

CYCLE 3, UPPER

SoSmart Chart: Cycle 3, Upper

CYCLE 3	Grades 5-8	Suggested Pacing
FIRST QUARTER	Map Skills Islamic Civilizations African Civilizations The Americas Imperial China	2 days 3 days 4 days 4 days 4 days
SECOND QUARTER	Civilizations of Korea, Japan and SE Asia Medieval Europe Renaissance Reformation	4 days 5 days 4 days 4 days
THIRD QUARTER	Age of Exploration and Trade Scientific Revolution and The Enlightenment Political Revolutions Industrial Revolutions	4 days 4 days 5 days 4 days
FOURTH QUARTER	Imperialism and World War I World War II Cold War Building Today's World	4 days 4 days 4 days 4 days

Note: The pacing is based on one hour per day.

FIRST QUARTER · CYCLE 3, UPPER

TOPIC: Map Skills

PACING: 2 Days

STANDARDS:

- SS.5-8.STS.4** Give evidence of how our lives today are media and technology dependent.
- SS.5-8.PPE.10** Analyze the roles of different kinds of population centers in a region or nation.

OBJECTIVES:

- Locate and identify the world’s continents and hemispheres.
- Describe distortions in map making.
- Compare ancient and modern maps (including digital and electronic technologies).
- Identify political and physical maps.

VOCABULARY: continent, hemisphere, distortion, political map, physical map

FIRST QUARTER · CYCLE 3, UPPER

TOPIC: Islamic Civilizations

PACING: 3 Days

STANDARDS:

- SS.5-8.C.6** Discern how people learn the elements of their culture through interactions with others, and how people learn of other cultures through communication and study.
- SS.5-8.C.7** Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity.
- SS.5-8.TCC.12** Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present.
- SS/5-8.PPE.7** Summarize factors that contribute to cooperation and conflict among peoples of the nation and the world including language, religion, and political beliefs.
- SS.5-8.PDC.9** Interpret how markets bring buyers and sellers together to exchange goods and services.
- SS.5-8.CIP.9** Compare religious freedom in various parts of the world.

OBJECTIVES:

- Understand how physical geography influenced Arab civilizations.
- Discuss the significance of key components of Islam.
- Distinguish the methods of how Islam was spread through various events and people.
- Determine how the Turks, Safavids, and Moguls incorporated Islam into their empires.
- Explain how discoveries and inventions affected the lives of Muslims.

VOCABULARY: Islam, oasis, Quran, caliph, caravan, shari'ah, principle, culture, mosque, astrolabe

SPIRITUAL APPLICATIONS:

Review the story of Abraham. Discuss the importance of Abraham to Muslims, Jews, and Christians.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 14 – pp. 395-418

Chapter 14 Digital Lessons Plans and Presentations

Video – *Islamic World* (4:23)

Video – *Islamic Trade Routes* (6:16)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Arab World -- Early Civilization and Imperialism* Video Clip (5:28)
BrainPop video – *Ottoman Empire* (6:38)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Foldable Activities: Islamic Civilization (in McGraw-Hill digital resources for this chapter)
2. Develop a time line presentation outlining the Islamic civilizations or produce cause-effect charts to organize historical events from this time period.
3. Compare and contrast Islam with Christianity, particularly Adventism, in writing or in an oral presentation.

FIRST QUARTER · CYCLE 3, UPPER

TOPIC: African Civilizations

PACING: 4 Days

STANDARDS:

- SS.5-8.C.1** Explain “culture” as it refers to socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
- SS.5-8.C.4** Describe how the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.
- SS.5-8.TCC.8** Outline the origins and influences of social, cultural, political, and economic systems.
- SS.5-8.TCC.11** Outline the efforts and influence of Seventh-day Adventist missionaries.
- SS.5-8.PPE.1** Examine how the theme of people, places, and environments involve the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.
- SS.5-8.PAG.7** Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.

OBJECTIVES:

- Analyze how trade affected Africa’s development.
- Understand how trade affects the exchange of ideas.
- Demonstrate understanding of Africa’s influence on culture.
- Compare and contrast primary-source quotes on the slave trade.

VOCABULARY: savanna, plateau, griots, dhows, clan, Swahili, matrilineal, oral history, spirituals

SPIRITUAL APPLICATIONS:

Visit www.adventistarchives.org/missionaries and discuss the spread and growth of Adventist missions.

Showers of Grasshoppers and Other Miracle Stories from Africa by Bradley Booth

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 15 – pp. 419-446

Chapter 15 Digital Lesson Plans and Presentations

Video – *Mbande Nzinga* (1:50)

Video – *African Savanna and Mali* (5:39)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Roots of African Civilization* (24:07)

BrainPop video – *Savanna* (2:21)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Work in small groups to create an illustrated children’s story about a topic related to an African region or people.
2. Research and report on traditional African music and instruments.
3. Summarize in writing the key characteristics of the African governments studied in this chapter.
4. Research an Adventist missionary to Africa and present your findings in a PowerPoint presentation to share in class or at church.

FIRST QUARTER · CYCLE 3, UPPER

TOPIC: The Americas

PACING: 4 Days

STANDARDS:

- SS.5-8.C.3** Find evidences of how culture influences the ways in which human groups solve the problems of daily living.
- SS.5-8.C.9** Explain how people from different cultures develop different values and ways of interpreting experience.
- SS.5-8.PPE.8** Discuss human modifications of the environment.

OBJECTIVES:

- Explain how early peoples arrived and settled in the Americas.
- Compare farming in the Americas with farming in the early river valley civilizations.
- Describe the cultures of Maya, Aztec, and Inca civilizations.
- Analyze how different societies of North American peoples lived.

VOCABULARY: isthmus, maize, sinkhole, hogan

SPIRITUAL APPLICATIONS:

Messages to Young People, pp. 365, 366 – “God has surrounded us with nature’s beautiful scenery to attract and interest the mind. It is His design that we should associate the glories of nature with His character. If we faithfully study the book of nature, we shall find it a fruitful source for contemplating the infinite love and power of God.”

Discuss the diverse and beautiful scenery across our country.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 16 – pp. 447-470

Chapter 16 Digital Lesson Plans and Presentations

Video – *Peru: History* (7:19)

Video – *Aztec, Maya, and Inca Civilizations* (3:47)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Worlds of the Mayas, Aztecs, and Incas* (25:02)

BrainPop video – *Aztec Civilization* (4:25)

Note: brief mention of human sacrifices.

BrainPop video – *Maya Civilization* (5:00)

BrainPop video – *Inca Civilization* (4:08)

BrainPop video – *MesoAmerica* (4:29)

BrainPop video – *American Indians* (4:04)

Note: reference to ice bridge 10,000 years ago.

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Students can play the “Sortify” game about Native Americans associated with BrainPop videos.
2. Write a narrative describing landforms you would encounter on a trip across the United States.
3. Use software to create a time line of the major civilizations in Mesoamerica.
4. Visit one or more National Park Service websites (i.e., Bandelier National Monument, Chaco Culture National Historical Park, Effigy Mounds National Monument, or Mesa Verde National Park) about a Native American location/culture. Create a brochure showing what visitors may see and learn at this national park.

FIRST QUARTER · CYCLE 3, UPPER

TOPIC: Imperial China

PACING: 4 Days

STANDARDS:

- SS.5-8.STS.1** Discuss how science is a result of empirical study of the natural world and that technology is the application of knowledge to accomplish tasks.
- SS5-8.PDC.1** Examine why individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources.

OBJECTIVES:

- Compare concepts of leadership from imperial China with those of today.
- Identify technological advances that brought changes to the Chinese society.
- Explain how the Mongol empire affected trade.
- Determine characteristics needed to rule a vast land.
- Describe the factors that contributed to the rise and fall of dynasties.

VOCABULARY: neo-Confucianism, porcelain, calligraphy, steppe, terror, regime

SPIRITUAL APPLICATIONS:

Matthew 28:19, 20 – Discuss the “Great Commission.”
Guide’s Greatest Mission Stories by Lori Peckham

MCGRAW-HILL RESOURCES:

A History of the World
Chapter 17 – pp. 471-506
Chapter 17 Digital Lesson Plans and Presentations
Video – *Chinese Civilization Part 2*
(first 7:30 minutes are closely tied to this chapter.)
Video – *Ming Dynasty* – (7:37)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop video – *The Great Wall of China* (2:37)
BrainPop video – *Silk Road* (4:53)
Learn360 video – *China: The History and The Mystery, Part 1: World History & Culture* (1 hour, but divided into short content segments – most about 6 or 7 minutes long)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a position essay about civil service examinations during Imperial China and today.
2. Write a poem Li Bo style or paint a Chinese landscape.
3. Identify and categorize advancements made in the Chinese economy, technology, and arts. (Teacher may print off Taking Notes: Categorizing from the Lesson 2 presentation.)
4. Make cards or write letters to send to a Seventh-day Adventist mission institution in China. The class may want to make a list of questions about China to send with their cards.

SECOND QUARTER · CYCLE 3, UPPER

TOPIC: Civilizations of Korea, Japan, and Southeast Asia

PACING: 4 Days

STANDARDS:

- SS.5-8.PPE.5** Investigate how the concept of regions identifies the links between people in different locations according to specific criteria.
- SS.5-8.PPE.6** Illustrate patterns of demographic and political change and cultural diffusion in the past and present.
- SS.5-8.IGI.7** Assess how cultural diffusion occurs when groups migrate.
- SS.5-8.IGI.9** Demonstrate how institutions may promote or undermine social conformity.

OBJECTIVES:

- Explain why Korea is considered a bridge between China and Japan and how it built a civilization.
- Understand how geography shaped Japan's society and why nature was important to the Japanese.
- Identify geographical features that affected settlement and early ways of life in Southeast Asia.
- Discuss how military leaders became powerful in Southeast Asia.

VOCABULARY: tribute, archipelago, samurai, shogun, vassal, feudalism, guild, sect, martial art, volcano, tsunami, maritime

SPIRITUAL APPLICATIONS:

Compare and contrast the system of feudalism with Jesus and His followers.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 18 – pp. 507-536

Chapter 18 Digital Lessons Plans and Presentations

Video – *The Samurai* (5:41)

Note: Brief mention of Samurai suicide ritual.

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *East Asia: Land and Resources* (19:36)

Learn360 video – *Southeast Asia: The People* (21:25)

BrainPop video – *Geography Themes* (4:04)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create travel itineraries for a trip to view the historical and geographic highlights of Korea, Japan, or Southeast Asia.
2. Create a picture book which summarizes the history of Korea, Japan, or a country in Southeast Asia. Share with a younger student.
3. After choosing a topic related to Korea, Japan, or Southeast Asia approved by the teacher, complete research and develop a PowerPoint presentation for your class.

SECOND QUARTER · CYCLE 3, UPPER

TOPIC: Medieval Europe

PACING: 5 Days

STANDARDS:

- SS.5-8.TCC.13** Investigate the history of democratic ideals and principles and how they are represented in documents, artifacts, and symbols.
- SS.5-8.IGI.11** Critique how groups and institutions influence culture in a variety of ways.
- SS.5-8.PAG.5** Research and debate the ideologies and structures of political systems that differ from those of the United States.
- SS.5-8.PDC.5** Justify how economic incentives affect people's behavior and may be regulated by rules or laws.

OBJECTIVES:

- Know how the geography of Europe shaped the development of cultures.
- Understand why the Magna Carta is important.
- Explain the role that architecture, education, literature, and religion played in medieval life.
- Name causes and effects of the Crusades.
- Discuss problems and changes during the Middle Ages.

VOCABULARY: fjord, fief, serf, chivalry, guild, grand jury, trial jury, theology, vernacular, heresy, plaque

SPIRITUAL APPLICATIONS:

Revelation 12:13-17 – Discuss the prophecy about Satan's persecution of the church and God's protection.

Brave Men to the Battle by Virgil E. Robinson
– The story of the Waldensians.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 19 – pp. 537-578

Chapter 19 Digital Lesson Plans and Presentations

Video – *William the Conqueror and Feudalism* (5:50)

Video – *Castle Designs* (3:47)

Video – *Castles: The Center of Power* (7:54)

Video – *Religious Architecture* (7:21)

Video – *History of Austria from the Late Middle Ages* (9:27)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Middle Ages* (27:56)

BrainPop video – *Magna Carta* (2:54)

BrainPop video – *Middle Ages* (5:45)

BrainPop video – *Black Death* (4:39)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Contrast crossing geographical barriers during the Middle Ages with crossing them today by estimating time to cover the same distance in both eras.
2. Write a script about a day in the life of a lord, a vassal, a knight, or a peasant in medieval Europe.
3. Using a T-chart, list the causes and effects of the Crusades.
4. Research the Black Death. Share information learned about the disease and how this epidemic affected medieval Europe.
5. Create a model of a medieval castle.

SECOND QUARTER · CYCLE 3, UPPER

TOPIC: Renaissance

PACING: 4 Days

STANDARDS:

- SS.5-8.PPE.10** Analyze the roles of different kinds of population centers in a region or nation.
- SS.5-8.STS.3** Investigate how society often turns to science and technology to solve problems.
- SS.5-8.STS.9** Validate how values, beliefs, and attitudes have been influenced by new scientific and technological knowledge.

OBJECTIVES:

- Discuss who ruled the city-states of Italy and how power was achieved.
- Identify differences between art and literature of the Renaissance and the Middle Ages.
- Describe humanism.

VOCABULARY: Renaissance, secular, urban, diplomacy, mercenary, humanism

SPIRITUAL APPLICATIONS:

Genesis 1 – While reviewing the great art and literature from the Renaissance period, discuss the differences between God’s creative powers and the creative abilities of humans.

McGRAW-HILL RESOURCES:

A History of the World

Chapter 20 – pp. 579-597

Chapter 20 Digital Lesson Plans and Presentations

Video – *Leonardo da Vinci* (18:15)

Video – *Chaucer’s England* (7:48)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop – *Leonardo da Vinci* (3:37)

BrainPop – *Michelangelo Buonarroti* (3:14)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Compare the difficulty of writing by hand with the use of the printing press and modern computers. Describe how technology has changed the way we communicate.
2. Research a Renaissance artist and present your findings about the artist’s life and accomplishments to the class. Try your hand at making a reproduction of one of their famous paintings or sculptures!
3. Use craft materials (wood sticks, modeling clay, foil, etc.) to build a model of a possible invention from the Renaissance period.

SECOND QUARTER · CYCLE 3, UPPER

TOPIC: Reformation

PACING: 4 Days

STANDARDS:

- SS.5-8.C.5** Compare the basic beliefs of the Seventh-day Adventist church with other religions and philosophies.
- SS.5-8.IDI.9** Identify the qualities that make individuals unique and equip them for a place in God's overall plan.
- SS.5-8.IGI.1** Explain how this theme helps us know how individuals are members of groups and institutions and influence and shape those groups and institutions.
- SS.5-8.PAG.9** Identify how God has ultimate control and protection over human affairs and discuss the ways He has led in the past.

OBJECTIVES:

- Understand how the Reformation influenced England and its American colonies.
- Locate European countries that were significant to the Reformation and explain why.
- Describe how European monarchs used religion to their advantage.
- Explain why France fought against Catholic countries in the Thirty Years' War.

VOCABULARY: indulgence, Reformation, predestination, annul, seminary

SPIRITUAL APPLICATIONS:

Discuss and review which Seventh-day Adventist beliefs are similar and different from those beliefs of denominations formed during the Reformation.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 20 - pp. 598-614

Chapter 20 Digital Lesson Plans and Presentations

Video - *Martin Luther and the Reformation* (7:58)

Video - *Francis Drake* (1:18)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Martin Luther: Famous People, Incredible Lives* (6:57)

Martin Luther - a 1953 black and white classic film details the life of Martin Luther. (105 minutes)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Research a reformer from this time period. Write an article as though reporting for a newspaper of the era. Include as many details about specific events and people as possible.
2. Prepare oral presentations on a person involved in the Reformation. Students speak as though they are that person telling who they are, what they accomplished, what they believe, and why.
3. Compare and contrast translations of the Bible made during the Reformation.
4. Make a list of qualities needed for an individual to stand up for a belief or idea that is not "the norm."

THIRD QUARTER · CYCLE 3, UPPER

TOPIC: Age of Exploration and Trade

PACING: 4 Days

STANDARDS:

- SS.5-8.STS.5** Compare and contrast how science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present.
- SS.5-8.GC.1** Outline how global connections have existed in the past and increased rapidly in current times.
- SS.5-8.GC.5** Indicate how global connections may make cultures more alike or increase their sense of distinctiveness.

OBJECTIVES:

- Identify new technologies and the establishment of stronger governments that allowed exploration.
- Know about the conquests of Spain in the Americas.
- Understand the Columbian Exchange.
- Discuss where Europeans established colonies and why.
- Draw conclusions about the advancements in economics that occurred due to trade and colonization.

VOCABULARY: conquistadors, circumnavigate, allies, smallpox, plantations, cash crops, mercantilism, commerce, entrepreneur, cottage industry

SPIRITUAL APPLICATIONS:

Review Numbers 13. Compare and contrast the “explorers” into the land of Canaan with the explorers studied in this section.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 21 – pp. 615-638

Chapter 21 Digital Lessons Plans and Presentations

Video – *Journey to the New World: Christopher Columbus* (8:03)

Video – *Hernán Cortéz* (1:34)

Video – *Age of Discovery: English, French, and Dutch Explorers* (12:19)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Golden Age of Exploration* (27:47)

BrainPop video – *Christopher Columbus* (6:07)

BrainPop video – *Columbian Exchange* (7:18)

BrainPop video – *Conquistadors* (4:28)

BrainPop video – *Henry Hudson* (5:54)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a poster or display highlighting achievements of a famous explorer.
2. In a short essay, define and explain the Columbian Exchange. Discuss whether Europe or the Americas benefited most from the Columbia Exchange.
3. Discuss the term cottage industry and brainstorm examples of modern-day cottage industries.
4. Research smallpox and write a summary of what you learned.
5. Write and perform a skit in which the ideas of risk in overseas trade and joint-stock companies are highlighted.

THIRD QUARTER · CYCLE 3, UPPER

TOPIC: The Scientific Revolution and the Enlightenment

PACING: 4 Days

STANDARDS:

- SS.5-8.IDI.1** Elaborate on how the study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over time.
- SS.5-8.STS.7** Analyze how science and technology have changed people's perceptions of the social and natural world as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities.
- SS.5-8.STS.12** Analyze how science and technology sometimes create ethical issues that test our standards and values.

OBJECTIVES:

- Describe how the Scientific Revolution generated significant new knowledge.
- Define the scientific method and how it represented a new way of studying the world.
- Explain how the Enlightenment influenced ideas about human rights.

VOCABULARY: Scientific Revolution, geocentric, heliocentric, element, scientific method, Age of Enlightenment, absolutism, social contract, constitutional monarchy, separation of powers

SPIRITUAL APPLICATIONS:

Proverbs 9:10 and Colossians 2:2,3 – Knowledge comes from God and no understanding is greater than He gives.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 22 – pp. 639-660

Chapter 22 Digital Lesson Plans and Presentations

Video – *Planetary Motion: Kepler's Three Laws* (2:22)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Age of Enlightenment* (3:15)

Learn360 video segment –
Copernicus and Heliocentrism (3:00)

Learn360 video segment – *Johannes Kepler* (2:31)

BrainPop video – *Galileo Galilei* (3:56)

BrainPop video – *Scientific Method* (4:15)

BrainPop video – *Isaac Newton* (4:32)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Learn more about one of the technological advances from this time period. Compare and contrast with technology of today in that field.
2. Create a chart listing thinkers and scientists along with their beliefs and/or discoveries.
3. Conduct and report on a science activity involving the scientific method.
4. Write a position paper on whether scientific and religious beliefs contradict or corroborate each other.
5. List pros and cons for different government models (i.e., absolutism, constitutional monarchy) discussed in this chapter.
6. Using a Venn diagram, compare and contrast the Glorious Revolution and the American Revolution.

THIRD QUARTER · CYCLE 3, UPPER

TOPIC: Political Revolutions

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.8** Analyze key historical periods and patterns of change within and across cultures.
- SS.5-8.IGI.5** Express ways in which young people are socialized which include similarities as well as differences across cultures.
- SS.5-8.PAG.3** Discuss ideas that are the foundation of American constitutional democracy including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism.
- SS.5-8.PDC.3** Compare and contrast how choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative.

OBJECTIVES:

- Analyze why the American colonies revolted against Britain and the ideas that shaped the Declaration of Independence and the U.S. Constitution.
- Identify reasons for the French Revolution and Napoleon's rise to power.
- Describe the effects of nationalism on Europe.
- Define Manifest Destiny and discuss how the United States changed in the 1800s.
- Discuss why Latin American countries faced challenges after gaining independence.

VOCABULARY: constitution, boycott, popular sovereignty, limited government, bourgeoisie, nationalism

SPIRITUAL APPLICATIONS:

Discuss Bible prophecy being fulfilled with the pope taken captive by Napoleon in 1798 (end of the 1260-day prophecy).

The Great Controversy, pp. 266, 267

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 23 - pp. 661-689

Chapter 23 Digital Lesson Plans and Presentations

Video - *Making a Revolution* (3:38)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Revolutions (British, French, and American)* (23:56)

Learn360 video - *Napoleon: Famous People of the World* (28:13)

Learn360 video segment - *Manifest Destiny* (3:39)

BrainPop video - *Causes of the American Revolution* (4:25)

BrainPop video - *French Revolution* (4:23)

BrainPop video - *Napoleon Bonaparte* (4:56)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a political cartoon that expresses a point of view about one of the events that took place during the political revolutions (i.e., Boston Tea Party, Napoleon's exile to Elba).
2. Write a speech arguing either in favor of or in opposition to the colonists fighting for independence from Great Britain.
3. Create posters or banners that show the view of the peasants and rebels after the fall of the Bastille.
4. Conduct further research on a topic presented in this section. Develop a presentation to share with the class (PowerPoint or oral).
5. Play "Sortify: American Revolution" game associated with BrainPop videos.

THIRD QUARTER · CYCLE 3, UPPER

TOPIC: Industrial Revolution

PACING: 4 Days

STANDARDS:

- SS.5-8.PPE.12** Discuss the Christian's responsibility for the Earth's environment and its resources.
- SS.5-8.PDC.8** Explain the economic gains that result from specialization and exchange as well as the trade-offs.
- SS.5-8.STS.12** Analyze how science and technology sometimes create ethical issues that test our standards and values.
- SS.5-8.STS.13** Detail the need for laws and policies to govern scientific and technological applications.

OBJECTIVES:

- Identify the scientific advancements made during the Industrial Revolution and their impact on society.
- Describe how changes in industry influenced societal and political ideas.

VOCABULARY: industrialism, corporation, urbanization, socialism, labor union

SPIRITUAL APPLICATIONS:

Genesis 1:26-30 – Review God's plan for man in taking care of the earth. How is man to take care of the earth today?

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 23 – pp. 690-706

Chapter 23 Digital Lesson Plans and Presentations

Video – *The Wright Brothers* (3:14)

Video – *The Industrial Revolution* (15:53)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Famous Americans: Famous Inventors and Inventions* (27:39)

Learn360 video segment – *Claude Monet* (1:22)

BrainPop video – *Industrial Revolution* (3:41)

BrainPop video – *Assembly Line* (2:22)

BrainPop video – *Impressionism* (3:42)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Work in small groups to act out a dialogue among workers in the 18th century. Characters should describe their jobs, living conditions, and developments in society and the arts.
2. Using a Venn diagram, compare and contrast the terms liberalism, utilitarianism, and socialism.
3. Conduct research to find examples of romanticism, realism, and impressionism in art.
4. Research local history (your town or region) and report on changes which have influenced your area locally since the Industrial Revolution (i.e., population, jobs, environment).
5. Create a model showing an important technology from the Industrial Revolution.

FOURTH QUARTER · CYCLE 3, UPPER

TOPIC: Imperialism and World War I

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.8** Outline the origins and influences of social, cultural, political, and economic systems.
- SS.5-8.TCC.9** Compare and contrast the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.
- SS.5-8.IGI.10** Explain that when two or more groups with differing norms and beliefs interact accommodation or conflict may result.
- SS.5-8.GC.4** Point out how global problems and possibilities are not generally caused or developed by any one nation.

OBJECTIVES:

- Explain the reasons Europeans took over foreign countries and how the United States gained control of overseas properties and peoples.
- Discuss how contact with Europeans and Americans changed society in China and Japan.
- Analyze the causes of World War I.
- Understand the boundaries that changed in Europe and the Middle East after World War I.
- Describe what caused revolution to break out in Russia during World War I.

VOCABULARY: imperialism, protectorate, sphere of influence, militarism, conscription, entente, mobilization, propaganda, armistice, reparations

SPIRITUAL APPLICATIONS:

Read (or listen to) a story/book about Eric B. Hare's experiences as a missionary to Myanmar (then Burma) during this time period. Discuss God's leading through difficult situations.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 24 - pp. 707-742

Chapter 24 Digital Lessons Plans and Presentations

Video - *The Russo-Japan War* (6:49)

Video - *Start of World War I* (3:17)

Video - *War to End All Wars - "Wilson's Ghost"* (3:31)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *World War I: The War in Europe: America in the 20th Century* (25:50)

BrainPop video - *World War I* (3:54)

BrainPop video - *League of Nations* (3:40)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Consider the problems of Europe before World War I. Brainstorm some ways to solve these problems without going to war.
2. Write an article about a topic from this chapter in the style of a newspaper report of the era.
3. Prepare an argument for or against the creation of the League of Nations.
4. Discuss propaganda. Create a collage of several propaganda pieces.
5. Create maps showing Europe before and after World War I. Detail the changes in a paragraph to accompany the maps.

FOURTH QUARTER · CYCLE 3, UPPER

TOPIC: World War II

PACING: 4 Days

STANDARDS:

- SS.5-8.PPE.7** Summarize factors that contribute to cooperation and conflict among peoples of the nation and the world including language, religion, and political beliefs.
- SS.5-8.IDI.6** Determine how personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity.
- SS.5-8.IGI.2** Define concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.

OBJECTIVES:

- Identify key leaders in Europe and the United States before and during World War II.
- Analyze the causes of World War II.
- Recognize major events during World War II.
- Analyze the importance of remembering the Holocaust.

VOCABULARY: depression, totalitarian state, appeasement, neutral

SPIRITUAL APPLICATIONS:

Revelation 12:7-9 – Discuss the war in heaven, the outcome, and how the effects of that first war are seen in earthly wars.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 25 – pp. 743-767

Chapter 25 Digital Lesson Plans and Presentations

Video – *Fascism* (4:00)

Video – *World War II Begins* (5:46)

Video – *Aircraft Carrier, Tuskegee Airmen, and War Correspondents* (5:26)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *World War II Video Quiz* (32:03)

BrainPop video – *World War II Causes* (4:52)

BrainPop video – *World War II* (3:15)

BrainPop video – *Adolf Hitler* (4:50)

BrainPop video – *Anne Frank* (2:42)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Research, write, rehearse, and present news broadcasts about historical events from World War II (maybe at a local nursing home or retirement center).
2. Interview someone who lived through the Great Depression or World War II. Share your findings with the class.
3. Type a memo to either the British or the French government arguing either for or against the policy of appeasement.
4. Compare the positive and negative effects of World War II.
5. Discuss the methods of communication between soldiers and their families during World War II. Write a letter to someone in the war or someone back home.

FOURTH QUARTER · CYCLE 3, UPPER

TOPIC: The Cold War

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.10** Identify the accomplishments of Seventh-day Adventists in history.
- SS.5-8.IGI.2** Define concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.
- SS.5-8.STS.5** Compare and contrast how science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present.
- SS.5-8.GC.2** Verify that global factors such as cultural, economic, and political connections are changing the places in which people live.

OBJECTIVES:

- Know the causes and effects of the Cold War.
- Analyze how and why countries gained independence from European empires.

VOCABULARY: Truman Doctrine, Marshall Plan, racial segregation, civil disobedience, apartheid

SPIRITUAL APPLICATIONS:

Research the accomplishments of Seventh-day Adventist in history. In addition to early church pioneers, research recent Seventh-day Adventists and their accomplishments such as:

- Ben Carson: U.S. Presidential Candidate in 2016 and Pediatric Neurosurgeon
- Floyd Morris: President of Jamaican Senate after losing most of his sight
- Mark Finley: Televangelist on TV's It Is Written
- Abel Kirui: Won the silver medal in men's marathon at the 2012 Summer Olympics in London

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 25 - pp. 768-786

Chapter 25 Digital Lesson Plans and Presentations

Video – *The Unfinished Nation: The Collapse of Peace* (26:40)

Video – *Hungarians Revolt Against Red Rulers—Newsreels* (3:33)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Cold War Video Quiz* (33:03)

BrainPop video – *Cold War* (4:31)

BrainPop video – *Communism* (4:07)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a narrative in which you imagine life in a divided city, like Berlin.
2. Produce a written summary of Chapter 25 by only looking at maps, pictures, and captions. Discuss how visual information was used to make a complete summary.
3. Discuss what effect the development of atomic weapons had on the Cold War and why.
4. Research the Cuban Missile Crisis. Write a summary of what you would do as President of the United States in such a situation.
5. Write a paragraph or short essay explaining whether you think “the domino effect” was a valid theory.
6. Research Seventh-day Adventist efforts to reach those behind “the iron curtain” during the Cold War.

FOURTH QUARTER · CYCLE 3, UPPER

TOPIC: Building Today's World

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.5** Demonstrate that historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher.
- SS.5-8.GC.6** Explain how universal human rights cut across cultures but are not necessarily understood in the same way in all cultures.
- SS.5-8.CIP.7** Debate key and present issues involving democratic ideals and practices as well as the perspectives of various stakeholders in proposing possible solutions to these issues.
- SS.5-8.CIP.8** Discuss the importance of becoming informed in order to make positive civic contributions.

OBJECTIVES:

- Identify dictators of key Latin American countries as well as challenges and conflicts that have been faced in Latin America.
- Explain the challenges Africans faced in building independent nations and issues that have caused conflict in Africa and the Middle East.
- Know factors that caused the collapse of the Soviet Union and Eastern European Communist governments.
- Explain how war can affect a country's global power and how issues in one area of the world can cause conflict in other areas as well.

VOCABULARY: nationalize, embargo, deforestation, refugees, terrorism, détente, glasnost, perestroika, ethnic cleansing, interdependence, pandemic

SPIRITUAL APPLICATIONS:

Review Seventh-day Adventist websites. Discuss how our church is using media and technology. How has the church's outreach and ministry changed over the past 50-100 years?

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 26 - pp. 787-822

Chapter 26 Digital Lesson Plans and Presentations

Video - *Communism and Cuba* (2:43)

Video - *Apartheid's Legacy* (2:26)

Video - *Berlin Wall* (2:08)

Video - *9-11* (8:27)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Digging of the Panama Canal—Newsreels* (2:45)
BrainPop video - *Terrorism* (5:26)
BrainPop video - *Media Literacy* (5:46)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Prepare a monologue written from the perspective of a modern world leader. You may want to videotape your monologue to share with the class.
2. Considering what you have learned this year about world history, describe the major changes over the time period since your grandparents were children. If possible, interview your grandparents and ask for their assistance with this project.
3. Choose an event discussed in this section. Conduct research and then present your thoughts about why and how this event has changed our world.