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Modern World History

Edgenuity, Inc

Submitted: Apr 11, 2018

Decision: May 29, 2018

Submission Feedback

APPROVED

Basic Course Information

Title:	Modern World History
Transcript abbreviations:	
Length of course:	Full Year
Subject area:	History / Social Science (A) / World History / Cultures / Historical Geography
UC honors designation?	No
Prerequisites:	None
Co-requisites:	None
Integrated (Academics / CTE)?	No
Grade levels:	10th, 11th, 12th
Course learning environment:	Online

Online course self assessment

A. Content (13)

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B. Instructional Design (11)**C. Student Assessment (7)****D. Technology (11)****E. Course Evaluation and Support (10)**

Course Description

Course overview:

This year-long course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives.

Course content:

Enlightenment and Revolution

This unit begins by reviewing and demonstrating the connection between the influence of religions, cultures and ancient governments with those of the modern world. Students examine the structure of the government of the Roman Republic, as well as analyze how the moral and ethical principles of Judaism established the rule of law. Students also explain how European society changed as a result of the Renaissance. After students have reviewed past concepts, students then focus on how these past concepts influence England and other countries in the time of revolutions. Students explain the role of the Magna Carta in creating a representative government and students analyze the importance of the Petition of Right in limiting the power of the monarchy. Students then explore writings of Hobbes, Locke and Montesquieu, and students identify the different roles of persons within government and as citizens within these philosophies. Next students describe the growth of the Enlightenment in France and its effects on religion, education, culture and the role of women. Students complete the unit by focusing on the revolutions of the time: The Glorious Revolution, the American Revolution, and the French Revolution. Students analyze primary source documents related to these revolutions and students compare and contrast the causes, goals and outcomes of these revolutions.

Throughout the course, the student's Course Map, provided through the learning management system, serves as a dynamic and interactive scope and sequence for all course assignments. The Course Map includes course objectives and student learning outcomes, content scope and sequence, and a comprehensive outline of assignments. Students can also access an online digital notebook, or eNotes. They have a full menu of text formatting tools and can return to their notes or print them at any time for review. Additionally, the unique direct instruction video presentations embedded in every lesson throughout the course feature highly qualified, certified instructors presenting instructional content via recorded video. Instructors guide students through concepts and skills with clear and engaging audio and visual supports that include white board demonstrations, bulleted key points, highlighted vocabulary, diagrams and photography. The video tool allows students to pause, go back, and repeat instruction as-needed. They stop at intervals throughout instruction to complete interactive tasks, self-assessing their learning progress and keeping students engaged.

Students also regularly engage in higher-order thinking and discussion in a threaded discussion forum. The discussion, which is open only to students in each class, is monitored by the teacher, who can ask questions of the group or of individual students. This provides students the opportunity to communicate with each other in order to share understanding, insight, and ideas.

Assessment strategies are tightly aligned with the instruction. Students are assessed through formative, interim, and summative assessments. Formative assessments embedded within a lesson check understanding of concepts and skills as they are presented. Students complete a wide variety of activities and assignments, including comprehension questions, interactives, simulations, reading and research assignments, and short and extended writing assignments. Interim assessments occur after students finish each lesson. Summative assessments are provided at the end of each unit, semester, and the course to evaluate students' overall performance. All of assessments are designed to provide observable evidence of mastery of standards. Instructors are provided aligned rubrics, assessment guidelines, and reporting documentation to support interpretation of student performance. Rubrics and other support documentation are found in the learning management system.

Unit Assignment(s):

Summary of Assignment: Lesson: Influence of Greek and Roman Government

In this assignment student's read excerpts from Plato's *Republic* and Aristotle's *Politics*. The students begin the assignment by watching a video lecture which analyzes how an author organizes written information within a text. Students then read the excerpts and respond to questions which demonstrate understanding of the text.

Summary of Assignment: Lesson: The Influence of Judaism and Christianity

In this assignment students are presented with the following short writing prompt:

Review the examples of the Golden Rule found in other cultures, then answer the question.

- "Do not do to others what you would not like yourself. Then there will be no resentment against you, either in the family or in the state." - Confucianism
- "Hurt not others in ways that you yourself would find hurtful." - Buddhism

- "No one of you is a believer until he desires for his brother that which he desires for himself." - Islam

What similarities are there between different versions of the Golden Rule? Explain your answer in a short paragraph.

Summary of Assignment: Lesson: The Enlightenment

In this assignment, students apply what they have learned about Enlightenment and the philosophers of the Enlightenment, to answer comprehension check questions. After students have demonstrated understanding of the philosophies during the Enlightenment, they then read a short article and respond to the prompt: Based on what you have read, compare the key differences in the views of Hobbes and Locke on the purpose of government. Write one to two paragraphs that identify and compare the central points of each person's argument.

Within reading assignments throughout the course, a text mark-up toolset helps students of all reading levels engage with grade-level text. Because students can access the tools they need for any activity, students can adapt the level of scaffolding for content that they find more challenging or less challenging. These tools include:

- **Read-aloud:** Students can hear any section of text read aloud.
- **Translation:** Students can have on-screen text translated into their home languages. Supported languages include Arabic, Armenian, Chinese, French, German, Haitian Creole, Hindi, Italian, Japanese, Korean, Filipino, Polish, Portuguese, Russian, Spanish, Thai, and Vietnamese.
- **Word Look-up:** Students can look up any word on the page. They can read the definitions themselves or hear the definitions read aloud.
- **Highlighters:** Students are encouraged to highlight on-screen text as they read. Highlighting tools allow students to highlight in up to four different colors. Once students are finished reading, they can collect all their highlighted text by color and insert it into their notes or into any other document.
- **Digital Sticky Notes:** Students use digital sticky notes to annotate text as they read. These notes allow students to capture thoughts, insights, and questions for later use.

Throughout the course students complete extended essays in the eWriting environment, which is designed to scaffold students through the writing process from pre-writing to the final draft. Students may also access the rubric and checklist. A research tab allows students to gather information about their topic.

Nationalism and the Growth of Nation-States

Students begin this unit by examining the ways Napoleon reformed the government and society of France. Students explain how Napoleon expanded the French Empire, and students identify the events and issues that led to Napoleon's fall from power. Students then analyze the impact of the Congress of Vienna and students explain the effects of the spread of nationalism and liberal ideologies. Next, students describe the concept of nationalism and the impact of nationalism on the unification of both Italy and Germany. To complete the unit, students continue to explore revolutions, but specifically in Latin America. Students describe the causes and effects of the revolution in Haiti as well as explaining how Latin American countries gained independence.

After students have analyzed the revolutions, students examine the political challenges faced by Latin American governments after gaining independence and the effects of instability faced by these newly independent countries.

Unit Assignment(s):

Summary of Assignment: Lesson: Napoleon Comes to Power

In this assignment, students read excerpts about Napoleon's beliefs and practices, and then students answer questions to explain how these reflected Enlightenment ideals. Next students complete a short writing assignment as they respond to the prompt: "Think about what you have read and learned about in the lesson. Then respond to this question in two to three paragraphs. To what extent did Napoleon's reign reflect Enlightenment ideals? Support your claim with reasons and evidence from the readings."

Summary of Assignment: Lesson: Latin America after Independence

In this assignment, students critically analyze what they have learned from the lesson to a short writing prompt. Students compare and contrast the American, French, and Mexican Revolutions. Students examine the cause and effects of each revolution and are required to use supporting evidence from the text in the form of details, statistics, facts, and quotations.

Industrialization

This unit begins by introducing students to the Industrial Age, and the impact of the industrial revolution. Students first analyze why the Industrial Revolution began in England and how the Revolution led to improvements in transportation. Students then describe how industrialization spread to Europe and the United States. Next, students identify the characteristics of the factory system. Students describe the positive effects of the system on consumers, as well as the negative effects of the system on the workers and the environment. Students also examine information about the inventions and inventors of the time. Students describe the new advancements and developments that transformed science and students explain how developments in technology changed society and culture. Students then further their exploration of the effects of the Industrial Age as they explore how it affected immigration, population growth, cultural values and social roles. Students also explore how capitalism emerged as a dominant economic theory during the Industrial Age, as well as how economic thinkers reacted to the problems of industrial capitalism. Students conclude the unit by exploring how reformers responded to the problems of the Industrial Age and how the institution of slavery had changed over time.

Unit Assignment(s):

Summary of Assignment: Lesson: Writing Workshop: An Argumentative Essay about Economic Systems

In this assignment, students watch a warm-up video which discusses key concepts when writing an argumentative essay. Next students outline a clear and coherent argumentative essay that contains evidence and support to their claim. Students draft, revise, and write a final multi-paragraph essay which responds to the prompt: Discuss the benefits and problems of capitalism and socialism, and evaluate which system provides the greater overall benefit to society.

Summary of Assignment: Lesson: The Factory System

In this assignment, students examine the working conditions of factory workers during the Industrial Revolution by reading excerpts from the Sadler report. As students read they consider the purpose of this investigation, and how the questions and answers support his goals. Finally, students are provided with a rubric for writing a play. The purpose of this assignment is to write a play that demonstrates the factory working conditions for children during the Industrial Revolution in England.

The New Imperialism

Students begin this unit by explaining the economic, political, and cultural factors which led to the new imperialism. Students compare and contrast the different styles of imperial rule, and examine the effects of imperialism on colonized nations. Students then focus on how British imperialism affected the people of India and how European powers increased their influence in China. Students also analyze the reasons for the fall of the Chinese imperial government. Next, students explain how Japan became an imperialistic power as it shifted from isolation to an imperialistic nation. Students continue to analyze effects of imperialism as they describe how Europeans took control of Africa through colonization and the motivations for this colonization. Students then examine French policies of imperialism in Southeast Asia. Students complete the unit by explaining the reasons for the United States' global expansion in the 1800s and 1900s and students analyze the effects of American intervention on other regions and cultures.

Unit Assignment(s):**Summary of Assignment: Lesson: The New Imperialism**

In this assignment, students read "The White Man's Burden" by Rudyard Kipling, and as students read this poem they analyze how it reflects Kipling's point of view on imperialism. Students then answer a series of short questions to demonstrate understanding of the poem. Students complete the assignment by writing a short comparison paragraph which compares and contrasts the portrayal of imperialism in the political cartoon "The White Man's Burden" with the poem of the same name.

World War I

In this unit, students explore the causes and impact of World War I. First students explore why tensions increased in Europe before World War I. Students describe the effects of rising nationalism and ethnic conflict in Eastern Europe and the effects of growing militarism in Europe. Next students describe the military and political alliances created between European powers. As students study the war they examine how new technologies made World War I different from earlier wars. Students then explain the effects of the Russian Revolution on the course of the war as well as the reasons for American neutrality at the beginning of the war. Students also identify the events that served as a catalyst for American involvement in World War I. Students examine the efforts made by governments to involve civilians in a total war effort, and students interpret examples of propaganda used to encourage civilian participation during the war. As students complete the unit, they analyze the war's economic and human impact.

Unit Assignment(s):

Summary of Assignment: Lesson: The Great War

In this assignment, students use what they have learned to write a multi-paragraph journal entry. Students get creative with assignment as they imagine they are the soldiers fighting in the trenches. Students are encouraged to use details similar to those from the readings and from the lesson.

Summary of Assignment: Lesson: Total War

In this assignment, students analyze several World War I propaganda posters and answer questions about these posters. After this students then create their own WWI propaganda poster. Students are provided a rubric and guide which they use to help them get full credit.

Effects of World War I

Students continue where they left off last unit, focusing on the effects of World War I. First students explore why compromise was difficult to achieve at the Paris Peace Conference. Students describe the provisions of Wilson's Fourteen Points and compare and contrast the positions of the United States, France, and Britain at the peace conference. Students then explain the provisions of the Treaty of Versailles and analyze how this treaty affected Germany. Next, students explain how the League of Nations was formed and the achievements of the League, as well as the reasons why the League failed. Students then take a cultural approach to the effects of World War I as they describe the new scientific advancements and how it influenced literature. Students also identify the social and cultural changes that occurred in the early 1900s. As students complete the unit, they identify the economic changes that occurred in the United States and Europe after World War I. Students analyze the global effects of the Great Depression and students explain how countries around the world responded to the Great Depression.

Unit Assignment(s):**Summary of Assignment: Lesson: Plans for Peace**

In this assignment, students read excerpts from President Wilson's Fourteen Points. After students finish the readings they respond to critical thinking questions which discuss Wilson's goals, motivations, and the requirements Wilson lists for achieving peace. Students then write a multi-paragraph piece which compares and contrasts the point of view of Wilson, Clemenceau, and Lloyd George at the Paris Peace Conference.

Totalitarianism

Students begin this unit by describing the characteristics of totalitarian governments. Students also analyze the factors that contribute to the rise of totalitarian governments. Students then identify the problems Russia faced under the rule of the tsars and students explain the causes and effects of the Russian Revolution. Next, students analyze how Russia changed under the leadership of Lenin, and students describe how Stalin came to power and how the Soviet Union changed under his rule. Students then shift their focus to the effects of the rise of fascism and military rule within other countries. Students describe the effects of the rise of Mussolini's fascist government in Italy and the effects of the Spanish Civil War and the rise of Franco's government. Students complete the unit by explaining the economic problems facing the Weimar Republic and tracing how Hitler and the Nazi Party came to power.

Unit Assignment(s):**Summary of Assignment: Lesson: Russian Revolution**

In this assignment, students write two journal entries about life in Russia prior to the 1917 revolution. Each journal entry should be at least a paragraph. One entry should be written from the point of view of a wealthy Russian, and one entry is from the point of view of a working-class woman. Students should use concepts from the lesson to make their journal entries seem authentic.

Summary of Assignment: Lesson: Fascism and Military Rule

In this assignment, students read the transcript of a radio address in which Mussolini justifies his actions in Ethiopia. After students read this transcript they respond to several critical thinking concept check questions. Next, students write a paragraph to summarize Mussolini's radio address. Students must include the main point of his speech and key ideas that he develops over the course of the text.

World War II

Now that students have an understanding of the rise of the Nazi Party, they begin to study the start of World War II. Students describe the German expansion and aggression during the 1930s, as well as analyze the foreign policies of other countries in response to German aggression. Students then identify how German aggression led to war in Europe and Hitler's strategy for fighting France and Britain. Students also identify the Allies' strategy in Europe. Next students explain how Pearl Harbor resulted in US entry to WWII and students analyze the US response to Japan's continued aggression and expansion. Students complete this unit by exploring the impact of victory in both Europe and the Pacific. Students compare the results of Allied conferences with the goals of the participants. Students also identify the battles, events, and strategies which were used by the Allies to bring a final end to the war.

Unit Assignment(s):

Summary of Assignment: Lesson: The War in Europe

In this assignment, students write a multi-paragraph paper explaining why the Battle of Stalingrad was a turning point in World War II. Students are also asked to predict how the German casualty rates from this battle might affect the outcome of the war. Students include supporting evidence from the lesson in their response.

Summary of Assignment: Lesson: Victory in the Pacific

In this assignment, students write a multi-paragraph paper explaining whether they believe President Truman and the United States were justified in using the atomic bomb to force Japan to surrender. Students are expected to use details and supporting evidence from the lesson and the readings to support their stance.

The Post-War World

During this unit, students explore different areas throughout the world which had been effected by the war. Students begin this unit by examining the events surrounding the Holocaust, and identifying ways that Jews resisted Nazi persecution. Students then examine the ways which world leaders worked to preserve justice and human rights after World War II. Students also explain the meaning of genocide and identify acts of genocide in the twentieth century. Next, students analyze how the nation of Israel was founded, as well as the conflicts after Israel's establishment. Students then analyze how the ideological differences between the United States and USSR led to a Cold War. Students also analyze the reasons for the creation of NATO and the Warsaw Pact. Students conclude the unit focusing specifically on Asia, as they examine how the United States reformed the Japanese government and restructured the Japanese economy. Students also explain how the People's Republic of China was created and students describe how Mao Zedong tried to modernize China through the Five-Year Plan and the Great Leap Forward.

Unit Assignment(s):

Summary of Assignment: Lesson: Start of the Cold War in Europe

In this assignment students read diplomatic telegraphs that were sent by the United States and the Soviet Union during the Cold War. As students read these secret telegraphs they analyze what the telegraphs have in common and what they reveal about the opinions of each side. Students then write a multi-paragraph piece responding to the prompt: “Why did the Cold War between the United States and the Soviet Union begin?” Finally, students use a student guide and rubric to aid them in creating a map of Europe after World War II.

Summary of Assignment: Lesson: The Cold War Escalates

In this assignment, students watch a speech by President John F. Kennedy in 1963. This speech shows support for West Germany and West Berlin, and speaks out against the Soviet Union’s decision to build the Berlin Wall. After students watch this speech they respond to several critical thinking concept questions.

The Cold War

This unit begins by analyzing causes and effects of the Cold War. First students describe the cause of the Korean War and analyze the effects of the Korean War on the relationship between the Koreas and other participants. Students then describe the causes of the Vietnam War and explain why the United States escalated its involvement in the war. Next, students describe the successes and failures of Khrushchev’s social, political, and economic reforms. Students also analyze the causes and effects of revolutions in Eastern Europe in the 1950s and 1960s. As students complete the unit they explore how Eastern Europe began to shift from communist forms of government. Students explain the effects of the reunification of Germany and the breakup of Yugoslavia. Finally students trace the events that led to the breakup of the Soviet Union, and students examine the effects of the end of the Soviet era.

 Unit Assignment(s):**Summary of Assignment: Lesson: The Fall of the USSR**

In this assignment, students take on the role of the Soviet leader, Mikhail Gorbachev. Students write a short narrative to President Ronald Reagan describing their plans to reform the Soviet Union and why these plans will be good for both the USSR and the US. Students are expected to include supporting facts and details from the lesson in their response.

Nation Building in the Modern World

To begin this unit, students identify reasons for decolonization after World War II and students explain the decolonization strategies used by colonial powers. Students then explain Gandhi's strategy for winning independence and students compare and contrast views of the partition of India. Students also explore and analyze post-colonial challenges in both Cambodia and Burma. Students continue their analysis of decolonization as they identify the motives of African colonies' fight for independence and evaluate the formation of new governments. Students also identify the challenges facing Mexico after the revolution, and analyze economic and political development in Mexico during the twentieth century. Students complete this unit focusing on the Middle East. Students explain the effects of the growth of Arab nationalism and the events surrounding the Iranian Revolution. Students also identify the causes and effects of the Six-Day and Yom Kippur Wars. Finally, students describe the challenges facing the peace process.

Unit Assignment(s):

Summary of Assignment: Lesson: Indian Independence

In this assignment, students write a multi-paragraph piece which compares and contrasts the independence movements of India, Latin America, and the United States. Students must include a description of the different struggles and for each of these regions. Students are expected to include supporting evidence in the form of details, statistics, facts and quotations.

Summary of Assignment: Lesson: Writing Workshop: Who are the Most Influential People in History?

In this assignment, students watch a warm-up and instruction video which discusses the key points when writing an informative essay. Next, students create an outline in response to the prompt:

Throughout history, many individuals have greatly influenced world history. Their accomplishments, ideas, and inventions have transformed the lives of millions of people.

For this assignment, you will choose one person who has influenced world history. You should do outside research and write an informative essay in which you identify your subject's significance and influence.

Your subject must be from outside the United States. You may choose a woman from anywhere else in the world, or someone of either gender from a non-European country.

Finally, students write and revise a draft, to create their final essay.

Challenges of the Modern World

Students begin this final unit by analyzing the effects of the rise of international economic organizations. Students identify the impact of globalization on the challenges faced by developed and developing nations. Students then identify the ways the Human Development Index can be used to rate development. Students also analyze data that can be used to measure standard of living. Next, students identify how the space race has changed since the Cold War and students analyze the impact of mass communication and medical technology on the world. Students examine causes and effects of poverty and how the international

community is working to combat poverty and disease. Students describe the effect of modern technology on cultural diffusion and the effects of the spread of Western culture on other cultures. Students complete the unit, and course, by analyzing the world's basic population demographics, describing the effects of migration on population. Students also explain how globalization can contribute to environmental problems. Finally, students analyze ways the international community is working together to solve environmental problems.

Unit Assignment(s):

Summary of Assignment: Lesson: Environmental Issues

In this assignment, students write a short paper explaining the environmental issues globalization can cause as well as the global efforts which are in effect to solve these problems. Students are required to include facts and details from the text and less in their response.

Course Materials

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
The White Man's Burden	Rudyard Kipling	Public Domain	1899	[empty]	Yes
Night	Elie Wiesel	New York: Hill & Wang	1960	[empty]	No
The Prince	Niccolo Machiavelli	Public Domain	1513	[empty]	No
The Coffee Planter of Saint Domingo	P.J. Laborie	Public Domain	1798	[empty]	No

Primary Documents

Title	Authors	Date	URL
Napoleon's Diary	Napoleon Bonaparte	1796	Primary Document

Title	Authors	Date	URL
Proclamation to his troops	Napoleon Bonaparte (Speech)	1796	[empty]
Carl Schurz Memoirs	Carl Schurz	1877	Primary Document
Sadler Committee Report	Michael Sadler	1832	[empty]
Address to Congress	President Woodrow Wilson (Speech)	1914	[empty]
The Fourteen Points	President Woodrow Wilson	1918	[empty]
Treaty of Versailles – article 231	[empty]	1919	[empty]
Mussolini's Justification of his Invasion of Ethiopia	Mussolini (Transcript of a speech)	1935	[empty]
Top Secret Telegraphs from the Cold War	[empty]	1946	[empty]
Ich bin ein Berliner	President John F. Kennedy (Speech)	1963	[empty]
Secret Speech	Nikita Khrushchev (Speech)	1956	[empty]
Declaration on the Granting of Independence to Colonial Countries and People	UN General Assembly	1960	[empty]
Statement made by an Israeli foreign minister	Israeli Foreign Minister Abba Eban,	1967	[empty]
Speeches to Parliament	James I	1609	[empty]
English Bill of Rights	[empty]	1689	[empty]
Declaration of Independence	[empty]	1776	[empty]
The Napoleonic Code	Napoleon Bonaparte	1804	[empty]
Letter to the Tsar of Russia	Prince Klemens Von Metternich	1820	[empty]
Annual Report of the Interments in the City and County of New-York	Dr. John Hoskins Griscom	1842	[empty]
Speech to British Parliament	William Wilberforce,	1789	[empty]
Letter to the prime minister	Robert Clive	1759	[empty]

Title	Authors	Date	URL
The Gulag Archipelago	Aleksandr I. Solzhenitsyn	[empty]	[empty]
Speech about the provisional government	Vladimir Lenin (Speech)	1917	[empty]
Neville Chamberlain Speech	Neville Chamberlain	1938	[empty]
Soldier letter to parents	Ensign Kiyoshi Ogawa	1945	[empty]
Count 2: War Crimes	Military Tribunals	1946	[empty]
Trials of War Criminals before the Nuremberg	Military Tribunals	1946	[empty]
Charter of the International Military Tribunal	[empty]	1945	[empty]
Declaration of Israel's Independence	[empty]	1948	[empty]
Report on an Investigation of the Peasant Movement in Hunan	Mao Zedong	1927	[empty]
Declaration of Independence of the Democratic Republic of Vietnam	Ho Chi Minh	1945	[empty]

Multimedia

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Collaboration Corner	Edgenuity Inc	[empty]	[empty]	[empty]	[empty]	Teacher-Led Online Discussion Forum
Edgenuity Student Support for Text-based Assignments: Literacy Scaffolds and Supports	Edgenuity Inc	[empty]	[empty]	[empty]	[empty]	Online Interactive Resource
Edgenuity eWriter Tool	Edgenuity Inc	[empty]	[empty]	[empty]	[empty]	Online Interactive Resource
Edgenuity eNotes	Edgenuity Inc	[empty]	[empty]	[empty]	[empty]	Online Interactive Resource

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Edgenuity Instructional Videos	Edgenuity Inc	[empty]	[empty]	[empty]	[empty]	Online Interactive Resource
Edgenuity Course Map	Edgenuity Inc	[empty]	[empty]	[empty]	[empty]	Online Interactive Resource
Pearl Harbor Propaganda Video	US Government	[empty]	[empty]	[empty]	[empty]	Video
Video about the capture of Jerusalem during the Six-Day War	[empty]	[empty]	[empty]	[empty]	[empty]	Video

Other

Title	Authors	Date	Course material type	Website
Plato's Republic	Plato	428-347	Philosophy Excerpts	[empty]
Politics	Aristotle	384-322	Philosophy Excerpts	[empty]
Leviathan	Thomas Hobbes	1651	Political philosophy	[empty]
Two Treatises of Government	John Locke	1689	Political philosophy	[empty]
The Communist Manifesto	Karl Marx and Friedrich Engles	1848	Political Pamphlet	[empty]
The White Man's Burden	[empty]	[empty]	Political Cartoon	[empty]
Side by Side Britannia	[empty]	1918	Propaganda Poster	[empty]

Title	Authors	Date	Course material type	Website
American Liberty	[empty]	1917	Propaganda Poster	[empty]
L'Italia all'estero	[empty]	[empty]	Political Cartoon	[empty]
The Youth Who Are Hitler's Strength	Dr. Alice Hamilton	1933	Informational Text	[empty]
"Long live the victory of the Korean People's Army and the Chinese People's Volunteer Army!"	[empty]	[empty]	Propaganda Poster	[empty]
The Bad War: An Oral History of the Vietnam War	Kim Willenson	1968	Collection of Interviews	[empty]
Stopping a Global Killer	Michael Finkel	1565	Informational Text	[empty]
The Harvesters	Pieter Bruegel the Elder	1565	Painting	[empty]
Canon of Montrichard	Johann Melchior Wyrsh	1778	Painting	[empty]
Daniel Boone Escorting Settlers through the Cumberland Gap	George Caleb Bingham	1851	Painting	[empty]
The Condition of the Working Class in England	Friedrich Engels	1844	Study	[empty]
An Iron Curtain	Winston Churchill	1946	Speech	[empty]

Additional Information

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