

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.