing and

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**STUDENT TASK**

Before comparing and contrasting the revolution in terms of the documents, it is important that the students are able to clearly identify and comprehend the material so that they can not only distinguish between the revolutions and documents but be able to explain the connection between the revolutions and the resulting documents. Each student will be given a total of nine cards—three for the revolutions, and six for the principles of the documents. The first task is to write the causes and effects of the revolutions using the index cards and the Fishbone Diagram. The second task is to write the principles of the documents using the index cards and the Bubble Charts. Discussions and follow each task for clarity and accuracy. It is important that the students also include the dates and the resulting documents as they accomplish each task. The third task is to brainstorm the principles of self-government and individual liberty to enable the students to relate to the principles of the documents. For the fourth task, students compare and contrast the revolutions and their enduring effects in terms of the documents.

contrasting the three revolutions in terms of the documents and their enduring effects on the world-wide political expectations for self-government and individual liberty.

8. Finally, assess students on the revolutions, the principles of the documents and their enduring effects. (See ASSESSMENT)

**ASSESSMENT**

Pair Assessment Worksheet

**RESOURCES AND TECHNOLOGY**

**Documents:**

- Magna Carta
- English Bill of Rights
- French Declaration of the Rights of men and the Citizen
- United States Bill of Rights
- United nations Universal Declaration of Human Rights



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**STANDARD**

- 10.3 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects on the worldwide political expectations for self-government and individual liberty, in terms of:

**OBJECTIVES**

- 10.3.4 How the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.

**TEACHER STRATEGY**

To use the French Revolution as a prototype to teach the development of democratic ideals and to show how a dictatorship came into power after the revolution.

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**STUDENT TASK**

1. Mainstream and Sheltered: Students will have knowledge of the Development of Democratic Philosophers and Timeline of Democracy (TCI).
2. Mainstream: Patterns of Civilization: pp. 432-454. Sheltered: Human Heritage pp. 513-521. Students produce a French Revolution Storybook (TCI).
3. Students review vocabulary words by completing a crossword puzzle.
4. Students use “Do You Know Someone Who” as a study guide.

**ASSESSMENT**

- Completion of French Storybook with correct information, sequence of events and the correct use of vocabulary.
- Complete test with a grade of 70% or above.

**RESOURCES AND TECHNOLOGY**

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**STANDARD**

10.4 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States, in terms of the impact and expansion of industrialization on other nations and regions.

**OBJECTIVES**

10.4.8 The impact expansion of industrialization on other nations and regions.

Chronological and Spatial Thinking

- Students analyze how change happens.

Historical Interpretation

- Students show the connections....

**TEACHER STRATEGY**

Introducing the idea that industrializing nations have an exploitable advantage over undeveloped nations, this activity will lead into the following unit on imperialism.

- The day before, ask students to bring in calculators; some will but as many will forget, have a few extra on hand.
- Divide the students into those with calculators and those without (Country A and Country B). Pair up one student from each country.
- Give each student pair a page of math problems to complete. The page should be divided in half with different problems for each student to start working on.
- Motivate them by offering extra points/prizes for every problem they solve correctly under a certain time limit.

\*Once they finish their problems tell them they can earn double points by answering any of their partners unanswered questions before the time is up.

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**Variation 1:** Place problems around the room and have students move around the room as if moving around a board game, awarding point/prizes for the top finishers.

**Variation 2:** Try using other “industrialized vs. non-industrialized” competitions including computer vs. typewriter, scantron vs. hand grading, etc.

- Collect papers and move to discussion of activity with leading questions that draws parallels to contact between industrialized and developing countries:

“What happened in your partnership?”

“Why did this happen?”

“In the real world does this unfair competition occur?”

“What could calculators represent?”

“What might have happened to the rest of the world as England, France and the US industrialized?”

- Lastly, have students write a brief journal entry on the impact of industrialization, relating their experience in this activity.

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**STUDENT TASK**

Students will experience the advantage/frustration of industrialization through a class competition with one of their peers. They will try to answer a series of questions as fast as possible. One student will have the “industrial” advantage of a calculator. The students will discuss the outcomes and parallels to the real world.

**ASSESSMENT**

Student Journal Entry

**RESOURCES AND TECHNOLOGY**

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| <b>STANDARD</b>   |
|---|
| 10.9 Students analyze the causes and consequences of the Second World War, in terms of: |

|  |  |
|--|--|
| <p style="text-align: center;"><b>OBJECTIVES</b></p> <p>10.9.2 Students make a chart titled “Drive for Empires in the 1930s.” At the top of the chart students write Germany, Italy and Japan, 3 columns. On the left side of the chart students create 3 rows with titles on the left:</p> <ul style="list-style-type: none"><li>1.) Important people</li><li>2.) Major events</li><li>3.) Causes</li></ul> <p>After discussion, research and picture studies, students complete the chart.</p> | <p style="text-align: center;"><b>TEACHER STRATEGY</b></p> |
|--|--|

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| <b>STANDARD</b>   |
|---|
| 10.9 Students analyze the causes and consequences of the Second World War, in terms of: |

| <b>OBJECTIVES</b>   |
|---|
| 10.9.5 Students get into groups of 3 to 4 and research the political diplomatic and military leadership of their leader. One group member needs to wear a mask that depicts their leader. The other group members are required to act out parts of their leader's life. There will be eight groups who need to research and make a mask of one of the following leaders: Winston Churchill, FDR, Hirohito, Hitler, Benito Mussolini, Stalin, MacArthur, or Dwight Eisenhower. |

| <b>TEACHER STRATEGY</b> |
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| <b>STANDARD</b>   |
|---|
| 10.9 Students analyze the causes and consequences of the Second World War, in terms of: |

| <b>OBJECTIVES</b>   |
|---|
| 10.9.1 The student will explain the causes and outcomes of World War I. See TCI unit on The First World War – European Tensions found in Western Europe – Modern World. |

| <b>TEACHER STRATEGY</b> |
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| <b>STANDARD</b>   |
|---|
| 10.9 Students analyze the causes and consequences of the Second World War, in terms of: |

| <b>OBJECTIVES</b>   |
|---|
| 10.9.3 The students will understand the role of appeasement, isolationism prior to the outbreak of World War II. See TCI unit Western Europe – Modern World. World War II Events - Predicting European Responses. |

| <b>TEACHER STRATEGY</b> |
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| <b>STANDARD</b>   |
|---|
| 10.9 Students analyze the causes and consequences of the Second World War, in terms of: |

| <b>OBJECTIVES</b>  |
|--|
| 10.9.6 To teach tolerance.<br><br>1. Show Shindler's List<br><br>2. 7 Packet project on different causes of discrimination (U.S. and Them).<br><br>a. Homophobic<br><br>b. Catholic/Protestant<br><br>c. Black/White<br><br>d. Male/Female<br><br>e. Vietnamese/Latino<br><br>3. Compare/contrast: U.S. casualties to other countries;<br><br>1. Compare Disease caused deaths.<br><br>a. AIDS<br><br>b. Black Plague<br><br>c. Ebolla<br><br>d. Discussion question: With so much death of natural causes, is |



| <b>TEACHER STRATEGY</b> |
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war ever justified?

**STUDENT TASK**

**ASSESSMENT**

**RESOURCES AND TECHNOLOGY**

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| <b>STANDARD</b>  | <b>TEACHER STRATEGY</b> |
|--|-------------------------|
| <p>10.9     Students analyze the causes and consequences of the Second World War, in terms of:</p> <p style="text-align: center;"><b>OBJECTIVES</b></p> <p>10.9.4     The identification and location of the Allied and Axis powers; the major turning points of the war, the principal theaters of conflict, key strategic decisions, including use of atomic weapons; and the resulting war conferences and political resolutions with emphasis on the importance of geographic factors.</p> |                         |

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**STUDENT TASK**

**ASSESSMENT**

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| <b>STANDARD</b>   | <b>TEACHER STRATEGY</b> |
|---|-------------------------|
| <p>10.9     Students analyze the causes and consequences of the Second World War, in terms of:</p> <p style="text-align: center;"><b>OBJECTIVES</b></p> <p>10.9.7     The human costs of the war, with particular attention to the civilian and military losses in the Soviet Union, Germany, Great Britain, United States, China, and Japan.</p> |                         |

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**STANDARD**

10.10 Students analyze the international developments in the postwar world, in terms of:

**TEACHER STRATEGY**

**OBJECTIVES**

10.10.1 The economic and military power shifts caused by the war, including the rise of Germany and Japan as economic powers, the Yalta Pact, and Soviet control over nations of Eastern Europe.

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**STANDARD**

10.10 Students analyze the international developments in the postwar world, in terms of:

**OBJECTIVES**

10.10.2 The causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

**TEACHER STRATEGY**

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**STANDARD**

10.10 Students analyze the international developments in the postwar world, in terms of:

**TEACHER STRATEGY**

**OBJECTIVES**

10.10.3 The importance of the Truman Doctrine and Marshall Plan, which established the pattern for the postwar American policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., Korean War, Vietnam War, Cuba and Africa).



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**STANDARD**

10.10 Students analyze the international developments in the postwar world, in terms of:

**TEACHER STRATEGY**

**OBJECTIVES**

10.10.4 Uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and their resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.

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| <b>STANDARD</b>  | <b>TEACHER STRATEGY</b> |
|--|-------------------------|
| <p>10.10 Students analyze the international developments in the postwar world, in terms of:</p>  |                         |
| <b>OBJECTIVES</b>  |                         |
| <p>10.10.5 How the forces of nationalism developed in Southwest Asia, how the Holocaust affected world opinion regarding the need for a Jewish state, the significance and effects of the location and establishment of Israel on world affairs.</p> |                         |

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**WORLD HISTORY TENTH GRADE**

**STANDARD**

10.10 Students analyze the international developments in the postwar world, in terms of:

**TEACHER STRATEGY**

**OBJECTIVES**

10.10.6 The roots and growth of nationalist struggles for independence after World War II in Africa, Asia, and Latin America.

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**WORLD HISTORY TENTH GRADE**

**STANDARD**

10.10 Students analyze the international developments in the postwar world, in terms of:

**TEACHER STRATEGY**

**OBJECTIVES**

10.10.7 The reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the autonomous republics.



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**STANDARD**

10.10 Students analyze the international developments in the postwar world, in terms of:

**TEACHER STRATEGY**

**OBJECTIVES**

10.10.8 The establishment and work of the United Nations, the Warsaw Pact, SEATO, NATO, the Organization of American States, and their purposes and functions.

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**STANDARD**

10.11 Students analyze instances of nation-building in the contemporary world in two of the following regions or countries; Southwest Asia, Africa, Mexico and other parts of Latin America, or China, in terms of:

**TEACHER STRATEGY**

**OBJECTIVES**

10.11.1 Challenges in the region, including its geopolitical, cultural, military and economic significance and the international relationships in which it is involved (e.g. NAFTA, European Union).

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**STANDARD**

10.11 Students analyze instances of nation-building in the contemporary world in two of the following regions or countries; Southwest Asia, Africa, Mexico and other parts of Latin America, or China, in terms of:

**TEACHER STRATEGY**

**OBJECTIVES**

10.11.2 The recent history of the region, including nationalist struggles for independence, political divisions and systems, key leaders, religious issues, natural features, resources and population patterns.

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**STANDARD**

10.11 Students analyze instances of nation-building in the contemporary world in two of the following regions or countries; Southwest Asia, Africa, Mexico and other parts of Latin America, or China, in terms of:

**TEACHER STRATEGY**

**OBJECTIVES**

10.11.3 The important trends in the region today and whether they appear to serve the cause of individual freedom and democracy.



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**STANDARD**

10.11 Students analyze instances of nation-building in the contemporary world in two of the following regions or countries; Southwest Asia, Africa, Mexico and other parts of Latin America, or China, in terms of:

**TEACHER STRATEGY**

**OBJECTIVES**

10.11.4 A contemporary world problem and its historical and cultural background (e.g., global warming, population growth, diseases, ethnic conflicts, etc.).

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