

## World History and Geography

See Notes Below

See Notes Below

Week	<b>World &amp; I</b>		<b>Reading/Projects/Renzulli</b>		<b>Annenberg Geography Videos</b>
	<i>Select One Article - Utilize the Teacher's Guides</i>		<i>Assignments</i>		<i>Videos on Demand</i>
1	<a href="#"><u>Era 1: The Beginnings of Human Society (2)</u></a>		<b>Ancient World: BC – 500 AD</b> Choose a topic from Section 1 from the World History Project Appendix and do a "Renzulli Learning" activity or Choose an activity from Section 1's "List of Activities." (Page 10)		<a href="#"><u>1. Imagining New Worlds</u></a>
2	<a href="#"><u>Era 2: Early Civilizations and the Emergence of Pastoral Peoples 4000-1000 BCE (6)</u></a>		Read <i>History of Mankind</i> : Hieroglyphics • The Nile Valley • The Story of Egypt		<a href="#"><u>2. Reflections on a Global Screen</u></a>
3	<a href="#"><u>Era 3: Classical Traditions, Major Religions, and Giant Empires 1000 BCE-300 CE (47)</u></a>		Read <i>History of Mankind</i> : Mesopotamia • Moses • The Phoenicians • The Indo-Europeans • The Aegean Sea • Buddha and Confucius		<a href="#"><u>3. Global Firms in the Industrializing East</u></a>
4	<a href="#"><u>Era 4: Expanding Zones of Exchange and Encounter 300-1000 CE (13)</u></a>		Read <i>History of Mankind</i> : The Greeks • The Greek Cities • Greek Self-Government • Greek Life • The Greek Theatre		<a href="#"><u>4. Global Tourism</u></a>
5	<a href="#"><u>Era 5: Intensified Hemispheric Interactions, 1000-1500 CE (26)</u></a>		Read <i>History of Mankind</i> : • The Persian Wars • Athens vs. Sparta • Alexander the Great • A Summary		<a href="#"><u>5. Alaska: The Last Frontier?</u></a>

6	<a href="#">Era 6: The Emergence of the First Global Age, 1450-1770 (19)</a>		<b>Section 2: Middle Ages: 500 - 1460</b> Choose a topic from Section 2 from the World History Project Appendix and do a "Renzulli Learning" activity or Choose an activity from Section 2's "List of Activities." (Page 14)		<a href="#">6. Population Transition in Italy</a>
7	<a href="#">Era 7: An Age of Revolutions, 1750-1914 (33)</a>		Read <i>History of Mankind</i> : • Rome and Carthage • The Rise of Rome • The Roman Empire • Joshua of Nazareth • The Fall of Rome		<a href="#">7. Water Is for Fighting Over</a>
8	<a href="#">Era 8: A Half-Century of Crisis and Achievement, 1900-1945(27)</a>		Read <i>History of Mankind</i> : • Rise of the Church • Mohammed • Charlemagne • The Norsemen		<a href="#">8. A Migrant's Heart</a>
9	<a href="#">Era 9: The 20th Century Since 1945: Promises and Paradoxes(163)</a>		Read <i>History of Mankind</i> : • Feudalism • Chivalry • Pope vs. Emperor • The Crusades • The Mediaeval City • Mediaeval Self-Government		<a href="#">9. Berlin: Changing Center of a Changing Europe</a>
10	<a href="#">Major Global Trends Since World War II(48)</a>		Read <i>History of Mankind</i> : • The Mediaeval World • Mediaeval Trade • The Renaissance • The Age of Expression • The Great Discoveries		<a href="#">10. The World of the Dragon</a>
11	<a href="#">The Search for Community, Stability, and Peace in an Interdependent World(92)</a>		<b>Section 3: Renaissance - Reformation - Exploration 1450 - 1600</b> Choose a topic from Section 3 from the World History Project Appendix and do a "Renzulli Learning" activity or Choose an activity from Section 3's "List of Activities." (Page 19)		<a href="#">1. One Earth, Many Scales</a>

12	<a href="#">How Post-World War II Reconstruction Occurred, New International Power Relations Took Shape, and Colonial Empires Broke Up(14)</a>		Read <i>History of Mankind</i> : • The Reformation • Religious Warfare		<a href="#">2. Boundaries and Borderlands</a>	
13	<a href="#">Browse the Profiles in Character Special Collection</a>		Read <i>History of Mankind</i> : • The English Revolution		<a href="#">3. Supranationalism and Devolution</a>	
14	<a href="#">The Student Understands How Liberal Democracy, Market Economies, and Human Rights Movements Have Reshaped Political and Social Life(34)</a>		Read <i>History of Mankind</i> : • The Rise of Russia • Russia vs. Sweden		<a href="#">4. East Looks West</a>	
15	<a href="#">The Student Understands How Increasing Economic Interdependence Has Transformed Human Society(24)</a>		Read <i>History of Mankind</i> : • The Rise of Prussia		<a href="#">5. The Transforming Industrial Heartland</a>	
16	<a href="#">Browse the Ceremonies/Festivities Special Collection</a>		<b>Section 4: Empires and Colonization 1600 – 1775</b> Choose a topic from Section 4 from the World History Project Appendix and do a "Renzulli Learning" activity or Choose an activity from Section 4's "List of Activities." (Page 24)		<a href="#">6. Challenges in the Hinterlands</a>	

17	<a href="#">The Student Understands How Population Explosion and Environmental Change Have Altered Conditions of Life Around the World(64)</a>		Read <i>History of Mankind</i> : • The Mercantile System		<a href="#">7. Northwest Contrast</a>	
18	<a href="#">Chronological Thinking(6)</a>		Read <i>History of Mankind</i> : • The American Revolution		<a href="#">8. Holding the Hinterlands</a>	
19	<a href="#">Historical Comprehension(28)</a>		Read <i>History of Mankind</i> : • The French Revolution		<a href="#">9. Changes on the Chang Jiang</a>	
20	<a href="#">Historical Analysis and Interpretation(44)</a>		<b>Section 5: Rebellions and Changes 1775 - 1914</b> Choose a topic from Section 5 from the World History Project Appendix and do a "Renzulli Learning" activity or Choose an activity from Section 5's "List of Activities." (Page 29)		<a href="#">10. The Booming Maritime Edge</a>	
21	<a href="#">Historical Research Capabilities(2)</a>		Read the <i>Review of Napoleon's Life</i> in the World History Workbook. Read <i>History of Mankind</i> : • Napoleon		<a href="#">11. A Challenge for Two Old Cities</a>	
22	<a href="#">Historical Issues- Analysis and Decision-Making(14)</a>		Read <i>History of Mankind</i> : • The Holy Alliance		<a href="#">12. Small Farms, Big Cities</a>	
23	<a href="#">Browse the Peoples of the World Special Collection</a>		Read <i>History of Mankind</i> : • The Great Reaction		<a href="#">13. The Mainland</a>	

24	<a href="#">Sources of Tension &amp; Conflict in the Contemporary World &amp; Efforts That Have Been Made to Address Them(109)</a>		Read <i>History of Mankind</i> : • National Independence		<a href="#">14. The Maritime Connection</a>	
25	<a href="#">The World in Spatial Terms (9)</a>		<b>Section 6: World and World Wars 1914 - 1950</b> Choose a topic from Section 6 from the World History Project Appendix and do a "Renzulli Learning" activity or Choose an activity from Section 6's "List of Activities." (Page 33)		<a href="#">15. Global Interaction</a>	
26	<a href="#">How Liberal Democracy, Market Economies, &amp; Human Rights Movements Reshaped Political &amp; Social Life(5)</a>		Read <i>History of Mankind</i> : • The Age of Science		<a href="#">16. Urban and Rural Contrasts</a>	
27	<a href="#">How Increasing Economic Interdependence Has Transformed Human Society(7)</a>		Read <i>History of Mankind</i> : • Art		<a href="#">17. Sacred Space, Secular States?</a>	
28	<a href="#">Browse the Worldwide Folktales Special Collection</a>		Read <i>History of Mankind</i> : • Colonial Expansion and War		<a href="#">18. Oil and Water</a>	
29	<a href="#">Physical Systems (29)</a>		Read <i>History of Mankind</i> : • A New World		<a href="#">19. Strength to Overcome</a>	
30	<a href="#">Browse the Special Presentations in the World Gallery</a>		Korean War Overview by Khan Academy		<a href="#">20. Developing Countries</a>	

31	<a href="#">Transformation in Europe Following the Economic and Demographic Crises of the 14th Century(6)</a>		Vietnam War Overview by Khan Academy		<a href="#">21. Population Geography</a>	
32	<a href="#">Human Systems (42)</a>		<b>Section 7: Modern World 1950 – Present</b> Choose a topic from Section 7 from the World History Project Appendix and do a "Renzulli Learning" activity or Choose an activity from Section 7's "List of Activities." (Page 39)		<a href="#">22. The Dynamic Pacific Rim</a>	
33	<a href="#">Religious and Cultural Developments in India in the Era of the Gangetic States and the Mauryan Empire(9)</a>		<a href="#">Browse through 20th Century Videos here or Do Section 7 Projects</a>		<a href="#">23. Brazil: The Sleeping Giant</a>	
34	<a href="#">Environment and Society (110)</a>		<a href="#">Browse through 20th Century Videos here or Do Section 7 Projects</a>		<a href="#">24. Cityscapes, Suburban Sprawl</a>	
35	<a href="#">Uses of Geography(15)</a>		<a href="#">Browse through 20th Century Videos here or Do Section 7 Projects</a>		<a href="#">25. Ethnic Fragmentation in Canada</a>	
36	<a href="#">Browse Ceremonies/Festivities</a>		<a href="#">Browse through 20th Century Videos here or Do Section 7 Projects</a>		<a href="#">26. Regions and Economies</a>	

## World and I Standards

Select the weekly links and you will find a list of related Teacher's Guide activities based on national standards. You can go to the full-text article from the activity you selected. (Note: The number in parentheses signifies the number of Teacher's Guide activities related to that theme.)

**Teacher lesson plans** - Each lesson plan is tailored to a specific article and comes with learning outcomes, key vocabulary words, activity suggestions, and discussion questions.

**Teachers Talk** - The Teachers Talk banner link is located in the bottom left-hand section of the Teacher's Corner. Click on this icon to view comments posted by category, or to e-mail us a comment of your own.

**Special Collections** - Some weeks have links to Special Collections or Publications. These are available for browsing and don't have lesson plans. Click the links for find more information. Enjoy.

## Renzulli Learning

The World History Project Appendix includes a list of topics to each period in history as well as writing assignments, discussion points, and other activities such as movies, books, etc. Topics can be searched on the Rezulli Learning System to create a personalized list of enrichment sources and activities.

## Story of Mankind by Van Loon

Amazon: <http://www.amazon.com/Story-Mankind-John-Merriman/dp/087140175>

Free Online: <http://www.authorama.com/story-of-mankind-1.html>

# World History Project Appendix

## Composition Appendix

### Describe:

- ❑ How the people look. Refer to a photograph or drawing for ideas.
- ❑ A house. *Made of? Size? Shape? Furniture?*
- ❑ The house of a rich family compared to that of an average family.
- ❑ What you would see if you were standing in the town?
- ❑ An animal that lives in the region. (A person who has never seen the animal should be able to imagine it from your description.)

## Explain:

- ❑ What the people believe happens when they die.
- ❑ How a popular game or sport is played.
- ❑ How a typical meal is prepared, and by whom.
- ❑ Why would God be pleased or displeased with their worship?

## Summarize:

- ❑ The experience of going to school in this culture.
- ❑ The way in which care is provided for babies and small children.
- ❑ What children would learn from their parents.
- ❑ Provide a word picture of the land (terrain) and climate.

## Persuade:

- ❑ Tell why you would or would not like to attend school in this culture.
- ❑ Write your opinion of a leader or famous person, giving examples to support your ideas.
- ❑ Imagine you are sent back in time and must convince the people to try a modern invention.
- ❑ Write a book review.
- ❑ Write and present a campaign speech for you election to a specific position in the society being studied.

## Outline:

- ❑ Make an outline of a description in a history book.
- ❑ Write an outline of information about one topic in the question section.

## Poem:

- ❑ Write a poem in a style popular in this culture.
- ❑ Write a poem in any style, but choose a topic that relates to the unit you are studying.

## Essay:

- ❑ What you would like and dislike about living in this culture.
- ❑ Compare and contrast their religion to your religion.
- ❑ Explain how the climate and terrain affect the lives of the people.
- ❑ Compare and contrast their family life with yours.
- ❑ Discuss the values expressed in their folk tales, giving examples from the stories.

## Research Report:

- ❑ Find out more about an important person and write about his life.
- ❑ Find out more about a product – how it is made, where it is sent, how and why it is used.
- ❑ Find out about the system of government. Explain how it works and why it is used.

## Letter:

- ❑ Pretend you have been transported to the culture. Write a letter to your family telling them about your experiences in this new place.
- ❑ Write two or three entries in a diary as if you had always lived there.
- ❑ Write entries in a diary as if you had always lived there.
- ❑ Write and send a letter to a political figure giving reasons why he should support your position on a current issue.

## News Story:

- ❑ Write a newspaper account of an important event in this unit as if you are a reporter on the scene.
- ❑ Write an ad for a book or movie that you enjoyed.
- ❑ Write an ad for a product used in this culture.

## Creative Writing:

- ❑ Write your own myth to explain **WHY**. (Use one of these ideas or one of your own.)  
*Why are there earthquakes? Why is the sky blue? Why does the moon change its shape?*
- ❑ Write your own tall tale of **HOW**, choosing an animal from the region of study.  
*How did the tiger get its stripes? How did bears come to be? How did rabbits get tails?*
- ❑ Choose a proverb of the culture and write a story with the proverb as the moral.
- ❑ Write your own ending to a folk tale.
- ❑ Write a script for a talk show with a host and one to three guests. The guests should be people from the culture, or from their myths or legends (e.g., kings, heroes) Then act out the script in costume. You could also have commercial breaks to “sell” products from the culture. If it is difficult to arrange a live showing of your work, record it with a video camera for friends and family to watch later.

# Project 1 Ancient World: BC – 500 AD

## List of Topics

- Babylonian Empire: Epic of Gilgamesh, Hanging Gardens of Babylon, Laws of Hammurabi
- China: Dynasties, Ancestor Worship, Great Wall, Paper, Compass
- Egypt Pharaohs, Pyramids, Rosetta Stone
- Greece Art/Architecture/Drama/Literature, Mythology, Trojan War, Olympic Games, Alexander the Great, Aristophanes, Aristotle, Euclid, Herodotus, Hipocrates, Homer, Plato, Pythagoras, Socrates, Sophacles, Thales, Government/Politics: City-States, Democracy
- Hebrews Dispersion (Diaspora), Nebuchadnezzar – Chaldean King of Babylon, Persian Empire, Masada, Jesus Christ and Early Christianity
- India Caste System
- Maya Calendar, Pyramids
- Roman Civilization Art/Architecture, Mythology, Republic to Empire, Marc Antony, Julius Ceasar, Cleopatra of Egypt,
- Plutarch (Greek writer in Roman Empire), Ptolemy (astronomer/earth as center of universe), Epicureanism, Stoicism, Pompeii(AD79/destruction/Mt.Vesuvius)
- Tiberius, Nero, Claudius, Destruction of Jerusalem (AD 70)
- Spread of Christianity and Persecution of the Church,
- AD 306 – 337 Constantine – Legalization of Christianity, Polycarp, Council of Nicea, Monasticism,
- Augustine of Hippo (wrote *City of God*), Constantinople,
- Eastern Roman Empire
- Fall of Western Roman Empire AD 370's – 470's, Barbarian Invasions, Atilla the Hun

# Project 1 Ancient World: BC – 500 AD

## List of Activities

### 1. Video plus Choice of Composition Activity

#### A. Historical Fiction

Story focuses on fictional main characters or fictionalizes beyond recognized facts. Or, contains a mixture of historical and fictional characters, and often introduces fictional plots and subplots for dramatic effect.

#### B. Docudrama

Primarily historical characters and incidents with created dialogue and situations that attempt to be true to the characters and their perceived motives.

#### C. Documentary

Comments on historical characters and incidents, usually citing sources close to the time.

#### Suggestions:

*Forbidden City* Documentary. Discovery Channel. The city of the Chinese imperial rulers was closed to outsiders. The palaces and surrounding grounds are now on film. Narration provides an explanation of royal life using diaries and words of emperors and concubines.

*The History of Orthodox Christianity* Documentary. 3 volumes. Founding and growth.

*Seven Wonders of the World: Simply the Best* Documentary. Discovery Channel, Pyramids of Egypt, Hanging Gardens of Babylon, Colossus of Rhodes, and more.

*Time Travel Through the Bible* Documentary. 2 volumes. Host Jonathan Frakes. Looks at archeological discoveries from centuries before through the time of Christ.

#### Greece

*Alexander the Great* (1956) Docudrama. The life and times of this young world conqueror.

*Conquerors: Alexander the Great* Documentary, Discovery Channel.

*The Odyssey* (1997) PG-13 Fiction. Odysseus on his journey home from the Trojan War. Special effects bring the story to life.

## **Rome**

*Cleopatra* (1934) version with Claudette Colbert (1963) version with Elizabeth Taylor. Historical Fiction. Egypt and Rome at the time of Marc Antony and Cleopatra.

*Julius Caesar* (1953) Historical Fiction. Compelling adaptation of Shakespeare's play with Marlon Brando.

*Spartacus* (1960) Historical Fiction. Slave led revolts against Romans. 70 BC

## **Old Testament Period**

*The Story of Ruth* (1960) Historical Fiction. Retelling of biblical story. Woman leaves her gods – lives as Hebrew.

*The Ten Commandments* (1956) Docudrama . Epic. Life of Moses. His birth, the exodus of the Israelites from Egypt, and life in the desert. Special effects include the parting of the Red Sea.

## **New Testament Period**

*An Empire Conquered* Docudrama. Lives of five Christians during the period of Roman persecution.

*A.D.* Docudrama. 3 volumes. Dramatization of the Book of Acts.

*Barabbas* Fiction. Fictionalized account of the prisoner released by Pilate instead of Jesus.

*Demetrius and the Gladiators* (1954) G Fiction. Sequel to *The Robe*. Greek slave becomes gladiator,

*Jesus of Nazareth* Docudrama. 3 volumes depicting the life of Christ. Locations chosen for authenticity.

*Masada* (1981) Historical Fiction. Tells the true story of the three year siege of the Jews who had escaped the sacking of Jerusalem in 70 AD by taking refuge in the winter palace of Herod the Great.

*Quo Vadis* (1951) Historical Fiction. Based on novel. The persecution of Christians in Nero's decadent Rome.

*The Robe* (1953) Fiction. Christ's robe and the lives affected by it.

*The World of Ancient Rome* Documentary. Discovery Channel. 20 minutes. Highlights 753 B.C. – A.D. 476.

## 2. Making Connections

- A. Find the values/attitudes from the society of an ancient civilization that influenced a later society. (E.g., Greek humanism in European Renaissance.)
- B. Notice the interactions among ancient civilizations and the spread of ideas, art, and architecture, and the influences of a civilization even after it has been destroyed. Choose on philosophy or attitude and describe its influence on another civilization over time.
- C. Look at the influence of the dominant religion or values on the society as a whole. If, by law, these values or religious practices are stopped, how do their beliefs still influence behavior? Look at what determines divisions of social classes (e.g., wealth, education, certain beliefs). (The caste system in India, based on religious beliefs, was declared illegal, but continues to influence personal behavior and limit a person's opportunities.)

## 3. Book Plus Choice of Composition Activity

<i>Aeneid</i> by Virgil	Roman epic poem circa 100 B.C.
<i>Antigone</i> by Sophocles	Greek Play. Tragedy. Circa 440 B.C.
<i>The Bronze Bow</i> by Speare	Israel – Time of Christ
<i>Golden Goblet</i> by McGraw	Set in Ancient Egypt
<i>The Eagle of the Ninth</i> by Sutcliff	Life in Roman Britain A.D. 100's
<i>The Illiad</i> by Homer	Epic Poem – Trojan War.
<i>Julius Caesar</i> by Shakespeare	Struggle for power. Ancient Rome.
<i>King Lear</i> by Shakespeare	Play set in 1 <sup>st</sup> century B.C. – Britain
<i>The King Must Die</i> by Renault	Retelling of the legend of Theseus
<i>The Lantern Bearers</i> by Sutcliff	Adventure during Barbarian invasions 450 AD
<i>Mara, Daughter of the Nile</i> by McGraw	Egypt. Slave spies for aspiring leaders.
<i>Meditations</i> by Aurelius	Work of stoic Roman emperor.
<i>Metamorphoses</i> by Ovid	Work of Roman Poet
<i>Mythology</i> by Hamilton	Collection of Myths.
<i>The Odyssey</i> by Homer	Epic Poem – Journey after the Trojan War.
<i>Oedipus the King</i> by Sophocles	Greek Play – Tragedy
<i>Outcast</i> by Sutcliffe	Roman shipwreck leaves child to be raised by British tribe.
<i>Quo Vadis</i> by Sienkeiwicz	Nero's Rome – persecuting Christians.
<i>The Silver Branch</i> by Sutcliffe	Sequel to <i>The Eagle of the Ninth</i>
<i>Twice Freed</i> by St. John	Christian slave flees.

## 4. Research Plus Composition Activity on a Choice of an Ancient World Topic

## Project 2 Middle Ages: 500 - 1460

### List of Topics

Art/Architecture	Romanesque, Gothic, Use of Illumination Music of Early Middle Ages – Gregorian Chant
Byzantine Empire:	Justinian Code Separation of Churches / Eastern Orthodoxy
China:	Gunpowder Invented (Perfected circa A.D. 1000) Marco Polo Visits (1290's)
Europe	Charlemagne Feudalism: Knights, Merchants, Craftsman, and Guilds Christianity – Jerome/Volgate, Popes, Monks Francis of Assisi. Crusades (1096 – 1204, and 1270) Holy Roman Empire, Great Schism (Papal Schism 1377) Universities / Scholasticism, Ottoman Empire (1350s) Trade Routes, Plague/Black Death (1350s) Trial by Ordeal Writings of Peter Abelard, Roger Bacon, Thomas Aquinas, Geoffrey Chaucer, Dante Alighieri

England	Battle of Hastings, Henry II, Thomas Becket Magna Carta Richard the Lion-Hearted, Henry V Hundred Years War (1330s – 1450s England/France)
France	Joan of Arc – Leads French Against English, 1400s
Islamic Empires	Muhammad and Spread of Islam (Moslems/Muslims) Mosques Poet – Omar Khayyam
Japan	Samurai, Shintoism, Shogun
Mongols	Genghis Khan, Kubla Khan (1200s) Expansion of Empire into China, Russia
Russia	Vladimir / Eastern Orthodoxy, Mongol (Tartar) Rulers
Vikings	Lief Ericson

## Project 2 Middle Ages: 500 - 1460

### List of Activities

#### 5. Game plus Choice of Composition Activity

##### A. Board Games

- Knights and Castles by Aristoplay      A Quest
- Chess      Strategy Game

##### B. Software Games

- The Castle by DK Multimedia  
Learn about feudal life while acting as a page, knight, or servant.
- Castles II: Siege & Conquest by NSP  
Using Knowledge of castles and period provided from BBC documentary footage, create your own castle and build empire of trade and wealth.
- Knights & Kings by Extrex  
Fight for the crown. Learn about trade, guilds, and the role of the church.

#### 6. Making Connections

- A. Analyze and evaluate the concept of justice as trial by ordeal practiced in the Middle Ages with the U.S. Constitution (especially the Bill of Rights) used today.
- B. Describe the important changes in the lives of people of the 15<sup>th</sup> century and later that resulted from the invention of the printing press.
- C. Explain the role of monasteries and monks in the spread of Christianity.
- D. Describe contributions of Mohammedan culture to the European world.
- E. Connect health practices and beliefs to illnesses and spread of disease.

#### 7. Research Plus Composition Activity on a Choice of a Middle Ages Topic

## 8. Religious Beliefs - Question Guide

These provide the core of culture – the values by which the people lived and viewed themselves and their world, and which influenced their customs.

1. Who did they worship? One God? Many gods? Man?
2. What did they believe was the attitude of the God or gods toward man?
3. What did they think their God or gods required of man?  
(*Look for types of sacrifices and offerings, rituals of worship, and any hierarchy.*)
4. If possible, find some attributed of their God or gods.
5. Where did they worship?  
*Temple? Synagogue? Church?*
6. Were there rules particularly for women?  
*What they must wear? How they must behave? Any forbidden behavior*
7. What did they believe happened at death?
8. How were they buried? Were there any rituals? Why were they buried in this manner?
9. Did they have a sense of purpose for their lives? What was it?
10. Did their art reflect their beliefs? How?
11. Did their architecture reflect their beliefs? How?
12. Were there occult practices? Compare them with those forbidden in the Old Testament.  
How do you think God viewed their rituals? Do you think their lives were happy? Why or why not?
13. Was there a god-king? If so, how was he regarded by the people?  
*Feared? Worshipped? Idolized? Respected?*
14. If there was more than one religion in the culture, how did the followers of different faiths get along?

## 9. Book Plus Choice of Composition Activity

<i>Beowulf</i> (author unknown)	Anglo Saxon Epic circa 500
<i>The Black Arrow</i> By Stevenson	England of Henry VI – 1400s
<i>Canterbury Tales</i> by Chaucer	Tales – 1300s
<i>Hamlet</i> by Shakespeare	Play. Denmark circa 1200
<i>The Innocent Wayfaring</i> by Dutton	Runaways meet on road to London
<i>Ivanhoe</i> by Scott	Knights/Chivalry 1100s England
<i>Joan of Arc</i> by Twain	Her life, and death at 19
<i>Leif the Lucky</i> by D’Aulaire	Biography/Journey to North America
<i>Light Beyond the Forest</i> by Sutcliffe	King Arthur and the Holy Grail

<b>MacBeth</b> by Shakespeare	Play. Early English history, 1040's
<b>The Merrie Adventures of Robin Hood</b> by Pyle	1200s England
<b>Much Ado About Nothing</b> by Shakespeare	Play. Comedy 1200's Italy
<b>Richard II</b> by Shakespeare	Play. Tragedy 1300s England
<i>Richard III</i> by Shakespeare	Play. 1400s England
<b>The Road to Damietta</b> by O'Dell	Francis of Assisi through eyes of girl.
<b>Story of King Arthur &amp; His Knights</b> by Pyle	Arthur becomes king/Round Table
<b>Story of Rolf and the Viking Bow</b> by French	Growing up – 1100 Vikings. Iceland

# Project 3: Renaissance/Reformation/Exploration 1450 - 1600

## List of Topics

Africa	Slavery
Art/Architecture	Sistine Chapel, Classical and Baroque Styles
Artists	Botticelli, Brueghel, DaVinci, Donatello, Titian, Tintoretto Holbein, Michelangelo, Raphael, Titian, Tintoretto
Aztec Empire	Conquered by Hernan Cortes – 1500s Catholic Missionaries
England	Henry VIII, Church of England Elizabethan England, Shakespeare, Sir Walter Raleigh
Europe	Florence, Italy Patrons Medicis, Borgias, Savonarola Gutenberg Bible – Johannes Gutenberg, Movable Type Writings of Erasmus, Machiavelli Religious Conflict – Roman Catholics/Protestants

Explorers	Cabot, Cartier, Columbus, Da Gama, Dias, Magellan, Vespucci Mercantilism, Northwest American Indian Tribes
Holy Roman Empire	Hapsburgs
Inca Empire	Conquered by Francisco Pizarro – 1500s
Protestant Reformation	[Forerunners: John Wycliff (1320 – 1384), John Huss (1369-1415)] Martin Luther, Thomas Cranmer, Menno Simons, John Knox, Ulrich Zwingli, William Tyndal, John Calvin Jesuits: Ignatius Loyola, Francis Xavier
Russia	Ivan III and Battles for Independence Ivan IV – Ivan the Terrible Kramlin, St. Basil’s Cathedral
Science	Tycho Brahe, Copernicus
Spanish Empire	Ferdinand and Isabella Spanish Inquisition Conquistadores: Balboa, Cortes, Pizarro

## Project 3: Renaissance/Reformation/Exploration 1450 - 1600

### List of Activities

#### 10. Making Connections

- A. Describe the impact of events or people in history to later years or today. Include early inventions and transportation, as well as attitudes (philosophies) reflected in art, literature, and technology.
- B. During the time of the Renaissance the emphasis turned to human achievement and a philosophy commonly referred to as humanism. Find examples of the influence of humanism in today's art, music, literature and/or politics.
- C. Contrast the attitudes that are part of the Renaissance and Age of Enlightenment with those that prevailed during the Middle Ages.
- D. What were the changes in science during this period?
- E. What was the response of the church toward conflicting philosophies at this time? What was the purpose of the Inquisition?
- F. How does a worldview based on Deism differ from that of medieval church in Europe? Include how each views truth.
- G. Describe the influence of the "enlightened thinking" on the art of this period.
- H. Between 1618 and 1648 Europe was in upheaval as Catholics battled Protestants. Explain how the Thirty Years' War changed the role of religion as a political force.

#### 11. Research Plus Composition Activity on a Choice of a Renaissance-Reformation-Exploration Topic

## 12. Customs - Question Guide

While reading, look for answers to the questions. Write on a photocopy of the questions, or list the heading and numbers on notebook paper. As you come across an answer, write a word or phrase next to the question number so that you will remember what you read. If too many questions in one section are blank, find another book about the subject – one with more information in that area.

Use the questions and your answers as an outline guide for writing a composition about your subject. You do not need to have the sections in the same order. Choose an order that allows you to present your ideas in an interesting manner.

1. What did the people look like?  
Look at: Skin Color,  
Hair Color, Style, Texture  
Any Characteristic Features  
Average Height of men and women
2. What was considered beautiful?
3. What did they wear? Compare the clothing of the rich with that of the average person.
4. What did they eat? How was it prepared? Who prepared the food? How did they eat?  
What were considered good manners?
5. What were their homes like? What were they made of? What size were they? How close were they to other houses? What furniture was inside and how did it look?
6. Who lived in the house? *Relatives? Slaves?* Did the children live with their parents? Did relatives? Who made up the family unit?
7. How and what did people learn? Were there schools? Who went to school and when?  
What did the children learn from their parents? What was considered important to know?
8. Was there a written language? What was it used for and by whom?
9. What work did they do? How long was the workday? What did they do with any leisure time?
10. What games did they play? What sports? Who played? What toys did they have?
11. What instruments did they play?
12. Did their names have meaning? Were they named after certain things?

13. At what age were they considered mature? Was there a ritual? Did it mean a change in the way they dressed? Did it change a person's daily life? Would a boy now work with his father, or a girl be given in marriage?
14. Did they marry for love or were marriages arranged? At what age was it considered time to marry? What was the ceremony like? Where did they live after the marriage? Did they have one spouse? Did they divorce?
15. Were there defined roles for men and women? Were men considered providers? Did the women care for the home and family? Were men and women respected equally?
16. How long did they live?
17. What happened to old people? Were they cared for? Abandoned?
18. How were the sick and handicapped treated?
19. How did they view people from other cultures?
20. What were their hopes, dreams, and visions?

### 13. Book Plus Choice of Composition Activity

<i>The Agony and the Ecstasy</i> by Stone	A novel about Michelangelo that brings The 1500s – 1600s to life.
<i>Last Crusader: The Untold Story Of Christopher Columbus</i> by Grant	Nonfiction. Understanding of period.
<i>Merchant of Venice</i> by Shakespeare	Play. Seriocomedy. 1500s Italy.
<i>The Prince</i> by Machiavelli	Nonfiction – Politics 1400's – 1500s.
<i>The Taming of the Shrew</i> by Shakespeare	Play. Comedy. 1500s Italy
<i>The Wonderful Winter</i> by Chute	Teens act in Shakespeare's company.

#### Reformation

<i>Fine Print: A Story About Johann Gutenberg</i> by Burch	Story of first man to use moveable type and his struggle to print the Bible.
--	--

***The Hawk That Dare Not Hunt By Day*** by O'Dell Tyndale smuggles Bibles into England.

***Ink on His Fingers*** by Vernon Moveable type. Struggles of Gutenberg to print the Bible.

***Morning Star of the Reformation*** by Thompson John Wycliffe. English Bible.

***Thunderstorm in Church*** by Vernon Martin Luther through boy's eyes.

## Project 4: Empires and Colonization 1600 – 1775

### List of Topics

Age of Reason	Francis Bacon, Robert Boyle, Rene DesCartes, Denis Diderot Fahrenheit, Galileo, Isaac Newton, Johannes Kepler, John Locke, Jean Rousseau, Anthon van Leeuwenhoek, Voltaire, Deism
Art/Architecture	Baroque Period begins in Italy, First Opera (1597) Christopher Wren – St. Paul's Cathedral Rococo Style, Neoclassical Period, Baroque Music Artist: Bernini, El Greco, Rubens, Rembrandt, Van Dyke Musicians: Bach, Corelli, Handel, Hayden, Mozart, Pachelbel Writers: Daniel Defoe, Samuel Johnson, Moliere, Jonathan Swift, Voltaire Poets: Alexander Pope

Africa	English and Dutch found West African companies.
America	Settlements and Colonies
Europe	Thirty Years War, Trading Companies, Mercantilism, Capitalism, Calvinism, Captain Cook – Explorer
<i>England</i>	James I, King James Bible, Charles I, Oliver Cromwell Parliament, Great Plague in London, Great Fire of London
<i>France</i>	Louis XIV – Palace at Versailles, Richelieu, Huguenots
India	Taj Mahal
Inventions	Barometer, Microscope, Pendulum Clock, Reflecting Telescope, Thermometer
Pirates	Captain Avery, Anne Bonny, Blackbeard, Mary Read
Russia	Peter I – Peter the Great – Introduces Western Customs Romanov Dynasty Catherine the Great (1762 – 1796)
Sweden	Gustavus Adolphus
Spiritual Revivals	Great Awakening, Jonathan Edwards, John Wesley, Susanna Wesley, George Whitefield

## Project 4: Empires and Colonization 1600 – 1775

### List of Activities

#### 14. Making Connections

- A. Discuss causes and impact of an event, movement, or ideology.
- What are the major problems facing a people? Which group? The entire nation?
  - What are the options available
  - Explain the view of man and his behavior (nature) that underlies each option.
  - What are the possible consequences of each option?
  - What were the consequences of the final solution?
- B. What cultures were involved in exploration and why?
- C. Define mercantilism and explain the influence of this economic policy on how and why expeditions were supported.
- D. What were some of the basic influences, beneficial and detrimental, of these cultures on those they came upon in their explorations?
- E. Explain the attitudes being imperialism and how it influenced treatment of other cultures.
- F. Identify economic and political factors behind the expansion of the British Empire and attitudes that influenced the policies implemented in colonial rule. Choose one of the countries added to the empire and explain factors that may have influenced movements for independence against British rule.
- G. Compare and contrast information from primary and secondary sources.
- Which is fact? Which is historical interpretation?
  - What is the point of view of each? The purpose of each?
- H. Compare descriptions of the same event or people from two or more sources.
- Does the author appear objective, or does the work reflect his worldview?
  - How do the sources used by an historian influence his conclusions?

I. Analyze the ways the natural environment influences a society's relationship with other societies.

- Are its resources sought?
- Is the land easy to reach? Difficult to reach?
- How are exchanges of goods made?
- What natural resources were available?

**Water:** wells, ponds, seas, lakes, rivers, oceans

**Mineral Deposits:** gold, silver, copper, petroleum, tin, coal, diamonds, iron ore, marble

**Terrain:** mountains, plateaus, plains, valleys, volcanoes, desert, seacoast

**Plant Life:** Jungle, evergreen forest, deciduous forest, grasses, desert plants

## 15. Music

A. Listen to the music typical of the culture.

- Move to the rhythm of the music.
- Learn songs and/or dances.
- Use it as background music while reading, or while drawing pictures for the timeline.
- Draw an abstract design creating a mood you feel while listening to the music. Use colors that help express the mood: **Red:** strong emotion, hot - **Yellow:** cheerful, sunny, light - **Black:** dark, fearful - **Green:** calm, peaceful - **Blue:** sad, cool **Purple:** royal, majestic

B. Compose and Perform

- Read "The Gift of Music" by Smith/Carolson (Biographies of 36 composers)
- Compose music similar in style.
- Play songs on instruments used by the culture.
- Compose music and perform on instruments typical of the culture.

C. Analyze the Music

- Study the life of a composer from the period or culture. Listen to arrangements of his music and then try to recognize his works from among others you hear. (Identify his style.)
- Compare and contrast music from this culture with that of other cultures you have studied. Look at: types of instruments used, variations in rhythm patterns, how the music makes you feel, tempo (speed), and whether it is in a major or minor key. (Contrast Eastern and Western styles.)

- Listen to music from cultures or composers in a culture that believes in God. Then, listen to samples from cultures or composers that don't believe in God. Are there differences in how the music makes you feel? Discuss the differences you hear.

## 16. Art

### A. Copy Customs

- Make something that people made.  
(*Pottery, candles, soap, weave cloth or baskets*)
- Make a costume typical of the culture. Wear it while you give a presentation.
- Prepare and serve a dish or entire meal typical of the culture.

### B. Models

- Make a model of something found in the culture.  
(*Shield with your own crest, model city or building.*)
- Looking at samples of art. Draw or paint a picture in the same style or copy one.
- Make a diorama of some aspect of life in the culture or of a scene in a book that takes place in the period of study. A diorama is a three-dimensional scene. A shoebox turned on its side can be used. Color or paint the inside, or paste in something for background (cloth, wrapping paper, wallpaper). Next add 3-D objects and figures you have on hand or make from paper. Glue these to the "floor" of the scene.
- Decorate a shoebox with a motif that will remind you of the culture and fill it with index cards listing interesting facts you have discovered in your reading.
- Make an exhibit of things you make, find, and/or buy that represent the culture. Add an outline map with the geographical area of your culture colored brightly.
- Make an exhibit, poster, or collage that illustrates a theme. Use photographs or drawing to enhance your point. Possible themes: mistreatment of a people or class, joys of family life. Look at examples of photojournalism for ideas.
- Draw a political cartoon clearly expressing a particular position

## 17. Science

A. Choose a product of the culture. Tell about it, write about it, or make a poster showing how the product is made from start to finish.

B. Choose an area of science for an in-depth study based on characteristics of the culture or geography. Examples:

- Floating - Ships while studying people dependent on waterways for trade, protection, or to meet daily needs.
- Inventions- Make a list of inventions originating in this culture, who invented it, its use, and impact.

## 18. Research Plus Choice of Composition Activity on a Choice of Empires and Colonization Topic

## Project 5: Rebellions and Changes 1775 - 1914

### List of Topics

Art/Music	Various Periods and Styles, e.g., Neoclassicism, Romanticism, Realism, Impressionism Artists of Various Periods and Styles, e.g., Beethoven, Brahms, Chopin, Debussy, Haydn, Mozart, Tchaikovsky, Verdi, Wagner
Poets	Samuel Coleridge, William Wordsworth
America Revolution	John Adams, Benedict Arnold, Aaron Burr, Ben Franklin, Alexander Hamilton, Thomas Paine, George Washington
War of 1812	Andrew Jackson
Industrial Revolution	Growth in Trade, Iron and Steel Production, Factories, Marie Curie, Thomas Edison, Michael Faraday, Henry Ford Wright Brothers, Coal Mining, Cotton Gin, Spinning Jenny, Steam Engine, Sewing Machine, Phonograph, Automobile, Box Camera
Free Trade	Change from Mercantilism Adam Smith – <i>Wealth of Nations</i> (1776)
England – British Empire	Colonization Admiral Horatio Nelson, David Livingstone, Duke of Wellington, Cecil Rhodes – South Africa, Queen Victoria (1800s) Edmund Burke – Author, Statesman (1729 – 1797) Poets: Lord Byron, Shelley, Keats, Blake Preachers: William Booth – Salvation Army, Dwight L. Moody, George Mueller – Orphanages, Charles Spurgeon
India	Under British Rule in 1850's
Ireland	Potato Famine 1840's Demands for Independence from Britain
Missionaries	William Carey (India), Hudson Taylor (China), Mary Slessor (Africa)
Napoleonic Era	1796 – 1815
Russian Empire	Czar Nicholas I
Slavery	Abolitionists, Revolt in Santa Domingo, Nat Turner, William Wilberforce
Mid 1800s – 1900s	Crimean War (1854 – 1856), Florence Nightingale Charles Darwin, Karl Marx – " <i>Communist Manifesto</i> " Communism, Socialism

## Project 5: Rebellions and Changes 1775 - 1914

### List of Activities

#### 19. Making Connections

- A. Compare and contrast a traditional culture with an industrialized society. What has been the effect of the industry on the standard of living? On cultural traditions? On the structure of the family? Draw Conclusions: Compared to traditional cultures, do industrialized societies have a higher or lower standard of living? More or fewer traditions? More or fewer living in nuclear families (parents and children)?
- B. Explain the causes behind a society's change, over time, from a traditional or agricultural economy to an industrial economy. Were there significant changes in physical environment? Did changes occur that altered the ability of the people to use natural resources?
- C. Look at the growth of an industry and its affect on the working man. First, what is the direct effect on production of other industries? Then, how has its growth affected daily life?
- D. There were a number of revolutions around the world between 1750 and 1917. Look at the ideologies of both the reigning power and the revolutionaries in several revolutions. What were the common conditions leading to revolution? Look at the consequences years after the revolt. If oppressive conditions occurred, explain why.
- E. The Industrial Revolution refers to the change from a primarily agricultural society to one dominated by machines and the resulting factories which began in Britain in the mid 1700s. What inventions, including a new source for mechanical power, made this possible and why?
- F. Describe the changes in the quality of life in 1800s England, beneficial and detrimental, that resulted from the Industrial Revolution.
- G. The Enlightenment emphasized reason, Romanticism encouraged emotions and free expression. Explain the attitudes underlying the French Revolution in terms of these philosophies.
- H. Examine Napoleon's rise to power and identify factors that led those freed from the tyranny of a monarchy (French Revolution) to a society subjected to a dictator.
- I. Thomas Paine wrote a tract entitled *The Age of Reason*. Did this influence American thinking? If so, describe that influence.

## 20. Achievements – Question Guide

Look for inventions/realizations/creations that either triggered a series of other inventions/realizations/creations, or that led to a significant change in the daily life of people.

1. What types of transportation were available?  
Which were used the most? Why  
Did other nations use transportation that was not available to this society?  
Anything that was unknown?  
Anything known, but not useful?
2. How did they use the materials that were found in their environment?  
Look at industries as well.
3. What were their clothes made from?  
How were they made?  
By whom?
4. What did they use for money?
5. What weapons did they use?
6. What did they use for light?
7. Was food preserved? How?
8. What was the place of art? Architecture? Music? Literature?  
For entertainment? To express attitudes or beliefs? As part of worship? To learn? To record history?
9. Was the nation known by its neighbors for any particular accomplishment?  
(*Fierce Warriors? Great Art? Master Craftsmen? A Wise Ruler?*)
10. Were there any people considered memorable today for what they achieved?  
(*Look at scientist, explorers, military leaders, rulers, religious leaders, musicians, authors, and artists.*)
11. How did the people of the time view those people you chose in question ten?  
As outcasts? With respect?
12. Is there anything in our life today that came from this culture?  
Words that are now part of our vocabulary?  
An idea that we agreed with or inherited?  
Inventions we still use or that lead directly to a series of other inventions?  
Scientific discoveries or ideas? Attitudes?

## 21. Book and/or Video Plus Choice of Composition Activity

- ◆ (Book)
- (Book has a Video available)
  
- ◆ *The Count of Monte Cristo* by Dumas 1800s France. From prisoner to wealthy count.
- *David Copperfield* by Dickens Growing up in 1800s England
- ◆ *Florence Nightingale: The Lady Of the Lamp* by Miller Biography of the woman who changed nursing
- ◆ *George Mueller* by Bailey Biography. Orphanages – 1800s
- ◆ *Horatio Hornblower* stories by Forester Novels about the rise of British naval officer fighting Napoleon’s France.
- *Kim* by Kipling Orphan – 1890s British India
- *Les Miserables* by Hugo France post-Napoleonic Age
- ◆ *Mary Slessor* by Miller Missionary to Africa late 1800s
- *Middlemarch* by Eliot A novel set in 1800s England
- ◆ *Night Journey* by Lasky Family’s escape from Czarist Russia
- *Oliver Twist* by Dickens Orphan experiences slums in London
- ◆ *On the Clouds to China* by Davey Biography of Hudson Taylor – founder of China inland mission.
- *The Pickwick Papers* by Dickens Novel set in 19<sup>th</sup> century England
- *Pride and Prejudice* by Austen Novel. Family in late 1700s England
- ◆ *Samuel Morris* by Baldwin Biography of African turned Christian
- *The Scarlet Pimpernel* by Orczy French Revolution. Rescue of aristocracy.
- *Sense and Sensibility* by Austen Family life/class sysem. Early 1800s England
- *Silas Marner* by Eliot 1800s rural England
- *A Tale of Two Cities* by Dickens London & Paris / French Revolution
- ◆ *The Time Machine* by Wells Fantasy. Technology fails as hope for man’s future
- *War and Peace* by Tolstoy Historical Fiction Early 1800s Russia
- ◆ *William Booth* by Bennett Biography. Founder of Salvation Army

## 22. Research Plus Choice of Composition Activity on any Rebellions and Changes Topic

## Project 6: World and World Wars 1914 - 1950

### List of Topics

Art/Music	Art: Cubanism, Expressionism, Art Deco, Surrealism, Abstract Music: Jazz, Swing
Communication	Radio, Movies, Television, Growth in Advertising
The Great War	World War 1 1914 – 1918, Kaiser Wilhelm II (1859 – 1941) Tranch Warfare, Airplanes, Submarines, Tanks, Zeppelins The Red Baron, U.S. President – Woodrow Wilson Paris Peace Conference 1919, Treaty of Versailles League of Nations 1920
Great Britain	Move for Independence in Several British Colonies Gandhi Leads Nationalists in India Ireland – Michael Collins, Irish Free State – 1921
Russia	1917 Revolution, Nikolai Lenin, Leon Trotsky, Joseph Stalin – the Great Purge, Name Change – USSR
Scientists	Marie Curie, Albert Einstein
Totalitarianism	Russian Revolution 1917: Lenin, Stalin, Communism Germany: Adolf Hitler, Fascism Italy: Benito Mussolini, Fascism China: Chiang Kai-shek – Nationalist; Mao Tse-tung – Communist Anti-Totalitarian Novel <i>Animal Farm</i> , by George Orwell
Trade	Panama Canal Opens – 1914 Blockades and Embargoes During WWII
Transportation	Airplanes – Airlines, Passenger Liners (Queen Mary), Volkswagen, Hindenburg
United States	Great Depression, Dust Bowl, New Deal, Prohibition Presidents Harding, Coolidge, Hoover, F.D. Roosevelt Crime – Al Capone, St. Valentine’s Day Massacre 1929
World War II	Winston Churchill – Great Britain Axis Countries: Germany – Adolf Hitler, Nazi Party, Third Reich Italy – Benito Mussolini, Fascism  Japan – Hideki Tojo, Warlords

Atomic Bomb, Concentration Camps, Holocaust

Christians: Dietrich Bonhoeffer, Oswald Chambers,  
Corrie ten Boom

Post WWII

Nuremberg War Trials 1945 – 46,

Iron Curtain, Cold War, Marshall Plan

Post War Refugees

Palestine (Arabs) and immigration of Jewish Refugees

1947 U.N. Decision to Divide Palestine in Two States

## Project 6: World and World Wars 1914 - 1950

### List of Activities

#### 23. Making Connections

- A. Choose one country from the Topic list and research the life of the people before, during, and after the war. What were the consequences of the war?
- B. Compare a nation, or nations, that have grown economically to a nation, or nations, that have not and offer a possible explanation. Look at natural resources, population, opportunities for trade, and incentives. (rewards).
- C. Explain the connection between industry and technology in Britain and its growth as an empire.
- D. How was the country of Turkey involved in World War I and why?
- E. Describe the attitudes of the British toward their colonies and the attitudes of the people who had been placed under British rule?
- F. How did geography influence attitudes toward and battles with Russia?
- G. Africa housed trading stations along its coasts, but otherwise had little connection with Europe until the late 1800s. What brought about the change in Europe's interest? Describe influences of that period that are still being felt today.
- H. Examine the causes of several wars and look for commonalities.
- I. Define democracy, republic, socialism, fascism, and communism. How do they compare and contrast to one another? Identify needs that led to the establishment of each of these in a society.
- J. Analyze how the system of government reflects ideologies (past or present) and values of the people. The study should include how laws are made and enforced money is collected (taxes), war is declared, and foreign policy conducted.
- K. Compare and contrast several forms of government. Include how decisions are made (By one person? Many people?) and the rights of the citizens to influence or disagree with those decisions. Also, look at the impact of the press and whether or not it is controlled by those in power. (Democracy, Republic, Theocracy, Monarchy, Oligarchy, Dictatorship)

## 24. Video Plus Choice of Composition Activity

***Chariots of Fire*** (1981) PG Docudrama. An engrossing movie that features two British entrants in the 1921 Olympics. Eric Liddel went on to become a missionary.

***Exodus*** (1960) Historical Fiction. Begins with Jewish refugees from WWII placed in detention camps, longing for a home land. Includes Israeli resistance, life in a kibbutz, UN decision to divide Palestine, and subsequent resistance against Arabs who disagree with that decision.

***Gandhi*** (1982 British-Indian) Docudrama. The rise of Mohandas Gandhi from lawyer to leader of Indian nationalists in peaceful resistance against the British rule of India.

***The Hermitage Documentary***. 3 Volumes. A Russian palace became the home to great art. Narration discusses Russian history as well as the paintings shown.

***The Inn of the Sixth Happiness*** (1958) Docudrama. Based on the true story English missionary Gladys Alyward as she leads children through enemy territory in pre-WWII China.

***The Keys of the Kingdom*** (1944) b/w Fiction. Priests rebuild destroyed mission in rural China.

***The Last Emperor*** (1987) PG-13 Docudrama. China's PuYi, named emperor at three, and the events of Chinese history from feudalism and revolution through current events as they effect his life. We watch him become a playboy, a prisoner, and finally, an unskilled laborer in Bei-Jing.

***Passage to India*** (1984) PG Historical Fiction. Adaptation of a Forester's historical novel about the clash of cultures during British rule of India.

***Silence of the North*** (1981) Docudrama. Based on a true story. A realistic, but ultimately uplifting look at life in northwest Canada's wilderness, settlements, and cities as a woman and her family struggle for a better life. Great scenery. Good look at contrasts of lifestyles in 1920s.

## World War I

*All Quiet On the Western Front* (1930) b/w (1979) TV Movie. Based on novel. Experience of a WWI German soldier.

*Sergeant York* (1941) Based on a true story of a Quaker WWI hero. A classic suitable for family viewing.

## World War II

*The Attic: The Hiding of Anne Frank* (1988) Anne's story told from the perspective of the families risking all to hide Jews in their homes.

*Battle Line Documentary*. MM&V 7 volumes. 1939 – 1945 Europe and Africa. War from combatants point of view.

*Battle of the Bulge* (1965) Docudrama. WWII drama based on actual event.

*The Bridge on the River Kwai* (1957) Fiction. Based on novel. WWII British POWs of Japanese must build bridge for the enemy. One POW plots to destroy it.

*The Hiding Place* (1975) PG Docudrama. Based on the true story of a Christian Dutch family aiding Jews during WWII and eventual imprisonment of some in a concentration camp.

*Patton* (1970) Docudrama. Award winning WWII biographical war film focusing on U.S. General Patton.

*The Rise and Fall of Adolf Hitler* Documentary. A&E Home Video. 6 Volumes. Includes film footage, documents, and interviews with people serving under Hitler.

*The Rise and Fall of the Third Reich* Documentary. MGM Home Video. Newsreel footage and commentary explaining attitudes and events leading to rise and fall of Hitler's Third Reich.

*The Scarlet & the Black* (1983) Docudrama. WWII Irish priest organized underground network in home to hide Jews from Nazis.

*To Hell and Back* (1955) Docudrama. An authentic look at WWII based on autobiography of America's most decorated war hero, Audie Murphy (playing himself). Narration places battle sequences in context.

*Tora, Tora, Tora* (1970) Historical Fiction. Attack on Pearl Harbor from both American and Japanese perspectives.

*World War II: Campaigns in Europe* Documentary MM&V. 7 Volumes.

## 25. Government – Question Guide

Choose one country (or more) from the list of topics. Use these questions to spark ideas to ask more questions. The government of a society holds the power to establish and enforce laws and regulations, collect money through taxation, determine and carry out foreign policy, and declare war. Include a look at the rights, privileges, and responsibilities of its citizens.

1. What was the approximate population of this society?
2. How was it governed?

*Most types of government fall chiefly into a broad category entitled autocratic or popular:*

*Did an individual or small group have absolute power? Autocratic*

*Or did power rest in the whole body of persons who made up the state? Popular*

3. How were the leaders chosen? Votes? By birth? Designated by current ruler?
4. How did the leaders remain in their positions?  
*Elected for a period of time? By maintaining a strong police or military force?*
5. How did the nations protect themselves from enemies?  
*Isolated by mountains, water or desert? Strong armies? Help from other nations?*
6. What were some of the basic laws? Compare them to the Ten Commandments.
7. How were laws made? What was the process? Could a ruler instantly make a law?
8. How were laws enforced?
9. If laws could be changed, how?
10. How were crimes punished?
11. Who owned property?
12. Did the government determine what would be taught in the schools? If not, who did?

## 26. Research Plus Choice of Composition Activity on any World & World Wars Topic

## 27. Choice of a Question Guide From Previous Projects. Relate this Project with a World & World Wars Topic

- ◆ Customs from Project 3
- ◆ Achievements from Project 5

## Project 7: Modern World 1950 – Present

### List of Topics

Atomic and Chemical Warfare

Fighting Communism / The Cold War

Domino Theory

Korean War, General Douglas MacArthur

War in Vietnam, Tet Offensive

Berlin Wall

Cuba – Fidel Castro, Cuban Missile Crisis

Leaders:

U.S.: Dwight Eisenhower, John Kennedy

Lyndon Johnson, Richard Nixon,

Secretary of State Henry Kissinger – detante

Gerald Ford, Jimmy Carter, Ronald Reagan,

George Bush

New Weapon System, “Star Wars”

USSR: Joseph Stalin, Nikita Khrushchev,

Leonid Brezhnev, Mikhail Gorbachev

Collapse of Soviet Empire

Reforms – Perestroika, Glasnost

NATO

(Formed in 1949)

## SEATO

## Space Travel

Sputnik – 1957 USSR, Satellites, Astronauts

Apollo 11 – Lands on Moon 1969

## Technology

Colored Television, VCR, Personal Computers,

Surgery Using Lasers

## Trade

Common Markets

Production of Oil, OPEC

## United Nations

## Post Cold War

Collapse of Soviet Union

Revolts Against Communism Within Various Countries

China – Communist Kill Protesting Students – 1989

Tiananman Square

## Middle East

Arab-Israel Conflict

Palastine Liberation Organization (PLO)

Islam

Iran – Ayatollah Khomeini

Iraq – Saddam Hussein

Suez Crisis

Gulf War

## Project 7: Modern World 1950 - Present

### List of Activities

#### 28. Making Connections

- A. Examine several countries that became communist. What conditions preceded the change in government? Did the communist leadership meet the expectations of the people who had supported them?
- B. Examine a socialist country. What conditions led to changes in the government? Have changes in the government and laws passed in support of socialist views resulted in the kind of society the socialists expected?
- C. Describe the differences in worldview that resulted in the Cold War.
- D. Choose a movement trying to bring about reform and identify the worldview of those belonging to that movement?
- E. Controversy over the Vietnam War included arguments over the degree of our involvement, as well as fighting methods. After reviewing various points of view, present a case for your position.
- F. Identify the policies of “Reaganomics” (Ronald Reagan’s prescription for America’s problems with inflation) and describe the resulting changes in America’s economy?
- G. Describe conditions and attitudes that led to the end of the Cold War.
- H. Examine the impact of the press and compare various news accounts of the same political campaign. Was there an influence on which candidate was elected? Why is sensational journalism popular?
- I. Understand that people make choices, and choices involve costs. Those choices also influence the future. In making choices, people respond to incentives. All of these elements are part of the economic system of the society. Look at decisions regarding what to produce, how to produce it, and for whom. Consider trade within a society and with other societies.
- J. Encouraging economic growth means increasing prosperity and reducing poverty. Look at factors in a society which encourage or discourage economic growth. (E.g., right to own property, make and keep profit in business.)

- K. Incentives are a key to economic growth. While studying a society, look for factors that influence the behavior of individuals and businesses. Which behaviors are rewarded (economically) and which are not? Look at training or education, ownership of property, saving money, investing money, spending money, and the development of new technologies.
- L. Find examples of how and where factories are located and the other business affected.
- M. Examine where technological advances affected society and their relationship to other societies.
- N. Examine trade among countries to learn why some are considered rich and others poor.
- O. Examine the interdependence of countries through trade and the government policies that free or restrict trade.
- P. Examine capitalism, socialism, and communism in terms of means of production, distribution and exchange, and its relationship to the values, resources, and technology of the culture. Who owns the property? Who makes the decisions?
- Q. Major industries develop where resources are found in abundance. Examine the world distribution of resources in terms of opportunities and consequences, noting influences on political stability:
- ◆ How do nations become interdependent due to trade?
  - ◆ How do government policies restrict or encourage trade?
  - ◆ How is trade used as a means of political pressure?
- R. Analyze the causes and effects of the following on a society: inflation, unemployment, business cycles, fiscal policies.

**29. Choice of a Question Guide from Previous Projects. Relate this Project with Modern World Topics**

- ◆ Religious Beliefs from Project 2
- ◆ Customs from Project 3
- ◆ Achievements from Project 5
- ◆ Government from Project 6

**30. Research Plus Choice of Composition Activity on a Modern World Topic**