## Western Civilization

**Course Title:** Western Civilization  
**Course Number:** A 3423  
**H 3422**  
**Department:** Social Studies  
**Grade(s):** 11-12  
**Level(s):** Academic, Honors  
**Credit:** 1

### Course Description
Western Civilization is the study of developments which have shaped history and affected modern political, economic and social systems. The emphasis will be on the development of civilization and the evolution of modern nations from a Western perspective.

### Required Instructional Materials

### Completion/Revision Date
Approved by the Social Studies Management Team  
May 31, 2005

### Mission Statement of the Curriculum Management Team
The mission of the Social Studies Curriculum Management Team is to provide students with the opportunity to gain fundamental understanding of history, civics, economics, cultures, geography, and the social sciences so that they develop into responsible citizens who use analytical reasoning and historical thinking to make informed decisions about the issues that face our nation and world today.

### Enduring Understandings for the Course
- Analytical questioning creates a purpose for research.
- Interpreting and analyzing research results will answer a variety of questions.
- Organization is critical to the acquisition and evaluation of information.
- Critical examination and evaluation of data is essential to making informed decisions.
- Various types of materials enhance understanding.
- Examining world history helps expand the understanding of the world and its people.
- Collaboration is necessary in order to be an effective learner and citizen.
- Recognizing a diversity of points of view benefits all.
- Readers use strategies to construct meaning.
- Authors write for different purposes.
- Writing is a tool used for thinking and learning.
- The study of the continuum of human civilization reveals the ideals, beliefs, values and institutions of its people.
- People develop systems to manage conflict and create order.
- Geography influences a person’s needs, culture, opportunities, choices, interests and skills.
- The study of political, social and economic patterns reveals continuity and change over time.
- People are affected by environmental, economic, social, and cultural concerns.
- Culture is both a unifying and divisive force.
- Progress is defined by cultural interpretation.
- Democratic societies must balance the right and responsibilities of individuals with the common good.
- Scientific and technological developments affect people, the environment, and transform societies.
- Knowledge of the past helps one understand the present and make decisions about the future.
- History involves interpretation; historians can and do disagree.
- Local, national, and international relationships are affected by economic transactions.
## LEARNING STRAND

1.0 Critical Thinking and Communication Skills

NOTE: This learning strand should be taught through the integration of the other learning strands included in this course. It is not meant to be taught in isolation as a separate unit.

### ENDURING UNDERSTANDING(S)

- Analytical questioning creates a purpose for research.
- Interpreting and analyzing research results will answer a variety of questions.
- Organization is critical to the acquisition and evaluation of information.
- Critical examination and evaluation of data is essential to making informed decisions.
- Various types of materials enhance understanding.
- Examining world history helps expand the understanding of the world and its people.
- Collaboration is necessary in order to be an effective learner and citizen.
- Recognizing a diversity of points of view benefits all.
- Readers use strategies to construct meaning.
- Authors write for different purposes.
- Writing is a tool used for thinking and learning.

### ESSENTIAL QUESTION(S)

- What do I do when my immediate resources are not adequate?
- What is the purpose of using both primary and secondary sources?
- How does the organization of information affect the effectiveness of its communication?
- How does one analyze, evaluate & utilize historical information?
- How does the consideration of different viewpoints influence how I think and act?
- How can I impact social change?
- What role does conflict play in collaboration?
- Why do we need to evaluate what we read?
- How does time and place in history influence historical writings?
- What am I trying to achieve through my writing?
- How does the audience influence the format of your work?
- How can we use evaluation and reflection to improve writing?

### LEARNING OBJECTIVES

*The student will:*

1.1 Generate questions to guide research
1.2 Evaluate information for its credibility and bias
1.3 Interpret information from primary and secondary source documents
1.4 Compose writing pieces that are focused, organized, elaborated, and supported
1.5 Compose writing pieces for different audiences that are focused, organized, elaborated and supported using standard forms of English grammar and mechanics
1.6 Utilize technology as a tool for writing
1.7 Support position with accurate and

### INSTRUCTIONAL SUPPORT MATERIALS

- See other learning strands

### SUGGESTED INSTRUCTIONAL STRATEGIES

- Cooperative learning
- Groups projects
- Oral presentations
- Projects
- Simulations
- Guided reading
- Reading assignments
- Video with follow up discussion
- Classroom discussion
- Critiques
relevant information

1.8 Debate divergent points of view
1.9 Generate debate and critique solutions for a conflict situation
1.10 Analyze conflicts using historical data, belief systems, customs, and societal values
1.11 Connect historical and current events to contemporary society and personal experiences
1.12 Identify and analyze change over time.
1.13 Identify and analyze the various political, economic, social, and cultural interests that affect the development of human interaction
1.14 Analyze interdisciplinary relationships among the arts, literature, science and history

- Graphic organizers
- Inquiry
- Persuasive writing and speaking
- Problem solving
- Research
- Question and answer sessions
- Guest speakers

**SUGGESTED ASSESSMENT METHODS**

- Authentic writing
- Creative writing
- Dialoguing
- Multimedia presentations
- Projects
- Reflective journals
- Student presentations
- Simulations/role-plays
- Research papers
- Tests and quizzes
- Critiques
- Portfolios
- Debates
- Political cartons
LEARNING STRAND

2.0 Early Civilizations to 500

Suggested Topics: The Origins of Civilizations, Greece, and Rome

ENDURING UNDERSTANDING(S)

- The study of the continuum of civilization reveals the ideals, beliefs, values, and institutions of its people.
- People develop systems to manage conflict and create order.
- Geography influences a person’s needs, culture, opportunities, choices, interests and skills.
- The study of political, social and economic patterns reveals continuity and change over time.

ESSENTIAL QUESTION(S)

- Are modern civilizations more “civilized” than ancient ones?
- How are governments created, structured and changed?
- What are the roles and responsibilities of citizens and government in a democratic society?
- How does geography affect the way people live?
- What causes change over time?

LEARNING OBJECTIVES  The student will:

2.1 Analyze the physical setting of early civilizations for geographic advantages and disadvantages
2.2 Compare the political, economic, religious and social systems of early civilizations
2.3 Analyze works of art, speeches, architecture, artifacts etc. to determine the values and culture of civilizations
2.4 Evaluate how civilizations continue to influence the world today

INSTRUCTIONAL SUPPORT MATERIALS

- History Alive! Europe After the Fall of the Roman Empire, Teacher’s Curriculum Institute
- Readings in World History, accompanies the World History: People and Nations text
- World History & Cultures Videocassette Program, Holt, Rinehart & Winston, accompanies World History & Cultures text
- Rome and Pompeii, Questar Video, 1993, VHS
- Time Life’s Lost Civilization – Rome: The Ultimate Adventure, Time Life Video, 1995, VHS
- Athens & Ancient Greece, Questar Video, 1995, VHS
- History’s Turning Points: The Battle of Salamis, (Alexander the Great) Ambrose Video, 1995, VHS
- World History, Fact on File

SUGGESTED INSTRUCTIONAL STRATEGIES

- Display maps for students to analyze physical features
- Analyze primary source documents to identify
the values and culture of the civilization
- Analyze art, architecture, and literature to identify the values and culture of the civilization
- Write a journal from the perspective of a Spartan or Athenian
- Write a letter to an immigration official applying for a citizenship in Athens or Sparta
- Create a 60 second commercial for advantages living in a particular civilization
- Debate theories on the fall of the Roman Empire and compare Rome’s fall to contemporary American society
- Create a resume of a god or goddess
- Create a newspaper containing major headlines and stories depicting historical topics studied
- Field trip: The Metropolitan Museum of Art, New York City
- Hold a trial of Socrates
- Compare Roman Law of 12 Tables to the laws of the American legal system

SUGGESTED ASSESSMENT METHODS
- Authentic or creative writing
- Dialogue
- Oral representation
- Student presentations
- Projects
- Essays
**LEARNING STRAND**

3.0 Middle Ages 500-1400

Suggested Topics: Christendom, Feudalism, Crusades, the Black Death and the Rise of Towns, and Trade

**ENDURING UNDERSTANDING(S)**

- The study of the continuum of civilization reveals the ideals, beliefs, values, and institutions of its people.
- People develop systems to manage conflict and create order.
- People are affected by environmental, economic, social, and cultural concerns.

**ESSENTIAL QUESTION(S)**

- What does it mean to be civilized?
- Are modern civilizations more “civilized” than ancient ones?
- How is power gained, used, and justified?
- How do competing interests influence how power is distributed and exercised?
- How do the beliefs and values of a diverse culture affect individuals and society?
- How does cultural diffusion affect individuals and society?

**LEARNING OBJECTIVES**  *The student will:*

- **3.1** Analyze how Christianity became a unifying force in Europe after the fall of the Roman Empire
- **3.2** Examine the hierarchy and relationship upon which feudal society was built.
- **3.3** Analyze aspects of medieval life and the rise of towns
- **3.4** Evaluate the role the Church played in preserving western culture in the Middle Ages
- **3.5** Analyze the political, social, and economic changes that occurred in Europe as a result of the Crusades
- **3.6** Examine the challenges and criticisms pertaining to the power of the Catholic Church
- **3.7** Analyze the social, political and economic consequences of the Black Death

**INSTRUCTIONAL SUPPORT MATERIALS**

- *Scourge of the Black Death*, The History Channel, VHS/DVD
- *History Alive! Europe After the Fall of the Roman Empire*, Teacher’s Curriculum Institute
- *Readings in World History*, accompanies the *World History: People and Nations* text
- *World History & Cultures Videocassette Program*, Holt, Rinehart & Winston, accompanies *World History & Cultures* text
- *Middle Ages*, Films Incorporated Video, 1993, VHS
- *Knights and Armor*, A&E Home Video, 1994, VHS

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Debate the importance of Charlemagne, William the Conqueror, King John, and the Magna Carta in the development of the medieval world
- Compare and contrast the living conditions of medieval serfs and today’s homeless using a Venn diagram
- Read and analyze primary sources to identify cultural values, sources can be
located at - [www.fordham.edu/halsall](http://www.fordham.edu/halsall) & in *Readings in World History*

- Field trip to the Cloisters
- Hold a Medieval Faire
- Debate the “Dark Ages” v. “Middle Ages”
- Design a feudal manor
- Write a diary entry from the perspective of a serf, knight, lady or king.
- Write mini dramas surrounding various aspects of Medieval life
- Write a diary from the perspective of a crusader or a member of Saladin's army
- Discuss the daily life of a monk living in medieval Europe and list some of the reasons for the growth of monasticism between 1000 and 1300 AD
- Utilize art slides or replicas, architecture, and excerpts from literature to identify the values and culture of the civilization
- Debate the Crusades as a “successful failure”
- Compare the Black Death to the HIV/AIDS epidemic
- Create a poster to demonstrate the significance of the Black Death, the Hundred Year’s War, the rise of a money economy, the development of Italian-city states, and humanism
- Create a Medieval museum

**SUGGESTED ASSESSMENT METHODS**

- Journals
- Dialogues/dramas
- Role-plays
- Simulations
- Debates
- Essays
- Projects
- Student presentations
- Graphic organizers
<table>
<thead>
<tr>
<th>LEARNING STRAND</th>
<th>ENDURING UNDERSTANDING(S)</th>
<th>ESSENTIAL QUESTION(S)</th>
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</table>
| 4.0 Centuries of Transitions 1350-1600 | • The study of the continuum of human civilization reveals the ideals, beliefs, values and institutions of its people.  
• People develop systems to manage conflict and create order.  
• People are affected by economic, social, cultural, and civic concerns.  
• Culture is both a unifying and divisive force.  
• Progress is defined by cultural interpretation.  
• The study of political, social and economic patterns reveals continuity and change over time. | • What does it mean to be “civilized”?  
• How is power gained used and justified?  
• How do competing interests influence how power is distributed and exercised?  
• Is conflict avoidable?  
• What can we learn about culture through art?  
• What are the advantages and disadvantages of cultural diffusion?  
• What is progress (consider: technological, intellectual, and sociological)?  
• What causes change over time? |

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>The student will:</th>
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<tbody>
<tr>
<td>4.1 Evaluate the conditions in Italy that led to the rise of the Renaissance</td>
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<td>4.2 Analyze the impact of the Renaissance and Reformation on Western Europe in the 15th and 16th century as well as on contemporary society</td>
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<td>4.3 Evaluate the reasons and results of European exploration</td>
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<td>4.4 Analyze the political, social, economic and religious causes and effects of the Protestant Reformation</td>
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<td>4.5 Trace political developments in Spain, the Holy Roman Empire, France, England, Prussia, Austria, and Russia</td>
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<td>4.6 Analyze the transformation of Europe into nation-states</td>
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<td>4.7 Analyze the effects of religious wars on Western Europe</td>
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<th>INSTRUCTIONAL SUPPORT MATERIALS</th>
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<tr>
<td>• DaVinci, A&amp;E Biography, VHS</td>
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<td>• Readings in World History, accompanies the World History: People and Nations text</td>
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<td>• World History &amp; Cultures Videocassette Program, Holt, Rinehart &amp; Winston, accompanies World History &amp; Cultures text</td>
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<td>• History Alive! Europe’s Transition to the Modern World, Teacher’s Curriculum Institute</td>
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<td>• <a href="http://www.virtourist.com/europe/versailles/">www.virtourist.com/europe/versailles/</a> - Versailles Virtual Tour</td>
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<td>• Yale Center For British Art, New Haven</td>
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<tr>
<td>• Hermitage Masterpieces, Sandra Carter Productions, 1992, VHS</td>
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<tr>
<td>• Exploring the Renaissance (1350-1650 AD), United Learning Inc., 1994, VHS</td>
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<tr>
<td>• Elizabeth: The Queen Who Shaped an Age, Coronet/MTI Films &amp; Video, 2001, VHS</td>
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<tr>
<td>• A Man for All Seasons, Columbia Tristar, 1995, VHS</td>
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<tr>
<td>• The Prince, Niccolo Machiavelli, Bantam Books, 1984</td>
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<th>SUGGESTED INSTRUCTIONAL STRATEGIES</th>
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<tr>
<td>• Compare Medieval and Renaissance art</td>
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</table>
- Debate which had a greater impact on civilization: the printing press or the Internet
- Write a journal entry from the perspective of a follower of Martin Luther, John Calvin or a Roman Catholic describing the controversies surrounding their beliefs
- Create a PowerPoint presentation to teach about the accomplishments and techniques of a Renaissance artist
- Create a collage depicting the work of a Renaissance artist
- Visit the Yale Center for British Art, New Haven
- Read excerpts from *The Prince* and write a dialogue between the President of the United States and Machiavelli in which Machiavelli gives the President advice
- Debate which Humanist made the greatest contribution to Western society
- Debate: Columbus: hero or villain?
- Write a series of journal entries from the perspective of a sailor on board the ship of a major explorer
- Critique the motives for European exploration
- Research factors that led to the rise of absolutism in Europe
- Read an eyewitness account from Versailles, and then write a letter home about your experience
- In writing, compare absolutists; who was the most successful? Justify your position

**SUGGESTED ASSESSMENT METHODS**

- Debates
- Authentic and creative writing
- Journals
- Multi-media presentations
- Essays
- Dialogues
- Projects
- Students presentations
- Research
LEARNING STRAND

5.0 Dawn of the Modern Age 1600-1815

Suggested Topics: Revolutions (political, economic, cultural, scientific) and the Enlightenment

ENDURING UNDERSTANDING(S)
- Democratic societies must balance the right and responsibilities of individuals with the common good.
- People are affected by economic, social, cultural, and civic concerns.
- Scientific and technological developments affect people, the environment, and transform societies.

ESSENTIAL QUESTION(S)
- How are governments created, structured, maintained and changed?
- How so the beliefs and values of a culture affect individuals and society?
- How do new technologies result in social change?

LEARNING OBJECTIVES  The student will:

5.1 Examine the effects of the Puritan Revolution and Glorious Revolution on English society and government
5.2 Evaluate the role the Renaissance and the Scientific Revolution played in the development in the Age of Enlightenment
5.3 Assess the contribution of Enlightenment ideas to western society
5.4 Identify how scientific knowledge advanced western society and ideas
5.5 Examine why Russia was isolated from Western Europe and how Peter the Great modernized Russia
5.6 Compare and contrast enlightened absolutists
5.7 Analyze the social, political, and economic causes of the French Revolution
5.8 Assess the effects of the French Revolution on France and Western Europe
5.9 Analyze the reasons for Napoleon’s rise to power
5.10 Evaluate the impact of Napoleon’s achievements and failures.
5.11 Analyze the underlying causes of the Industrial Revolution (e.g., inventions, social mobility, population growth and the development of urban centers)
5.12 Analyze the effects of the Industrial Revolution
5.13 Critique the goals of the Congress of Vienna (e.g., balance of power, curbing nationalism, preserving social classes)

INSTRUCTIONAL SUPPORT MATERIALS
- Cromwell, Columbia Tristar, 1995, VHS
- Readings in World History, accompanies the World History: People and Nations text
- World History & Cultures Videocassette Program, Holt, Rinehart & Winston, accompanies World History & Cultures text
- History Alive! Western European in the Modern World, Teacher’s Curriculum Institute
- The Age of Enlightenment, Goldhil Video, 2000, VHS
- The Europeans: An Age of Revolutions, Films for the Humanities and Sciences, Princeton, NJ, 2003, VHS
- Newton: Mind That Found a Future, Coronet/MTI Films & Video, 2001, VHS
- French Revolution: The Bastille, Coronet/MTI Films, 2001, VHS
- French Revolution: The Terror, Coronet/MTI Films, 2001, VHS

SUGGESTED INSTRUCTIONAL STRATEGIES
- Debate: “The Thirty Years’ War was more a political conflict than a religious one”
- Role-play a debate among 17th century figures on the ideal form of government
- Write a letter as an English citizen to a friend describing life in England under Cromwell’s rule
- Create a visual display of the interrelationship among the Renaissance,
the Scientific Revolution, and the Age of Enlightenment
- Role-play a *salon* where the *philosophes* discuss their ideas
- Hold a mock trial of Peter the Great for crimes against humanity
- Chart the policies, accomplishments and lasting effects of the enlightened absolutists and decide who was the most “enlightened”
- Write a diary chronicling your life in France before, during and after the French Revolution
- Compare Napoleon’s Continental System to the European Union
- Debate Tocqueville’s statement “[Napoleon] was as great as a man can be without virtue”
- Hold a roundtable discussion on the effects of the Industrial Revolution role-playing an inventor, an entrepreneur, a skilled worker, an unskilled worker, and a politician
- Create a Venn diagram in students compare and contrast the Congress of Vienna to the League of Nations and the United Nations

**SUGGESTED ASSESSMENT METHODS**
- Debates
- Role-plays/simulations
- Graphic organizers
- Creative and authentic writing
- Student presentations
- Projects
- Mock trials
- Diaries/letters
- Charts and graphs
- Performance assessments
LEARNING STRAND

6.0 Nationalism, Imperialism, and The Age of Empire 1815-1900

ENDURING UNDERSTANDING(S)

- The study of the continuum of human civilization reveals the ideas, beliefs, values, and institutions of its people.
- Knowledge of the past helps one understand the present and make decisions about the future.
- History involves interpretation; historians can and do disagree.
- Local, national, and international relationships are affected by economic transactions.
- Culture is a unifying and divisive force.
- The study of political, social and economic patterns reveals continuity and change over time.
- Scientific and technological developments affect peoples, the environment and transform societies.

ESSENTIAL QUESTION(S)

- What does it mean to be civilized?
- How does the understanding of past events help us to make decisions about the future?
- What causes change over time?
- How does trade affect international relations?
- What impact does trade have on societies?
- How are economic resources distributed?
- What effect does the economy have on society?
- What happens when cultures collide?
- How do scientific and technological developments affect cultures?

LEARNING OBJECTIVES  The student will:

6.1 Analyze the causes and effects of nationalism on Italy and Germany
6.2 Assess the underlying causes and effects of imperialism on the world
6.3 Compare and contrast views of imperialism as a means of advancing civilization
6.4 Explain the concept of “global economy”
6.5 Assess the impact of industrialization and imperialism on the development of modern political ideologies (e.g., socialism, Marxism, feminism, etc.)
6.6 Assess the impact of the Industrial Age on the society and culture of Europe (e.g., art, science, education, transportation, leisure, entertainment, living conditions, etc.)

INSTRUCTIONAL SUPPORT MATERIALS

- History Alive! Western Europe in the Modern World, Teacher’s Curriculum Institute
- Readings in World History, accompanies the World History: People and Nations text
- World History & Cultures Videocassette Program, Holt, Rinehart & Winston, accompanies World History & Cultures text
- Shaka Zulu, Vidmark/Trimark, 1994, VHS (to illustrate the battle between colonials & native peoples)

SUGGESTED INSTRUCTIONAL STRATEGIES

- Compare and contrast Bismarck and Cavour, were they “clever nationalists” or “power-mad scoundrels”?
- Write editorials defending or opposing imperialism from the point of view of an English resident
- Hold a roundtable discussion of leaders from imperial and colonial countries discussing the effects of imperialism on their society
- Write a list of grievances as a member of the Indian National Congress against British rule
- Develop a business plan to produce and
market goods around the world
- Create propaganda posters illustrating a modern political ideology
- Hold a round table to discuss the ideal form of government (e.g., socialism, communism, democracy, monarchy, etc.)
- Create a virtual tour of a city around the turn of the 20th century
- Utilize slides of art work or excerpts from literature to analyze the effect of social and political changes on art forms
- Critique art from the age, how does it reflect society?

SUGGESTED ASSESSMENT METHODS
- Debates
- Role-play/simulations
- Writing assignments
- Projects
- Student presentations
- Mock trial
- Charts
- Diaries/letters
- Editorials
- Virtual tours
- Graphic organizers
**LEARNING STRAND**

7.0 Modern World 1900-Millenium

**ENDURING UNDERSTANDING(S)**

- The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.
- Knowledge of the past helps one understand the present and make decisions about the future.
- History involves interpretation; historians can and do disagree.
- The study of political, social and economic patterns reveals continuity and change over time.
- Scientific and technological developments affect peoples, the environment and transform societies.

**ESSENTIAL QUESTION(S)**

- What happens when cultures collide?
- What does it mean to be civilized?
- How does the understanding of past events help us to make decisions about the future?
- What causes change over time?
- How does trade affect international relationships?
- How are economic resources distributed?
- What effect does the economy have on society?
- How do scientific and technological developments affect cultures?

**LEARNING OBJECTIVES**  
*The student will:*

<table>
<thead>
<tr>
<th>7.1</th>
<th>Analyze the underlying causes and outcomes of the World Wars</th>
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<tbody>
<tr>
<td>7.2</td>
<td>Describe the effects of technology on warfare in the 20&lt;sup&gt;th&lt;/sup&gt; century</td>
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<tr>
<td>7.3</td>
<td>Analyze the events leading up to the Cold War and its effects on global society</td>
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<td>7.4</td>
<td>Analyze the development of the European Union</td>
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<td>7.5</td>
<td>Evaluate the role of the League of Nations and the United Nations in promoting the balance of power</td>
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<td>7.6</td>
<td>Determine the factors that allowed for totalitarianism to rise to power</td>
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<tr>
<td>7.7</td>
<td>Trace the political, social and economic factors that led to the rise and fall of Communism</td>
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<td>7.8</td>
<td>Compare and contrast the imperialism of empires in the 19&lt;sup&gt;th&lt;/sup&gt; century with contemporary cultural imperialism</td>
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<tr>
<td>7.9</td>
<td>Analyze the development of globalization and its effects on modern societies</td>
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</tbody>
</table>

**INSTRUCTIONAL SUPPORT MATERIALS**

- History Alive! Western Europe in the Modern World, Teacher's Curriculum Institute
- Readings in World History, accompanies the World History: People and Nations text
- World History & Cultures Videocassette Program, Holt, Rinehart & Winston, accompanies World History & Cultures text
- HBO Video Series  
  - Hitler: Portrait of a Tyrant
  - Hitler's Master Race: The Mad Dream of the S.S.
  - Kamikaze: The Mission of Death
  - MacArthur: The Defiant General
  - Patton: The Man Behind the Myth
  - Rommel: The Strange Death of the Desert Fox
  - Churchill: The Private War

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Write an essay comparing the causes of World War I with the problems present in the world today
- Debate the provisions of the Treaty of Versailles
- Assess propaganda posters of totalitarian regimes for their persuasive character and impact on society and culture
- Create a timeline that depicts the political,
social and economic developments between 1917-1939.

- Compare and contrast the casualties of World War I and World War II to assess the effects of technological advancements on warfare.
- Hold a mock trial of Hitler, Stalin and Truman on crimes against humanity.
- Reenact the Nuremberg trials.
- Create a newspaper of the modern age depicting international and local events, business, society, art, entertainment, editorials, travel, obituaries, and classified.
- Create editorial cartoons that depict events related to the Cold War.
- Write obituaries for Soviet leaders, including their accomplishments, next decide which leader contributed most to the perpetuation of the Cold War and Communism and which leader contributed most to its fall.
- Create an editorial cartoon depicting contemporary cultural imperialism.
- Compare and contrast a contemporary world map to a world map of the 19th century showing colonial empires to determine the extent of "self-determination" as advocated by the United Nations.
- Debate the costs and benefits of globalization.

**SUGGESTED ASSESSMENT METHODS**

- Debates
- Writing assignments
- Projects
- Timelines
- Graphic organizers
- Mock trials
- Newspapers
- Editorials
- Performance assessments
- Student presentations
- Political cartoons