

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.
- 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.