

DARIEN PUBLIC SCHOOLS
CURRICULUM GUIDE

7th Grade Social Studies

Approved by the Board of Education on November 14, 2006

DARIEN PUBLIC SCHOOLS

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TABLE OF CONTENTS

SECTION I – Course Information

| | |
|----------------------------------|----|
| Statement of Philosophy..... | 5 |
| Program Goals | 6 |
| Overview..... | 7 |
| Essential Questions..... | 8 |
| Process Skills..... | 9 |
| Student Performance Summary..... | 10 |
| Grading Guidelines..... | 11 |

SECTION II – Units of Study

| | |
|--|----|
| Summary of Units..... | 13 |
| Unit 1: Canada and Geography Skills..... | 14 |
| Unit 2: Mexico..... | 18 |
| Unit 3: Central America and the Caribbean..... | 21 |
| Unit 4: South America | 27 |
| Unit 5: European History | 31 |
| Unit 6: Europe Today..... | 37 |
| Unit 7: Russia and the Eurasian Republics..... | 42 |

SECTION III - Related Goals and Standards

| | |
|---|----|
| The Connecticut Framework: K-12 Curricular Goals and Standards..... | 48 |
|---|----|

SECTION I - Course Information

STATEMENT OF PHILOSOPHY

The social studies curriculum at Middlesex Middle School is designed to provide an awareness and appreciation of the history, culture, geography, and economics of our nation and the rest of the world.

The geography component of the curriculum focuses on understanding, analyzing, and reacting to the relationships between people and their environments around the world. The history component emphasizes how human societies, including our own, change over time through the development of technology, exploration, conquest, migration, and trade. Students will use study of the past to understand and explain events today.

Our program prepares students to be active and responsible citizens, both within our democratic and diverse American society and throughout the increasingly interdependent world. This goal requires active class participation and the development of skills for critical thinking and decision-making on the part of each student. Students will be required to express their ideas clearly through writing and in discussions. It is expected that through their experiences in the middle school social studies courses students will grow to see themselves as part of a larger human experience and to recognize that every citizen shares in the responsibility of maintaining a thriving and just society.

PROGRAM GOALS

The seventh grade social studies curriculum builds upon the sixth grade study of the world and its people. Grade six studies the regions: Asia, North Africa and Southwest Asia, Africa South of the Sahara, Australia, Oceania, and Antarctica. It also contains a major unit on Geography concepts and skills. Grade seven reviews geography skills and completes the study of the world by adding the regions of Canada, Latin America, Europe, and Russia. Both courses incorporate elements of the Connecticut Department of Education's Social Studies Curriculum Framework to give students a broad knowledge of the geography and culture of the nations of the world. History, economics, government, and current events are also covered but in less detail. Students use higher-order cognitive skills to apply their acquired knowledge and understanding. Course activities and projects require them to ask significant questions, express personal opinions, and solve problems.

In each unit students read the textbook and supplementary articles, produce maps, hold discussions, make presentations, do independent research, and write essays and reports. Students are required to work both individually and in groups. In each unit students must produce essays that display a high level of thinking. They must analyze information, synthesize it into their own ideas, make evaluations, and express their personal opinions. Student writing is evaluated using rubrics developed in conjunction with the English department. Students are also required to use state of the art technology to gather, organize, and express their ideas to others.

OVERVIEW

6th GRADE:

1. Geography Skills and Concepts
2. Geography and Culture of Asia
3. Geography and Culture of Southwest Asia and Northern Africa
4. Geography and Culture of Africa South of the Sahara
5. Geography and Culture of Australia, Oceania, and Antarctica

7th GRADE:

1. Review of Geography Skills
2. Geography and Culture of Canada
3. History, Geography and Culture of Mexico
4. Central America & the Caribbean
5. Geography and Culture of South America
6. European History
7. Geography and Culture of Europe Today
8. History, Geography and Culture of Russia

8th GRADE:

1. Colonization, Rebellion, and Independence
2. Constitution, Citizenship, and the New Nation
3. Age of Jackson and Expansion
4. Sectionalism, Civil War, and Reconstruction

ESSENTIAL QUESTIONS

1. How do a nation's landforms and climate affect how and where people live?
2. How do the societies, economies, and governments in other nations compare to that of the US?
3. What are the benefits and drawbacks of international trade agreements and treaties?
4. How does the history of a region influence the cultural identity of its people today?
5. How have modern governments been influenced by political developments in the past?
6. What great changes affected the world as a result of specific historic periods, such as the Age of Exploration, the Industrial Revolution, and the Cold War? Were these developments all positive? Were they inevitable?
7. Why have some nations had a much greater impact on the development of the world than others? Why does this situation continue today?
8. What are the differences between different economic systems and what are the advantages and disadvantages of each system? Why have certain nations chosen different economic models?
9. Why is it important for people in different cultures around the world to understand each other?

PROCESS SKILLS

All of the following skills will be employed to develop active learners and critical thinkers in social studies:

- Reading (Comprehending)
- Reading (Analyzing)
- Reading (Appreciating)
- Writing and Language Mechanics
- Speaking
- Listening
- Viewing
- Using Maps and Globes
- Studying
- Reasoning and Reflecting
- Using Learning Resources and Technology
- Working Independently and Collaboratively
- Appreciating Art and Music
- Designing
- Inventing
- Creating
- Performing
- Problem Solving

STUDENT PERFORMANCE SUMMARY

In addition to tests and quizzes, students will be required to exhibit the understanding and skills necessary to successfully produce the following categories of projects:

Research Report using all the resources of the Media Center (Print and Digital)

Narrative, Expository or Persuasive Essay, Letter or Article

Journal, autobiography, or play

Oral Presentation with Visuals (story board, overhead transparencies, Power Point, Whiteboard, LCD Projector, Internet site, etc.)

Debate

Cooperative Learning Activities

Map making

GRADING GUIDELINES

GRADING GUIDELINES

| Type of Assessment | Expectations | % of Report Card Grade |
|--------------------------------|---|------------------------|
| Homework 10-20% | 100% completion of all assignments expected. All assignments checked; some are graded. | |
| Unit Tests & Quizzes 45-55% | All tests must be taken / made up. Questions on current events may be included on tests. | |
| Essays 10-20% | Essays must show critical thinking, organization, fluency, and proper use of writing skills | |
| Projects / Reports 15- 25% | Research papers, oral or computer generated presentations. | |

Final Assessment

A final assessment is taken at the end of the year and is valued at 20% of the 4th quarter grade.

Class Participation

Class participation does not receive a separate score, however, teachers will call on every student to participate on a regular basis.

Homework

Homework assignments are written on the chalk board or handed out a typed sheet. Assignments are also listed on each teacher's web page. Parents and students are encouraged to access the teacher homework pages through the Middlesex Middle School web page: www.darien.k12.ct.us/Middlesex. Click on the "Teacher Homework" link.

Homework assignments should be neat, thorough, and written in complete sentences.

Extra Help

Extra help may be requested by the student or assigned by the teacher. Group review sessions are held before most tests. Extra help may take place before school, during school, or after school.

SECTION II – Units of Study

SUMMARY OF UNITS

SUMMARY OF UNITS GRADE 7 - SOCIALSTUDIES

| Unit Title | Duration |
|--|-----------------|
| Unit 1: Canada & Geography Review | 4 weeks |
| Unit 2: Mexico | 4 weeks |
| Unit 3: Central America & the Caribbean | 4 weeks |
| Unit 4: South America | 4 weeks |
| Unit 5: European History | 5 weeks |
| Unit 6: Europe Today | 5 weeks |
| Unit 7: Russia | 4 weeks |
| Final Assessment Affect of Geography, History, or Culture on Regions of the World | 3 days |
| Projects: Teachers will assign at least three projects that involve research and presentation components. These include essays, reports, oral presentations, Powerpoint presentations, data bases, and dramatic performances. | 5 weeks |

UNIT 1: CANADA & GEOGRAPHY REVIEW

ESSENTIAL QUESTIONS

1. How have Canada's landforms and climate affected how and where Canadians live?
2. How does the society, the economy, and the government in Canada compare to that of the United States?
3. What are the reasons behind the great ethnic diversity of Canada and what are the advantages and problems arising from the multiethnic character of the nation?
4. What are the benefits and drawbacks of NAFTA for the economies of Canada and the United States?
5. Why are absolute location and mental maps essential tools for geographers?

SAMPLE RELATED PERFORMANCE STANDARDS FROM THE CONNECTICUT DEPT. OF EDUCATION CURRICULUM FRAMEWORKS FOR GRADES 5 - 8:

- 1.8 Develop written narratives and short interpretive essays from investigations of source material.
- 3.7 Identify and analyze the various causes and effects of movements of groups of people
- 9.1 Describe human and natural characteristics of places and how they shape or place identity.
- 9.6 Use latitude and longitude to locate places and calculate differences between places.
- 10.3 Use basic climatic and other physical data to understand how natural processes shape environmental patterns.
- 11.2 Explain how patterns of international trade change technology, transportation, and communication, and affect economic activities and human migration.
- 12.7 Demonstrate and explain ways that humans depend on and adapt to and alter the physical environment.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will be able to locate and label the provinces, major cities, land forms, and bodies of water on a blank map of Canada.

Students will be able to identify and arrange in chronological order the different groups who have settled Canada from the Native Americans to recent immigrants.

Students will have an awareness of major current affairs in Canada.

Developing an Interpretation

Students will be able to explain how Canada's landforms and climate have affected where and how Canadians live.

Students will be able to describe and explain the branches, functions of the Canadian Government and analyze the relationships between the branches.

Students will apply their knowledge of latitude and longitude to determine absolute location and calculate distances between places on a map.

Making Connections

Students will compare the Canadian and US government and social systems and identify the similarities and differences.

Students will study and analyze the issues involved in the secession from Canada of French-speaking Quebec .

Taking a Critical Stance

Students will critique the Canadian and US government and social systems, pass judgments on the merits and disadvantages of each system, and defend their opinions.

Students will appraise the merits and disadvantages in the issue of Quebec secession and express their personal views on the issue.

VOCABULARY

| | | |
|-------------------|------------------------------------|-------------------|
| Autonomy | Bilingual | Absolute Location |
| Canal | Colony | Cordillera |
| Culture | Diversity | Dominion |
| Ethnic Groups | Glaciers | Inui |
| Health Care | Immigrants | Insurance |
| Locks | Mineral Rights | Monarchy |
| NAFTA | Native Americans (First Americans) | |
| Natural Resources | Newsprint | Parliamentary |
| Democracy | | |
| Prairie | Prime Minister | Provinces |
| Refugees | Secede (Secession) | Tariffs |
| Territories | Trade Agreement | Tundra |
| Vikings | Geographic Coordinates | |

PLACE LOCATION

| | | |
|----------------------|-----------------|---------------------------|
| <u>Provinces</u> | <u>Capitals</u> | <u>Other Cities</u> |
| Newfoundland | St. John's | |
| Prince Edward Island | Charlottetown | |
| Nova Scotia | Halifax | |
| New Brunswick | Fredericton | |
| Quebec | Quebec | Montreal |
| Ontario | Toronto | Ottawa (National Capital) |

| | | |
|-----------------------|-------------|-----------|
| Manitoba | Winnipeg | |
| Saskatchewan | Regina | |
| Alberta | Edmonton | Calgary |
| British Columbia | Victoria | Vancouver |
| Yukon | Whitehorse | |
| Northwest Territories | Yellowknife | |
| Nunavut | Iqaluit | |

Landforms

Labrador
Baffin Island
Victoria Island
Rocky Mountains
Coast Mountains
Vancouver Island
Great Plains
Canadian Shield

Bodies of Water

Atlantic Ocean
Pacific Ocean
Bay of Fundy
Lake Winnipeg
Lake Erie
Lake Superior
Lake Huron
Great Bear Lake
Grand Banks

Arctic Ocean
St. Lawrence River
Mackenzie River
Hudson Bay
Niagara Falls
Lake Michigan
Lake Ontario
Great Slave Lake

Other: Greenland Alaska Arctic Circle

SAMPLE ACTIVITIES

(This optional list will be modified when necessary)

1. Produce a map of Canada
2. Use geographic coordinates to locate physical and political areas on a map of Canada.
3. Interpret resource maps of Canada
4. Essay Comparing Health Care in the US and Canada
5. Debate on pros and cons of Quebec's possible secession from Canada
6. Locate, interpret, and explain major current events in Canada.

ASSESSMENT

Essays
Research Reports
Unit Tests
Quizzes
Written Homework
Note taking
Mapmaking
Oral Presentations
Computer Presentations

CAREER AWARENESS

Geographer, Geologist, Cartographer, Historian, Politician, Sociologist, Anthropologist, Economist, Political Scientist, Archaeologist, International Business, Journalist

CORE TEXT FOR STUDENTS

Boehm, Richard, et al. *The World and Its People*. New York City: Glencoe - McGraw Hill, 2005

ADDITIONAL TEXTS / RESOURCES FOR USE BY STUDENTS

(This list will be modified when necessary)

TEXT:

Glencoe *World History Primary Source Document Library*
Glencoe Students Works Plus Textbook CD with visual and audio text
Minks, Benton & Louise. *French & Indian War*. Lucent Books
Junior Scholastic
New York Times

ONLINE:

www.cnn.com
www.nationalgeographic.com
<http://canada.gc.ca/acanada>
http://www.getty.edu/research/conducting_research/vocabularies/tgn/index.html

VIDEOS:

History of Niagara Fall
Canada's Parks
Last Train Across Canada
The Vikings

MATERIALS AND SUPPLIES

Wall Maps of Canada and the World.
Outline Maps of Canada
Colored Pencils
Computer and Projection Access

INTEGRATED TECHNOLOGY

Students will use the Internet to access information on Canada's government, social systems, and to keep abreast of major current events in the country.

UNIT 2: MEXICO

ESSENTIAL QUESTIONS

1. How does Mexico's physical geography effect population dispersion and climate?
2. How are the economies of the three major North American countries linked?
3. How has economic disparity affected the migration patterns of modern Mexicans?
4. How has the history of Mexico influenced the cultural identity of Mexicans today?
5. How has the class system from colonial Mexico influenced the culture of Mexico today?

SAMPLE RELATED PERFORMANCE STANDARDS FROM THE CONNECTICUT DEPT. OF EDUCATION CURRICULUM FRAMEWORKS FOR GRADES 5 - 8:

- 1.6 Analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time.
- 3.2 Explain how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and /or social position.
- 3.5 Describe examples of how societies throughout history have used various forms of visual arts, dance, theatre, myths, literature and music to express their beliefs, sense of identity and philosophical ideas.
- 3.7 Identify and analyze the various causes and effects of movements of groups of people.
- 3.10 Describe, explain and analyze the impact of the exchange of ideas on societies, politics, religion, etc.
- 9.1 Describe human and natural characteristics of places and how they shape or place identity.
- 11.1 Explain the patterns and characteristics of human migrations at various levels.
- 13.1 Compare the resources used by various cultures, countries and/or regions throughout the world.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will be able to identify the location of Mexico's major cities and landforms and describe its physical features and climate.

Developing an Interpretation

Students will be able to compare and contrast the economy of Mexico to that of the United States.

Students will be able to evaluate the extent to which NAFTA has influenced the economies of Mexico and the United States.

Making Connections

Students will discover the history of Mexico and examine how history has affected the relationship between Mexico and the United States.

Students will be able to identify the economic disparity that exists between Mexico and the United States today and predict how this will affect migration patterns and security issues in both countries.

Taking a Critical Stance

Students will be able to assess the economic challenges the Mexican people face today and formulate viable solutions.

Students will be able to appraise the effect class distinctions had on the people of Mexico during the colonial period. Students will also critique Mexico's present society, judge whether or not class distinctions still exist today and support their conclusions.

VOCABULARY

| | | |
|--------------------|----------------|------------------|
| Adobe | Isthmus | Peninsular |
| Age of Discovery | Jade | Plantation |
| Age of Exploration | Land Bridge | Plateau |
| Altitude | Latin | Plaza |
| Anglo America | Latin America | Poverty Line |
| Aztec | Latitude | Ring of Fire |
| Civilization | Lowland | Service Industry |
| Colony | Maize | Smog |
| Coyote | Maquiladora | Social Class |
| Creole | Maya | Social Pyramid |
| Culture | Mestizo | Subsistence Farm |
| Federal Republic | Migrant Worker | Tenochtitlan |
| Grito de Delores | Mulatto | Teotihuacan |
| Hacienda | Mural | Tierra Caliente |
| Hacienda | NAFTA | Tierra Fria |
| Hieroglyphics | National Debt | Tierra Templada |
| Hurricane | Obsidian | Vaquero |
| Industrialize | Peninsula | Zapatista |

PLACE/LOCATION

| | | |
|-------------------------|------------------------|---------------|
| Sierra Madre Occidental | Baja California | Acapulco |
| Sierra Madre Oriental | Isthmus of Tehuantepec | Chihuahua |
| Sierra Madre del Sur | Pacific Ocean | Guadalajara |
| Sonoran Desert | Gulf of Mexico | Mexico City |
| Mount Popocatépetl | Bay of Campeche | Monterrey |
| Mount Orizaba | Gulf of California | Tijuana |
| Mexican Plateau | Gulf of Tehuantepec | Veracruz |
| Cozumel Island | Caribbean Sea | Ciudad Juarez |
| Yucatán Peninsula | Rio Grande | |

PEOPLE

Quetzalcoatl
Dona Marina
Miguel Hidalgo

Montezuma
Emiliano Zapata
Pancho Villa

Hernando Cortes
Benito Juarez
Porfirio D

SAMPLE ACTIVITIES

(This list will be modified as necessary.)

1. Map the physical and political landmarks of Mexico
2. Interpret resource maps of Mexico
3. WebQuest on Maya collapse
4. Interpreting pictographs of ancient civilizations
5. Maya, Inca, Aztec scavenger hunts
6. Comparison of creation myths of ancient civilizations
7. Debate Spanish conquest quincentennial celebration
8. Create classroom Social Pyramid
9. PowerPoint presentations on Mexican history, culture, independence
10. Debate pros and cons of free trade, NAFTA
11. Debate US immigration policy toward Mexico
12. The Columbian Exchange Project: Students research the clash of cultures and technology that followed the conquest of the New World and in an essay explain the world-wide consequences of the exchange of plants, animals, disease, and technology.)

ASSESSMENT

Homework

Quizzes

Tests

Class Activities

Class Discussions

Special or Group Projects

Mapping Skills

TEXT

The World and its People. Glencoe, 2005.

ADDITIONAL TEXTS/RESOURCES

(This optional list will be modified as

necessary.)

New York Times

Kids Discover: Maya, Aztecs

Aztec, Maya: <http://www.ancientmexico.com/>

PBS Conquistadors: http://www.pbs.org/conquistadors/cortes/cortes_flat.html

Collapse of the Maya: <http://www.learner.org/exhibits/collapse/mayans.html>

Video: Pancho Villa Biography

Video: History of Mexico

Video: Conquistadors – Cortes

Video: Spirits of the Jaguar (Aztec)

Video: Lost Kingdom of the Maya

Video: Columbus Biography

UNIT 3: CENTRAL AMERICA AND THE CARIBBEAN

ESSENTIAL QUESTIONS

1. How does the physical geography of Central America and the Caribbean effect population dispersion and climate?
2. How has Cuba's proximity to the United States affected its history and its relationship to the USA?
3. How has the colonial history of the region influenced the cultural identity of its people today?
4. Does tourism alone provide enough of an economic benefit to the region to provide a reasonable standard of living?
5. What challenges are the people of the region confronted with due to the risk of violent weather and natural disasters?

SAMPLE RELATED PERFORMANCE STANDARDS FROM THE CONNECTICUT DEPT. OF EDUCATION CURRICULUM FRAMEWORKS FOR GRADES 5 - 8:

- 1.6 Analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time.
- 1.7 Examine current concepts, issues, events and themes from historical perspectives and identify conflicting ideas between competing narratives or interpretations of historical events.
- 2.2 Demonstrate an in-depth understanding of selected events representing major trends of world history.
- 3.5 Describe examples of how societies throughout history have used various forms of visual arts, dance, theatre, myths, literature and music to express their beliefs, sense of identity and philosophical ideas.
- 8.2 Explain what foreign policy is and give examples of United States foreign policy.
- 8.4 Evaluate the impact of significant international events on the United States and other nations.
- 11.1 Explain the patterns and characteristics of human migrations at various levels.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will be able to identify and locate the countries, territories and major cities of Central America and the West Indies and describe their physical features and climate.

Developing an Interpretation

Students will be able to compare and contrast the economy of Cuba to that of the United States.

Students will be able to evaluate the extent to which the United States has influenced the history of Central America and the West Indies.

Making Connections

Students will discover the history of Cuba and examine how history has affected the relationship between Cuba and the United States.

Taking a Critical Stance

Students will be able to compare/contrast the governments of Cuba and the United States, assess the advantages and disadvantages of each system, and defend their opinions.

Students will be able to appraise the advantages and disadvantages of the three sides of the Puerto Rico statehood debate. They will propose a solution to the issue and defend their conclusions.

VOCABULARY

| | | |
|----------------------|----------------------|-------------------------|
| Altitude | Cuban Missile Crises | Parliamentary Democracy |
| Archipelago | Democracy | Patois |
| Bay of Pigs Invasion | Dictator | Per Capita Income |
| Archeipelago | Dry Lowland | Plantation |
| Bauxite | Ecotourism | Platt Amendment |
| Blockade | Embargo | Republic |
| CAFTA | Expropriate | Spanish American War |
| Canal | Free Trade Zone | Subsistence Farming |
| Canopy | Good Neighbor Policy | Tariff |
| Civil War | Hurricane | Tierra Caliente |
| Colony | Isthmus | Tierra Fria |
| Commonwealth | Land Bridge | Tierra Templada |
| Communism | Leeward | Trade Winds |
| Constitution | Limestone Island | USS Maine |
| Continental Island | Literacy Rate | Volcanic Island |
| Cooperative | Lock | Wet Lowland |
| Coup | Malaria | Windward |
| Cuban Boat Lift | Operation Bootstrap | Yellow Fever |

PEOPLE

| | | |
|-------------------|-----------------------|--------------------|
| Jose Marti | Napoleon Bonaparte | Franklin Roosevelt |
| Fidel Castro | Francis Drake | Porfirio Diaz |
| John F. Kennedy | Henry Morgan | Teddy Roosevelt |
| Fulgencio Batista | Toussaint L'Ouverture | |

PLACE LOCATION

| | | |
|------------------------|-------------------|---------------------------------|
| Anguilla | Guatemala | Panama Canal |
| Antigua & Barbuda | Guatemala City | Panama City |
| Aruba | Gulf of Darien | Puerto Rico |
| Bahamas | Gulf of Honduras | San Jose |
| Barbados | Gulf of Mexico | San Salvador |
| Bay of Pigs | Gulf of Mosquitos | Sierra Maestra |
| Belize | Gulf of Panama | St. Croix |
| Belmopan | Haiti | St. John |
| Bonaire | Hispaniola | St. Kitts & Nevis |
| British Virgin Islands | Honduras | St. Lucia |
| Caribbean Sea | Jamaica | St. Maarten |
| Cayman Islands | Lake Nicaragua | St. Martin |
| Colombia | Lake Managua | St. Thomas |
| Costa Rica | Lake Atitlán | St. Vincent & the Grenadines |
| Cuba | Lesser Antilles | Tegucigalpa |
| Curacao | Managua | Trinidad & Tobago |
| Dominica | Martinique | Turks & Caicos |
| Dominican Republic | Mexico | U.S. Virgin Islands |
| El Salvador | Montserrat | West Indies |
| Greater Antilles | Nicaragua | |
| Grenada | Pacific Ocean | |
| Guadeloupe | Panama | |

SAMPLE ACTIVITIES

(This list will be modified when necessary.)

1. Map the physical and political landmarks of Central America
2. Map the physical and political landmarks of the West Indies
3. Interpret resource maps of Central America and the Caribbean region
4. Debate pros and cons of the European “discovery” of America
5. Compare/contrast Haitian and US revolutions
6. CLOZ reading on Central America
7. Write persuasive essay on reasons to continue or discontinue the Cuban Embargo
8. Compare/contrast US and Cuba’s governments and economies
9. Discover how and why the Panama Canal was built
10. PowerPoint presentations on history and culture of the regions
11. Debate issue of statehood for Puerto Rico
12. Students research the lives of real pirates and present their characters through dramatic presentations.

ASSESSMENT

Homework

Quizzes

Tests

Class Activities

Class Discussions

Special or Group Projects

Mapping Skills

CAREER AWARENESS

Geographer, Geologist, Cartographer, Historian, Politician, Sociologist, Anthropologist, Economist, Political Scientist, Archaeologist, International Business, Journalist

CORE TEXT FOR STUDENTS

Boehm, Richard, et al. *The World and Its People*. New York City: Glencoe - McGraw Hill, 2005.

ADDITIONAL TEXTS / RESOURCES FOR USE BY STUDENTS

(This list will be modified when necessary.)

TEXT

New York Times

Kids Discover: Maya, Christopher Columbus

ONLINE

History of Cuba: <http://www.historyofcuba.com/main/hstintro.htm>

Piracy Report: http://www.iccwbo.org/ccs/imb_piracy/weekly_piracy_report.asp

Piracy: Oak Island: <http://www.activemind.com/Mysterious/Topics/OakIsland/story.html>

VIDEO

Video: Christopher Columbus Biography

Video: Pancho Villa Biography

Video: Modern Marvels: Panama Canal

Video: Widening of the Panama Canal

Video: Cold War Cuba

Video: Nature: Cuba

Video: Lonely Planet: Puerto Rico, Cuba, Central America

UNIT 4: SOUTH AMERICA

ESSENTIAL QUESTIONS

1. How does the physical geography of South America effect population dispersion and climate?
2. What effect does the health of the world's largest river system and tropical rainforest have on the planet Earth?
3. How has the colonial history of South America influenced the cultural identity of its people today?
4. Should steps be taken to ensure the independent evolution of the indigenous people of the Amazon?
5. How involved should the US be in the internal affairs of other countries?
What factors are influencing the continent's recent trend toward embracing left-wing political leadership?

SAMPLE RELATED PERFORMANCE STANDARDS FROM THE CONNECTICUT DEPT. OF EDUCATION CURRICULUM FRAMEWORKS FOR GRADES 5 - 8:

- 1.2 Gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives.
- 3.6 Explain reasons for conflict and the ways that conflicts have been resolved.
- 4.2 Describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making.
- 8.3 Describe the influence of U.S. political, economic and cultural ideas on other nations and the influence of other nations' ideas on the United States.
- 9.1 Describe human and natural characteristics of places and how they shape or place identity.
- 10.3 Use basic climatic and other physical data to understand how natural processes shape environmental patterns.
- 11.3 analyze the formation, characteristics and functions of urban, suburban and rural settlements.
- 12.7 Demonstrate and explain ways that humans depend on, adapt to and alter the physical environment.
- 13.5 Illustrate how resources can be used in a variety of ways.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will be able to identify and locate the countries, territories, major cities and physical features of South America.

Students will discover how history has effected the development and culture of South America.

Students will explain what a tropical rainforest is and why they are critical to the health of the planet.

Developing an Interpretation

Students will be able to compare and contrast the development of Brazil to that of Spanish South America

Students will be able to evaluate the extent to which the Amazon affects the health of the planet.

Making Connections

Students will compare the culture of Portuguese South America to the culture of Spanish South America, identify the differences and explain how these societies are similar.

Taking a Critical Stance

Students will be able to compare/contrast the diverse ecosystems in South America, assess the advantages and disadvantages of life in each system, and determine the optimum environment for their family.

Students will be able to appraise the advantages and disadvantages of contacting isolated indigenous societies, assess the consequences of such actions and predict the fate of such cultures.

VOCABULARY

| | | |
|---------------|---------------------|---------------------|
| Altitude | Escarpment | Penal Colony |
| Basin | Estancia | Per Capita Income |
| Brackish | FARC | Plains |
| Campesino | Favela | Plantation |
| Carnival | Foothills | Plateau |
| Cash Crop | Gaicho | Quipu |
| Caudillo | Hydroelectric Power | Selva |
| Civil War | Illiterate | Slavery |
| Coca | Inca | Sodium Nitrate |
| Cordillera | Industrialization | Subsistence Farming |
| Colony | Landlocked | Tepui |
| Deforestation | Mineral | Terrace |
| Desert | Mita | Tropical Rainforest |
| Ecotourism | Navigable | Yanomamo |
| Empire | Ocean Current | |

PEOPLE

Atahualpa
Ferdinand Magellan
Francisco Pizarro
Huascar

Hugo Chavez
Jose de San Martin
Jose Paez
King John

King Pedro
Napoleon Bonaparte
Simon Bolivar

PLACE/LOCATION

Altiplano
Amazon
Amazon Basin
Andes Mountains
Angel Falls
Argentina
Asunción
Atacama Desert
Atlantic Ocean
Bogotá
Bolivia
Brasilia
Brazil
Brazilian Highlands
Buenos Aires
Calí
Cape Horn
Caracas
Caribbean Sea
Cayenne
Chile
Colombia
Córdoba
Cuzco
Ecuador
Equator
Falkland Islands
French Guiana
Galapagos Islands
Georgetown
Gran Chaco
Guayaquil
Guiana Highlands

Guyana
Iguaçu Falls
Iquitos
Islas Malvinas
La Paz
Lake Maracaibo
Lake Titicaca
Lima
Llanos
Macchu Picchu
Manaus
Maracaibo
Mato Grasso Plateau
Medellin
Montevideo
Mount Aconcagua
Orinoco
Pacific Ocean
Pampas
Paraguay
Paramaribo
Paraná
Patagonia
Peru
Portugal
Punta Arenas
Quito
Rio de Janeiro
Salvador
Santiago
Sao Paulo
Spain
Strait of Magellan

Sucre
Suriname
Tierra del Fuego
Tropic of Capricorn
Uruguay
Venezuela

SAMPLE ACTIVITIES

This optional list will be modified when necessary

1. Map the physical and political landmarks of South America
2. Interpret resource maps of South America
3. Perform play “Simon Bolivar Crossing the Andes”
4. Research a character from Latin American history and write a description of their life in the first person. Present the character to other students in word and costume.
5. Locate, interpret, and explain major current events in Canada.

ASSESSMENT

Homework

Quizzes

Tests

Class Activities

Class Discussions

Special or Group Projects

Mapping Skills

Text

The World and its People. Glencoe, 2005.

Additional Texts/Resources (optional)

New York Times

Kids Discover: Incas

Conquistadors: http://www.pbs.org/conquistadors/cortes/cortes_flat.html

Ancient Chile (Patagonia): <http://www.ancientchile.com/>

Inca: <http://www.ancientperu.com/>

Amazon: <http://www.mbgnet.net/sets/rforest/index.htm>

Video: Conquistadors: Pizarro

Video: National Geographic Explorer: Lost World (Tepuis)

Video: National Geographic Explorer: War Next Door

Video: Lonely Planet: Venezuela, Peru, Chile, Rio de Janeiro, Argentina

UNIT 5: EUROPEAN HISTORY

ESSENTIAL QUESTIONS

EARLY EUROPEAN HISTORY

1. How has our modern American government been influenced by political developments in ancient Greece and Rome?
2. How are our social and political lives today similar to and different from the social situation in classical Greece and Rome?
3. How did Christianity influence the development of European history? What role did religion play in medieval politics?
4. Why was the Renaissance a necessary step in the evolution of modern arts and sciences?
5. What were the great changes that affected the entire world as a result of the Age of Exploration and the Columbian Exchange? Were these developments positive or negative? Were they inevitable?

MODERN EUROPEAN HISTORY

1. What great social changes were brought about by the Industrial Revolution? Why?
2. How did the Industrial Revolution lead to rivalry among the nations of Europe?
3. How did the two World Wars change the balance of power in the world? What was America's role in those wars?
4. Why is it important to understand the Holocaust?
5. What were the causes of the Cold War? How was the United States affected by the Cold War?
6. How and why did the Soviet Union breakup?
7. How has the European Union affected Europe? Why do so many nations wish to join the EU?

SAMPLE RELATED PERFORMANCE STANDARDS FROM THE CONNECTICUT DEPT. OF EDUCATION CURRICULUM FRAMEWORKS FOR GRADES 5 - 8:

EARLY EUROPEAN HISTORY

- 1.7 Examine current concepts, issues, events, and themes from historical perspectives and identify principal conflicting ideas between competing narratives or interpretations of historical events.
- 3.3 Describe the emergence of select governmental systems, principals, and institutions.
- 3.4 Describe some of the more common forms of government found in the past, giving examples of societies that have practiced them (e.g. monarchy, oligarchy, clan/tribal, autocracy, dynasty, theocracy, republic, democracy).
- 3.7 Identify and analyze the various causes and effects of movements of groups of people.
- 11.2 Explain how patterns of international trade change technology, transportation, and communication, and affect economic activities and human migration.

MODERN EUROPEAN HISTORY

- 1.1 Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.
- 2.2. Demonstrate an in-dept understanding of selected events representing major trends of world history (e.g., The Industrial Revolution, The World Wars, The Cold War.)
- 3.6. Explain reasons for conflict and the ways conflicts have been resolved.
4. 4 Display empathy for people who have lived in the past.
8. 2 Explain what foreign policy is and give examples of United Sates foreign policy.
15. 1 Explain how specialization leads to more efficient use of economic resources and economic growth.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

EARLY EUROPEAN HISTORY

Students will identify and describe the major aspects of the political systems in ancient Athens and Rome.

Students will outline , recall, and arrange in chronological order the major historical periods in the development of European society, including politics, economics, religion, exploration, conquest, and the arts.

MODERN EUROPEAN HISTORY

Students will describe the great changes brought about by the Industrial Revolution

Students will outline the events which lead to the Holocaust.

Students will summarize the characteristics of the European Union, its goals, and its requirements for membership.

Developing an Interpretation

EARLY EUROPEAN HISTORY

Students will summarize and explain some of the significant advances in the arts and sciences that occurred during the Renaissance, Reformation, and Age of Exploration.

MODERN EUROPEAN HISTORY

Students will make distinctions between the events of each of the World Wars of the 20th Century and explain the effects of the wars on the entire world.

Students will discuss the circumstances that created the Cold War and determine whether it could have been avoided.

Making Connections

EARLY EUROPEAN HISTORY

Students will compare the political systems of ancient Greece and Rome and establish the advantages of each system.

Students will compare the ancient and modern Olympic games and identify the similarities and differences.

Students will analyze and compare the causes and results of the revolutions in the Americas and Europe.

MODERN EUROPEAN HISTORY

Students will explain how an understanding of the Holocaust can help to prevent another genocide from happening in the future.

Students will compare and contrast ways of living before and after the Industrial Revolution.

Students will explain and analyze the reasons that the United States became involved in the two World Wars.

Students will distinguish between a “cold” and “hot” war.

Students will identify and explain the challenges facing Europe today.

Students will compare the organization of the European Union to the organization of the United States and predict the future status and membership of the EU.

Taking a Critical Stance

EARLY EUROPEAN HISTORY

Students will pass judgment on some of the laws in the ancient European civilizations and reflect on their relevance today.

Students will choose which ancient political system they believe is better for a society, explain and then defend their choice.

Students will appraise the significance of the advances in the arts and sciences that occurred during the Renaissance, Reformation, and Age of Exploration and establish their place in the advancement of society.

MODERN EUROPEAN HISTORY

Students will decide whether the benefits of the Industrial Revolution outweighed the drawbacks, then explain and defend their decision.

Students will justify America's involvement in the two World Wars of the 20th Century.

Students will evaluate the effectiveness of the Marshall Plan in modernizing Europe.

Students will appraise the role and effectiveness of the European Union in bringing peace and economic development to the continent.

VOCABULARY

EARLY EUROPEAN HISTORY

| | | |
|-----------------------|----------------|-------------|
| Age of Exploration | Aqueduct | Bible |
| Catholic | Charter | City-state |
| Classical | Colosseum | Common Law |
| Consuls | Crusades | Vassals |
| Divine Right of Kings | Emperor | Empire |
| Feudalism | Franks | Guild |
| Holy Roman Empire | Humanists | Indulgences |
| Manor | Medieval | Middle Ages |
| Missionaries | Monastery | Monks |
| Nuns | Parthenon | Pax Romana |
| Philosophy | Polis | Pope |
| Protestant | Reformation | Renaissance |
| Republic | Revolution | Senate |
| Serfs | Twelve Tablets | |

MODERN EUROPEAN HISTORY

| | | |
|------------------|----------------|-------------|
| Airlift | Alliances | Authority |
| Allied Powers | Atom Bomb | Axis Powers |
| Berlin Wall | Blockade | Chunnel |
| Cold War | Common Market | Communism |
| Cottage Industry | Depression | Deterrence |
| Euro Currency | European Union | Factories |

| | | |
|-----------------------|-------------------|----------------|
| Free Trade Zone | Genocide | Gypsies |
| Holocaust | Human Resources | Imperialism |
| Imports | Import Duty (Tax) | Iron Curtain |
| Industrial Revolution | Industrialization | Jews (Judaism) |
| Machines | Marshal Plan | NATO |
| Nazi Party | Nuclear Weapons | Productivity |
| Occupation Zones | Revolution | Strikes |
| Satellite Nations | Textiles | Treaty |
| Unions | Warsaw Pact | World War I |
| World War II | | |

PLACE LOCATION

EARLY EUROPEAN HISTORY

| | | |
|---------|----------------|--------|
| Athens | Constantinople | Persia |
| Rome | Roman Empire | Sparta |
| Vatican | | |

MODERN EUROPEAN HISTORY

| | | |
|--------------------|---------------------|------------------------|
| Allied Powers | Axis Powers | Berlin (East and West) |
| The British Empire | Czechoslovakia | Hiroshima |
| Iron Curtain | Nagasaki | NATO Nations |
| Soviet Union | Warsaw Pact Nations | Yugoslavia |

PEOPLE

EARLY EUROPEAN HISTORY

| | | |
|---------------------|------------------------|-------------------|
| Alexander the Great | Aristotle | Caesar Augustus |
| Charlemagne | Constantine I | Jesus Christ |
| Johannes Gutenberg | Julius Caesar | Leonardo da Vinci |
| Martin Luther | Michelangelo Buonaroti | Plato |
| William Shakespeare | Socrates | |

MODERN EUROPEAN HISTORY

| | | |
|-------------------|--------------|-----------|
| Mikhail Gorbachev | Adolf Hitler | Karl Marx |
|-------------------|--------------|-----------|

SAMPLE ACTIVITIES

(This list will be modified when necessary.)

EARLY EUROPEAN HISTORY

1. Compare the governments of ancient Athens and Rome. Have a class debate the advantages of each.
2. Research and compare the ancient Greek Olympics with the modern games in an essay.

3. Read the text and other sources on the accomplishments of Leonardo da Vinci. Explain in writing why he is an excellent example of a “Renaissance Person.”
4. Use the Internet to locate information on the Twelve Tablets of Roman Law. Note the laws you strongly agree with and explain why.

EARLY EUROPEAN HISTORY

1. Write an essay explaining how the Industrial Revolution changed the world in positive and negative ways. Give your opinions.
2. Research the European Union. Explain its policies. Compare it to the United States. Discuss the goals and debate its effectiveness of the EU.

ASSESSMENT

Essays
Research Reports
Unit Tests and Quizzes
Written Homework
Note taking
Oral Presentations and Computer Presentations
Debates

CAREER AWARENESS

Cartographer, Diplomat, Historian, Politician, Sociologist, Anthropologist, Economist, Political Scientist, Archaeologist, Clergyman

CORE TEXT FOR STUDENTS

Boehm, Richard, et al. *The World and Its People*. New York City: Glencoe - McGraw Hill, 2005

ADDITIONAL TEXTS / RESOURCES FOR USE BY STUDENTS

This list will be modified when necessary

TEXT:

Glencoe *World History Primary Source Document Library*
Glencoe *Students Works Plus* Textbook CD with visual and audio text
Junior Scholastic
New York Times

ONLINE:

CNN - www.cnn.com www.cnn.com/SPECIALS/cold.war
European Union - www.europa.eu
Best History Sites - <http://www.besthistorysites.net/>
Internet Ancient History Source -<http://www.fordham.edu/halsall/ancient/asbook.html>

BBC Ancient History - <http://www.bbc.co.uk/history/ancient/>
Internet Medieval Sourcebook - <http://www.fordham.edu/halsall/sbook.html>
World Wars - www.historyplace.com

VIDEOS:

Ancient Greece
History of Rome
Italian Renaissance
Berlin Wall

MATERIALS AND SUPPLIES

Wall Maps of Europe and the World.
Computer and Projection Access

INTEGRATED TECHNOLOGY

Students will use the Internet to access information on European history.

UNIT 6: EUROPE TODAY

ESSENTIAL QUESTIONS

1. How was a relatively small nation like Britain able to have a huge influence on the world?
2. Why is France considered a cultural giant among nations?
3. Why has the reunification of Germany been difficult?
4. Why do the Nordic nations have a very high standard of living? Are there any drawbacks to this?
5. Why is the economy of Greece so dependent on the sea?
6. Why has Poland been a target for invading armies throughout history?
7. Why have the nations of Eastern Europe moved from communism to free market economies?
8. Why has Serbia been more involved with ethnic cleansing than other European nations?
9. Why is there so much tension between Russia and Ukraine today?
10. Why have the Baltic nations suffered from more war and ethnic conflicts than any other region of Europe in recent history?
11. What factors led to the formation of Montenegro as the newest nation in the world and will be able to survive as an independent nation?

SAMPLE RELATED PERFORMANCE STANDARDS FROM THE CONNECTICUT DEPT. OF EDUCATION CURRICULUM FRAMEWORKS FOR GRADES 5 - 8:

- 8.1 Describe the organization of the world into nation-states and describe some ways that nation-states interact with one another.
- 8.4 Evaluate the impact of significant international events on the United States and other nations.
- 9.3 Examine ways in which regions are interconnected.
- 10.3 Use basic climatic and other physical data to understand how natural processes shape environmental patterns.
- 11.2 Explain how patterns of international trade change technology, transportation and communication, and affect economic activities and human migration.
- 12.2 Make maps, globes, models, charts and geographic databases.
- 13.6 Explain economic growth as a sustained increase in the production of goods and services, and that Gross Domestic Product is the basic measure of economic output.
- 13.7 Explain how technological change and innovation improves a society's productivity and economic growth.
- 14.7 Analyze the impact of government taxing and spending decisions on specific individuals, businesses, organizations, and groups.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will be able to locate and label the nations, major cities, land forms, and bodies of water on a blank map of Europe.

Students will understand and relate why has Poland been a target for invading armies throughout history

Students will have an awareness of major current affairs in Europe.

Developing an Interpretation

Students will explain why is France considered a cultural giant among nations?

Students will be able to explain how Europe's landforms and climate have affected where and how Europeans live.

Students will describe some of the recent conflicts that have consumed the Baltic Region, explain why those nations have suffered from more war and ethnic conflicts than other regions of Europe in recent history, and predict the future for the Baltic.

Making Connections

Students will explain how a relatively small nation like Britain was able to have a huge influence on the entire world?

Students will determine why has the reunification of Germany been difficult?

Students will study the history behind ethnic cleansing by Serbia and develop an explanation of why Serbia has been more involved with ethnic cleansing than other European nations and make their own judgments about ethnic cleansing?

Taking a Critical Stance

Students will explain why do the Nordic nations have a very high standard of living, compare the Nordic economic system to that of the United States, and draw their own conclusions about whether one economic system is superior to the other?

Students will summarize the reasons why the nations of Eastern Europe moved from communism to free market economies and ascertain whether they are better off today because of the changes?

Students will relate the various factors led to the formation of Montenegro as the newest nation in the world, evaluate the significance of those developments, and make conclusions about whether it will be able to survive as an independent nation?

VOCABULARY

| | | |
|-------------------------|----------------------|--------------------|
| Acid Rain | Agriculture | Autobahns |
| Bogs | Coalition government | Commerce |
| Constitutional Monarchy | Consumer Goods | Continental Divide |
| Cyrillic | Dikes | Dry Farming |
| Ethnic Cleansing | Exports | Federal Republic |
| Fjord | Flemish | Geothermal energy |
| Geysers | Global | Heavy Industry |
| Imports | Landlocked | Manufacturing |
| Moors | Multilingual | Navigable |
| Multinational Companies | Neutrality | Nomads |
| Parliamentary Democracy | Peat | Polders |
| Pope | Privatize | Refugees |
| Reunification | Saunas | Service Industries |
| Slavs | Steppe | Walloons |
| Welfare State | Magyars | Transylvania |

PLACE LOCATION

COUNTRIES

CAPITALS

(Small Capital Cities omitted)

| | |
|----------------------|------------|
| ALBANIA | ----- |
| AUSTRIA | Vienna |
| BELARUS | Minsk |
| BELGIUM | Brussels |
| BOSNIA & HERZEGOVINA | ----- |
| BULGARIA | Sofia |
| CROATIA | ----- |
| CYPRUS | ----- |
| CZECH REPUBLIC | Prague |
| DENMARK | Copenhagen |
| ESTONIA | ----- |
| FINLAND | Helsinki |
| FRANCE | Paris |
| GERMANY | Berlin |
| GREECE | Athens |
| HUNGARY | Budapest |
| ICELAND | Reykjavik |
| IRELAND | Dublin |

WATER AREA

Atlantic ocean
Mediterranean Sea
Adriatic Sea
Black Sea
Aegean Sea
North Sea
Baltic Sea
Strait of Gibraltar
English Channel
Caspian Sea

MOUNTAIN RANGES

Alps
Pyrenees
Urals

| | | |
|-----------------------|----------------------------|--|
| ITALY | Rome | |
| LATVIA | ----- | |
| LITHUANIA | ----- | |
| LUXEMBOURG | ----- | |
| MACEDONIA | ----- | |
| MOLDOVA | ----- | |
| NETHERLANDS | Amsterdam | |
| NORWAY | Oslo | |
| POLAND | Warsaw | |
| PORTUGAL | Lisbon | |
| ROMANIA | Bucharest | |
| RUSSIA | Moscow | |
| SERBIA & MONTENEGRADE | Belgrade | |
| SLOVAKIA | ----- | |
| SLOVENIA | ----- | |
| SPAIN | Madrid | |
| SWEDEN | Stockholm | |
| SWITZERLAND | ----- | |
| TURKEY | Istanbul (Not the capital) | |
| UKRAINE | Kiev | |
| UNITED KINGDOM | London | |

ISLANDS
Sicily (It)
Corsica (Fr)
Crete (Gr)
Sardinia (It)

| | | | |
|----------------|-------------|-------------------|------------------|
| Eiffel Tower | Louvre | Notre Dame | Holland |
| Nordic Nations | Scandinavia | Iberian Peninsula | Balkan Peninsula |

SAMPLE ACTIVITIES

(This list will be modified when necessary.)

1. Produce a map of Europe
2. Use geographic coordinates to locate physical and political areas on a map of Canada.
3. Interpret resource and environmental maps of Europe
4. Produce a PowerPoint presentation on a nation of Europe. Research its history, geography, and culture with the purpose of creating slides that combine visuals and text in a presentation that promotes a positive image of that nation for the rest of the world.
5. Debate on pros and cons of Eastern Europe's movement from a command economy to a free market system.
6. Locate, interpret, and explain major current events in Europe.
7. Research and construct a computer data base of the standard of living among European nations and write a paper which explains the differences, draws conclusions about the reasons behind the discrepancies and gives their outlook for the future.
8. Compare the different cultures of Europe in terms of language, art, music, literature, and food.
9. Research European immigration into the United States including the personal family histories of some of the students in each class.

ASSESSMENT

Essays
Research Reports
Unit Tests
Quizzes
Written Homework
Note taking
Mapmaking
Oral Presentations
Computer Presentations
Computer Generated Data Bases

CAREER AWARENESS

Geographer, Geologist, Cartographer, Historian, Politician, Sociologist, Anthropologist, Economist, Political Scientist, Archaeologist, International Business, Journalist

CORE TEXT FOR STUDENTS

Boehm, Richard, et al. *The World and Its People*. New York City: Glencoe - McGraw Hill, 2005

ADDITIONAL TEXTS / RESOURCES FOR USE BY STUDENTS

This list will be modified when necessary

TEXT:

Glencoe *World History Primary Source Document Library*
Glencoe Students Works Plus Textbook CD with visual and audio text
Junior Scholastic
New York Times

ONLINE:

www.cnn.com/europe - European News
www.nationalgeographic.com - National Geographic
www.europa.eu/ - European Union Web Site
www.bbc.co.uk/worldservice/programmes/europetoday – BBC Europe News
www.mrdowling.com/708europe.html - Europe Today for Middle schoolers

VIDEOS: The staff has videos on the following topics:

England
Spain
France
Sweden
Netherlands
ABC Special on Bosnia
Ukraine Today

Turmoil in Bosnia

MATERIALS AND SUPPLIES

Wall Maps of Europe and the World.

Outline Maps of Europe

Colored Pencils

Computer and Projection Access

INTEGRATED TECHNOLOGY

1. Students will use the Internet to access information on European governments, social systems, culture, and to keep abreast of major current events in the continent.
2. Student will use computers to research about the nations of Europe and create a PowerPoint presentation.
3. Students will use computers to research and create a database comparing the standard of living between the nations of Europe.

UNIT 7: RUSSIA AND THE EURASIAN REPUBLICS

ESSENTIAL QUESTIONS

1. How has Russia's climate affected how and where Russians live?
2. How has Russia been shaped by its history?
3. Why did the communist economic system develop in Russia and why has it been discarded?
4. Why was the Soviet Union created and what led to its collapse?
5. What are the challenges facing Russia today? What are its great assets?
5. How does the society, the economy, and the government in Russia today compare to that of the United States?
6. Are the citizens of Russia better off today than during the Soviet / Communist period?

SAMPLE RELATED PERFORMANCE STANDARDS FROM THE CONNECTICUT DEPT. OF EDUCATION CURRICULUM FRAMEWORKS FOR GRADES 5 - 8:

- 1.6 Analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time.
- 2.2 Demonstrate and in-depth understanding of selected events representing major trends of world history.
- 3.2 Explain how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identify, wealth, and social position.
- 4.1 Initiate questions and hypotheses about historic events being studied.
- 7.3 Compare and evaluate forms of government found outside the United States.
- 8.4 Evaluate the impact of significant international events on the United States another nations.
- 10.3 Use basic climatic and other physical data to understand how natural processes shape environmental patterns.
- 13.1 Explain how different economic systems (traditional, market, and command) use different means to produce, distribute, and exchange goods and services.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will be able to locate and label the regions, major cities, land forms, and bodies of water on a blank map of Russia.

Students will be able to identify and arrange in chronological order the major events and figures in Russian history.

Students will have an awareness of major current affairs in Russia.

Developing an Interpretation

Students will be able to explain how Russia’s landforms and climate have affected where and how Russians live.

Students will compare standard of living of the people in Russia today with that of their neighbors and other major nations of the world and interpret the meaning of the differences.

Making Connections

Students will compare the communist and free market economic systems, identify the major differences and explain the consequences of those differences for people and societies.

Taking a Critical Stance

Students will examine and then reenact the soviet communist economic system. Afterwards they will critique a command economy from the point of view of the workers, managers, and political leadership.

Students will compare life in Russia today with life before the collapse of communism and the Soviet Union and decide whether the Russian people are better off today and defend their view and predict the future for the Russian people..

VOCABULARY

| | | | |
|------------------|--------------------|-----------------|------------------|
| Borscht | Cold War | Command Economy | Communism |
| Competition | Cosmonaut | Cyrillic | Czar |
| Democracy | Emperor | Enterprises | Federal Republic |
| Free Enterprise | Free Market | Glasnost | Gulag |
| Heavy Industry | Humid Continental | Industrialize | Inventive |
| Liberator | Life Expectancy | Light Industry | Majority Group |
| Migration | Minority Group | Space Race | Nuclear Energy |
| Nuclear Waste | Perestroika | Permafrost | Plateau |
| Plain | Population Density | Public Servants | Revolution |
| Russian Orthodox | Satellite Nations | Serf | Slavs/Slavic |
| Sputnik | Steppe | Taiga | Tundra |
| Mongols | Moscovy | Chechnya | |

PEOPLE

| | | |
|-------------------|------------------------|-----------------|
| Czar Alexander | Ivan IV “The Terrible” | Peter The Great |
| Yuri Gagarin | Vladimir Lenin | Joseph Stalin |
| Mikhail Gorbachev | Leo Tolstoy | |

PLACE LOCATION

| <u>NATIONS</u> | <u>CAPITALS</u> | <u>CITIES IN RUSSIA</u> | <u>NEIGHBORING NATIONS:</u> |
|----------------|-----------------|-------------------------|-----------------------------|
| Armenia | Yerevan | St. Petersburg | Mongolia |
| Azerbaijan | Baku | Vladivostok | Ukraine |
| Georgia | T'bilisi | Novosibirsk | Belarus |
| Kazakhstan | Astana | Kaliningrad | Turkey |
| Kyrgyzstan | Bishkek | Nizhniy Novgorod | Iran |
| Tajikistan | Dushanbe | Murmansk | |
| Turkmenistan | Ashgabat | | |
| Uzbekistan | Tashkent | | |
| Russia | Moscow | | |

| <u>SEAS:</u> | Arctic Ocean | Barents Sea | Bering Sea | |
|----------------|--------------|-------------|------------|-------------|
| Sea of Okhotsk | Black Sea | Caspian Sea | Aral Sea | Lake Baikal |

| <u>RIVERS:</u> | Volga | OB | Yenisey | Lena |
|----------------|-------|----|---------|------|
|----------------|-------|----|---------|------|

LAND FORMS:

| | | | |
|------------|---------------|----------------------|-----------------|
| Ural Mts. | The Steppes | North European Plain | Siberia |
| Mt. Elbrus | Caucasus Mts. | Kamchatka Peninsula | Sakhalin Island |

SAMPLE ACTIVITIES

(This list will be modified when necessary.)

1. Produce a map of Russia and neighboring areas
2. Use geographic coordinates to locate physical and political areas on a map of Russia.
3. Interpret resource maps of Russia
4. Produce a data base comparing key factors of the standard of living between Russia, its neighbors, and other important nations around the globe
5. Role Play the life of the workers and managers under the Soviet Communist economic system.
6. Debate the advantages and disadvantages of the Communist and free market economic systems.
6. Locate, interpret, and explain major current events in Russia today.
7. Essay on Whether Russians are better or worse off after the fall of communism and the Soviet Union.

PERFORMANCE ASSESSMENT

Essays
Research Reports
Unit Tests
Quizzes
Written Homework
Note taking

Mapmaking
Oral Presentations
Computer Presentations
Data Base Project

CAREER AWARENESS

Geographer, Geologist, Cartographer, Historian, Politician, Sociologist, Anthropologist, Economist, Political Scientist, Diplomat

CORE TEXT FOR STUDENTS

Boehm, Richard, et al. *The World and Its People*. New York City: Glencoe - McGraw Hill, 2005

ADDITIONAL TEXTS / RESOURCES FOR USE BY STUDENTS

This list will be modified when necessary

TEXT:

Glencoe *World History Primary Source Document Library*
Glencoe *Students Works Plus* Textbook CD with visual and audio text

ONLINE:

www.cnn.com
www.nationalgeographic.com
www.cia.gov/cia/publications/factbook/geos/rs.html (CIA Fact Book – Russia)
<http://www.einnews.com/russia/>

VIDEOS:

Globe trekker Russia
Kyrgystan

MATERIALS AND SUPPLIES

Wall Maps of Russia and The Soviet Union
Outline Maps of Russia
Colored Pencils
Computer and Projection Access

INTEGRATED TECHNOLOGY

1. Students will use the Internet to access information on Russia's government, social systems, and to keep abreast of major current events in the country.
2. Students will use the Internet and CD ROMS to access information on standard of living.
3. Students will use a data base program to organize and interpret information on standard of living.

SECTION III – Related Goals and Standards

The Connecticut Framework – K-12 Curriculum Goals and Standards:

Content Standard 1: Historical Thinking

Students will develop historical thinking, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation understanding competing narratives and interpretation; and constructing narratives and interpretations.

Content Standard 2: Local, United States and World History

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.

Content Standard 3: Historical Themes

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions, conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

Content Standard 4: Applying History

Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

Content Standard 6: Rights and Responsibilities of Students

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

Content Standard 7: Political Systems

Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

Content Standard 8: International Relations

Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well-being of their community, state and nation.

Content Standard 9: Places and Regions

Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.

Content Standard 10: Physical System

Students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystems.

Content Standard 11: Human System

Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world.

Content Standard 12: Human and Environmental Interaction

Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.

Content Standard 13: Limited Resources

Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.

Content Standard 14: Economic Systems

Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

Content Standard 15: Economic Interdependence

Students will demonstrate how the exchange of goods and services by individuals, groups and nations, creates economic interdependence and how trade results in change.

National Standards

Standard 1: Chronological Thinking

- E. Interpret data presented in time lines.
- F. Reconstruct patterns of historical succession and duration.
- G. Compare alternative models for periodizations.

Standard 2: Historical Comprehension

- C. Read historical narratives imaginatively.
- D. Evidence historical perspectives.
- E. Draw upon data in historical maps.
- F. Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
- G. Draw upon visual data, literary, and musical sources.

Standard 3: Historical Analysis and Interpretation

- A. Identify the author or source of the historical document or narrative.
- B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- C. Differentiate between historical facts and historical interpretations.
- D. Consider multiple perspectives.
- E. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- F. Challenge arguments of historical inevitability.
- G. Compare competing historical narratives.
- H. Hold interpretations of history as tentative.
- I. Evaluate major debates among historians.
- J. Hypothesize the influence of the past.

Standard 4: Historical Research Capabilities

- A. Formulate historical questions.
- B. Obtain historical data.
- C. Interrogate historical data.
- D. Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.

Standard 5: Historical Issues-Analysis and Decision-Making

- A. Identify issues and problems in the past.
- B. Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.
- C. Identify relevant historical antecedents.
- D. Evaluate alternative courses of action.
- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.