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# World History, Culture, and Geography

Edgenuity, Inc

Submitted: Apr 11, 2018

Decision: May 29, 2018

## Submission Feedback

**APPROVED**

## Basic Course Information

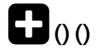
<b>Title:</b>	World History, Culture, and Geography
<b>Transcript abbreviations:</b>	World History, Culture, and Geography (Edgenuity) / SS3310
<b>Length of course:</b>	Full Year
<b>Subject area:</b>	History / Social Science (A) / World History / Cultures / Historical Geography
<b>UC honors designation?</b>	No
<b>Prerequisites:</b>	None
<b>Co-requisites:</b>	None
<b>Integrated (Academics / CTE)?</b>	No
<b>Grade levels:</b>	10th
<b>Course learning environment:</b>	Online

**Online course self assessment**

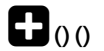
A. Content (13)



B. Instructional Design (11)



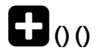
C. Student Assessment (7)



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 late eighteenth century to the present. This course begins with a review of early world history, including the rise of democratic ideas, through the Middle Ages. The course then guides students through an in-depth study of the major eras of modern world history, starting with the Renaissance and Reformation. It concludes with a look at issues in the contemporary world, including case studies of modern issues. The use of recurring themes, such as social history, democratic government, and the relationship between history and the arts, allows students to draw connections between the past and the present, among cultures, and among multiple perspectives. Throughout the course, students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events.

### Course content:

*The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current A-G course criteria and guidelines when completing your course submission form.*

#### Unresolved Problems of the Modern World: International Conflict

In this unit, students are introduced to various world organizations and the roles they play/played in society. They read secondary source passages to gain a better understanding of why the United Nations succeeded where the League of Nations failed. Students then take a look at terrorism/counterterrorism and

organizations associated with both while studying how it has changed over time. Next, students learn about ethnic and religious conflicts with an in-depth look at Sudan and South Sudan's struggles. A lesson on genocide follows and takes a further look at the Sudanese while students analyze the reliability of primary sources. The unit finishes with a project asking students to use what they have learned about historical conflicts to craft a set of guidelines that articulate when and how the United States should intervene in conflicts around the world.

The student's Course Map 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. Throughout the course students can 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):

**Assignment Summary:** In the lesson, "Genocide", students read a newspaper article about the genocide in Darfur. Students then interpret the passage as if they were historians and the critically analyze the strengths, weaknesses and credibility of the source. Students answer a series of questions to help guide them in this analysis. Finally, the students explain whether the UN report which they also read can be used to corroborate the article related to the genocide in Darfur.

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.

### Unresolved Problems of the Modern World: Social Concerns and Economic Concerns

Students begin this unit by exploring and explaining the purpose of the Universal Design of Human Rights. Students contrast the role of women in traditional societies with those in developed nations. Next, students analyze the impact of mass communication and medical technology on the global world as well as examine the increasing influence of renewable energy sources. Students then transition to examining modern environmental issues, such as the causes and effects of air pollution and the strategies used to control it. Students also analyze the efforts to control pollution on land and to conserve natural resources. As students finish exploring the environmental concerns, they then focus on population growth and globalization. Students identify causes and effects of global population growth. Students complete the unit by identifying the impact of globalization on the challenges faced by developed and developing nations.

#### Unit Assignment(s):

**Assignment Summary:** In the lesson, “Demographics and Population,” students analyze charts and graphs to identify global population trends, compare growth in India and China, evaluate US life expectancy, make generalizations about regional population issues, and identify possible connections between deforestation and population growth. Students then write a synthesis piece in which they predict the challenges that countries may face as population growth continues.

**Assignment Summary:** In the lesson, “Impact of Science and Technology,” students read a secondary source article on the Green Revolution. Students then use it along with a graph to define the term, trace increases in agricultural production, and explain the Revolution's benefits for developing nations as well as study its criticisms.

### Unresolved Problems of the Modern World: Analyzing a Variety of Sources

In this short unit, students analyze sources which are relevant to the units the students just completed. Students begin by evaluating the reasoning of an argument and distinguishing fact from opinion, as they read the speech “The Girl Who Silenced the World for Five Minutes.” Next, students read a fictional work, *Response to 9/11*, which shows the students how narration and tone reveal meaning within a text. As students read it they are required to cite examples of the author’s use of tone for impact and meaning. Finally, students read an article, “Pakistan’s Malala: Global Symbol, but Still Just a Kid”, which students use to identify an author’s viewpoint as well as recognize the impact of setting in a text.

#### Unit Assignment(s):

**Assignment Summary:** In the lesson, “Argumentation in “The Girl Who Silenced the World for Five Minutes”, students read and analyze the speech by Severn Cullis-Suzuki. Students respond to a series of analysis questions regarding the speech, and then the students are asked to write a short observation of the message behind the speech.

### Connecting with Past Learnings: Democratic Ideas in Ancient Greece and Rome

In this unit, students begin to see where today’s democratic ideas began. Students start the unit by analyzing how the principles of Judaism established the rule of law and look at the role of citizens and individuals as established by early Christian writings. Next, they examine the Roman republic and Athenian philosophers and the influence they had on new ideals. Students then evaluate the philosophical, scientific, historical, and artistic contributions of the ancient Greeks. The end of this unit dives into early Rome and Roman civilization, along with analyzing how the three branches of the Roman republic were models for future governments.

#### Unit Assignment(s):

**Assignment Summary:** In the lesson, “The Republic of Rome,” students read interviews as told by individuals present at the assassination of Julius Caesar. They will answer selected response items on the information in the source, assessing the reliability of the source as well as the reliability of Shakespeare’s “*Julius Caesar*.” Students then use a PBS website to review the accomplishments and events of Caesar’s rule before completing an interactive module on timelines. Students conclude the lesson by using a rubric and guide to create a timeline of Caesar’s rule based on what they have learned.

### Connecting with Past Learnings: Democratic Ideas in the Enlightenment

In this unit, students are taken through the Enlightenment and its profound impact on democratic ideas. Students start the unit by looking into the Restoration, the Glorious Revolution, the Petition of Right, and the Magna Carta. They analyze each of these important historical events and documents in order to gain a better understanding of the roots of current forms of government. Students study the English Civil War and learn how England's government became a constitutional monarchy. This unit ends with a closer look at the Enlightenment – how it started, influential philosophers and ideas, as well as its effect on the rights of women.

#### Unit Assignment(s):

**Assignment Summary:** In the lesson, “English Influences on Government”, students analyze the English Bill of Rights. Students read excerpts from the Bill of Rights and interpret the meaning. Then students begin to draft a claim in response to the prompt, “Which of the rights included in the English Bill of Rights has the most influence on our government?” After students draft their claim, they then brainstorm supporting details which substantiate their position. Finally, students bring all these details together and write an argumentative paragraph responding to the prompt.

#### Connecting with Past Learnings: Democratic Ideas in the Americas

In this unit, students identify how the Enlightenment was a contributing factor in the American Revolution and the influence it had on America as well as Latin America. The unit starts with analyzing the American Revolution and influential philosophers, including reading from Thomas Paine’s *Common Sense*. Next, students identify and explain the powers given by the Constitution, including the system of checks and balances. Then they go deeper into the Bill of Rights by analyzing the protections and freedoms for individuals. The unit ends with how the Enlightenment affected Latin American countries and their quest for independence and freedom, as well as the struggles that were created because of the revolutions.

#### Unit Assignment(s):

**Assignment Summary:** In the lesson, “The American Revolution,” students complete a close reading of selections from Paine’s *Common Sense*. Students then select responses to identify Paine’s purpose and main argument, explain specific details, and relate the reading to Enlightenment philosophy.

#### Connecting with Past Learnings: Democratic Ideas in the Napoleonic Era

In this unit, students analyze factors that led the people of France to overthrow their government and the revolutions that followed. In the first lesson, students identify what was going on in France to spur the revolt against the government. Students compare the Declaration of the Rights of Man with the Declaration of Independence. The next lesson goes into specific events of the French Revolution as well as analyzing primary sources about the Reign of Terror. Students then follow the rise and fall of Napoleon's empire and how he incorporated Enlightenment ideas into his reign. The unit concludes with a look at the Age of Revolutions and the Congress of Vienna and their effects across Europe.

### Unit Assignment(s):

**Assignment Summary:** In the lesson, "The French Revolution Begins," students analyze graphs, an opinion of the Third Estate, and a political cartoon on the French Revolution. Students answer questions on causes of the Revolution, the main ideas of the sources, and the specific depictions of the cartoon. Students then write a synthesizing piece in which they use the sources to explain the most significant cause of the French Revolution.

**Assignment Summary:** In the lesson, "Writing Workshop: Historical Turning Point", students are provided a step by step instruction for drafting and writing an informative essay on a turning point in history. Students develop a thesis in response to the prompt, "Identify a turning point in world history. Discuss the historical events surrounding this event and explain how the turning point changed the course of history." Students are then instructed on ways to organize a rough draft, and the steps needed to revise, edit, and rewrite a final draft.

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.

## The Industrial Revolution

In this unit, students examine the Industrial Revolution and how it spread across the globe. Students begin the unit by using charts, graphs, and maps to analyze ways the Industrial Revolution changed the world's economy. The next few lessons give students a chance to analyze primary source documents about Industrial Era working conditions as well as read an excerpt from Charles Dickens's *Hard Times*. Students identify the impact of innovations during this time period, both positive and negative effects, as well as explain how workers and unions fought to improve working conditions. Students are then introduced to how government leaders use a cost-benefit analysis process to make decisions with an example of passing a bill to eliminate child labor. In the next lesson, students analyze how capitalism emerged as a dominant economic theory during the Industrial Age. Students then examine reactions to the problems of industrial capitalism, including the socialist theories of Robert Owen and an excerpt from *The Communist Manifesto*. The unit ends with students writing an argumentative essay about economic systems.

### Unit Assignment(s):

**Assignment Summary:** In the lesson, “The Industrial Age,” students recall what they have learned from the lesson and answer questions which use charts, graphs, and maps, to analyze ways the Industrial Revolution changed the economy. After the students complete this analysis, they construct a short writing with supporting information from the charts and graphs which answers the prompt, “How did industrialization impact the nineteenth-century world economy?”

**Assignment Summary:** In the lesson, “New Economic Theories”, students practice reading primary source documents about capitalism and socialism, written by Friedrich Engels and Adam Smith. As students analyze these documents they are asked a series of questions to determine their comprehension. Finally, students respond to two short writing prompts which further examine Engel’s writing and whether there is evidence to support his claims.

## The Rise of Imperialism and Colonialism: US Imperialism

Students begin this lesson by identifying the contributions of Commodore Matthew Perry, and how he influenced US foreign policy. Students then explain the factors behind the US acquisition of Alaska and Hawaii. Students also analyze the causes and effects of the Open Door policy in China. Next, students narrow their study of Imperialism as they study the Spanish-American War. Students list and describe two factors which led to the US decision to declare war on Spain. As students study this period further they are able to explain how the Spanish-American War increased American influence around the world. Finally, students complete the unit by describing the events surrounding the construction of the Panama Canal and the challenges faced during construction. Students also compare three presidents’ approach to foreign involvement.

### Unit Assignment(s):

**Assignment Summary:** In the lesson, “Expanding Borders”, students apply what they have learned about the controversial annexation of Hawaii, and are asked to write a short persuasive speech expressing their point of view. The students are guided on the steps to organizing an effective persuasive speech. Students choose a view point regarding the annexation of Hawaii, and then defend their viewpoint using evidence based on the theme they have chosen. Finally, the students draft their conclusion and review that they have properly written a persuasive speech.

## The Rise of Imperialism and Colonialism: A Case Study of India



In this unit, students are introduced to two major religions – Hinduism and Buddhism. Students delve into the major events surrounding the development of these religions as well as match similarities and differences between Buddhism and Hinduism. Next, students explain how British Imperialism affected India, including the Mughal Empire and the creation of the British Raj. Students also write an editorial about British rule in India. The last lesson in the unit details how India won independence and was eventually partitioned. Students are asked to identify the challenges India faced following this independence and the importance of Mohandas Gandhi.

#### Unit Assignment(s):

**Assignment Summary:** In the lesson, “India under British Rule,” students read excerpts of *White Man’s Burden* and an 1871 Indian speech on British rule to select and write responses on the perspectives presented in both. Students also write an editorial to a newspaper and argue for or against British rule of India. They respond to the ideas presented by Kipling and Naoroji. As part of this editorial, students are asked to describe daily challenges.

### The Rise of Imperialism and Colonialism: Global Imperialism

In this unit, students cover how imperialism gained popularity in various regions of the world. In the first lesson, students analyze new imperialism and the reasons it spread across Europe. The next lesson deals with the spread of imperialism into Muslim lands as well as the Crimean War while having students analyze political cartoons. Students then evaluate how imperialism contributed to the decline of dynastic rule in China and examine the Boxer Rebellion and Opium Wars. Next, students explain how Japan was able to win the Sino-Japanese and Russo-Japanese Wars and analyze primary and secondary sources about Japanese imperialism. Students then examine how European powers took control of regions in Africa. They read about King Leopold II’s rule of the Congo and write a summary based on these readings. The last lesson deals with American imperialism and how other regions and cultures reacted by analyzing political cartoons about American imperialism.

#### Unit Assignment(s):

**Assignment Summary:** In the lesson, “The New Imperialism,” students closely read Kipling’s *White Man’s Burden* to assess the author’s attitudes. Students then answer questions about the poem to identify examples of ethnocentrism and reasons for imperialism. Students then evaluate the differing perspectives in an 1899 poem entitled *The Black Man’s Burden*, which was written as a response to Kipling.

**Assignment Summary:** In the lesson, “Writing Workshop: Geography, Industrialization, and Imperialism”, students learn how to research and use relevant documents to draft and finalize an informative essay. Students begin by developing a hypothesis in response the prompt, “For this assignment, compare and

contrast the effects of geography on the industrialization and imperialistic growth of these two nations. Use evidence from at least five documents in your essay. Support your response with relevant facts, examples, and details.” Students then draft their document-based informative essay, being sure to revise and edit before submitting a final draft.

### World War I and Its Consequences: Fighting World War I

In this unit, students analyze events surrounding World War I, from beginning to end. Students begin the first lesson by explaining the factors that contributed to tensions among European powers and the causes of World War I. Students describe the events that finally led to the declaration of war. Next, students describe the effects of new technology on warfare and they explain how trench warfare created a stalemate. Students then explain why Russia exited the war, as well as the reasons why the United States entered the war. Students also analyze the provisions of the Treaty of Versailles. The students conclude the unit by completing two lessons which reflect on World War I. In the first lesson, students analyze the structure of a text and how the author uses key terms to influence the audience. In the second lesson, students specifically focus on Hemingway's *A Farewell to Arms*, examining his style and diction when writing about the war.

#### Unit Assignment(s):

**Assignment Summary:** In the lesson, “A New Kind of War”, students complete two assignments related to what they have learned. In the first assignment, students analyze primary sources about trench warfare. Students then use the information to help them write a journal entry about what it was like to fight in the trenches in World War I. In the second assignment students examine World War I propaganda posters, and then, using a guide, create their own propaganda poster to motivate the public to take action in support of the war effort.

### World War I and Its Consequences: The Interwar Years

In this unit, students advance their studies of the period between the World Wars, with an emphasis on Russia and Communism. The unit begins with a lesson on the Russian Revolution and why Communists were able to take over in 1917. The following lesson covers revolution and Communism in China. Students analyze propaganda and are asked to explain how propaganda helped the Chinese Communists gain and keep power. In the next lesson students take a global look at the Great Depression and its effects around the world. The last lesson in the unit describes what was happening culturally and socially at the beginning of the 1900s. Students analyze important scientific advancements as well as influential artists.

### Unit Assignment(s):

**Assignment Summary:** In the lesson, “Communism in China,” students complete an interactive module on analysis of propaganda before independently analyzing a painting of Mao. Students read quotes from Mao, selecting responses to relate main ideas and to identify Communist recruitment methods. Students also compare elements of propaganda in the painting to a provided song excerpt before writing a piece explaining how propaganda helped the Chinese Communists gain and keep power.

## Totalitarianism in the Modern World

In this unit, students continue to look at the interwar period with an emphasis on the rise of totalitarian governments as well as fascism and Nazi Germany. In the first lesson students describe characteristics of totalitarian governments and analyze why some countries accept this form of government. The next lesson focuses on fascism and military rule and students examine how the rise of authoritarianism affected Japan, Italy, and Spain. Students read Mussolini's speech about the invasion of Ethiopia then they identify the main ideas and are asked to summarize his radio address. In the next lesson, students trace the beginnings of the Nazi Party and Adolf Hitler. Students also look at the economic issues facing the Weimar Republic at the time. In the last lesson, students write an informative essay about how the Nazi government displayed characteristics of totalitarianism. Students will use primary and/or secondary source documents to support their essay along with relevant facts, examples, and details.

### Unit Assignment(s):

**Assignment Summary:** In the lesson, “Stalin and the Soviet Union”, students read an excerpt from *The Gulag Archipelago* by Aleksandr Solzhenitsyn. Students are asked questions which break down the excerpt into comprehensible pieces. To complete the assignment, students respond to a prompt asking how life changed in the Soviet Union based on the reading they just finished.

## World War II: Its Causes and Consequences: Fighting World War II

In this unit, students pick up where they left off from the previous unit with a closer look into Germany's aggression and the events that started World War II. In the first lesson students examine Germany's expansion, along with its aggression. Students identify why democratic nations pursued a policy of appeasement in the 1930s. Next, students describe the events surrounding Hitler's invasion of Russia and how Germany's aggression eventually led to WWII. Students also use map skills to identify major WWII-era nations on a map of Europe. In the following lesson, students describe the events that led to the entry of the United States into WWII. Students analyze US-produced WWII propaganda, including a video about the Pearl Harbor attack, to write an assessment of propaganda methods and messages. In the next lesson, students identify the

discrimination Jews faced in Nazi Germany and its eventual lead into the Holocaust. Students read two firsthand accounts written by people who were personally affected by German social attitudes as children. The unit ends with students describing how the Allies achieved victory in the Pacific and the strategies used for winning the war in Europe.

#### Unit Assignment(s):

**Assignment Summary:** In the lesson, “Victory for the Allies,” students use charts and a text excerpt to assess and compare US and Japanese casualties in the Pacific. Students then summarize President Truman's thoughts on the atomic bomb before reading, evaluating, and writing a piece which uses provided evidence to support or contradict an admiral's statement opposing the use of the bomb.

### World War II: Its Causes and Consequences: Perspectives on the Holocaust

In this short unit, students are examine several perspectives on the Holocaust, as they read pertinent excerpts from literature about the genocide. Students begin by identifying the anti-Semitism that led to the Holocaust. Students then describe the discrimination faced by Jews in Nazi Germany, as well as Hitler's plan to commit genocide. Next students compare and contrast two texts related to the Holocaust, and they use these texts to determine an author's point of view. Students conclude the unit by investigating the historical context of *The Diary of Anne Frank*. Students analyze dialogue and stage directions as they read this piece, which demonstrates cross curricular education.

#### Unit Assignment(s):

**Assignment Summary:** In the lesson, “The Holocaust”, students read two firsthand accounts written by people who were personally affected by German social attitudes as children. Students then answer questions which further analyze the two excerpts, helping the students better understand how the Third Reich made anti-Semitism part of its official government policy. To complete the assignment, the students analyze the text further as they begin to understand what the author's purpose of the text was, and the students write a paragraph explaining what they have found from this analysis.

### World War II: Its Causes and Consequences: The Cold War

In this unit, students identify what led to the Cold War and its global effects. Students begin this unit by studying the divisions in Europe created by WWII and analyzing the ideological differences between the United States and the USSR that eventually led to the beginning of the Cold War. In the next lesson, students examine the effects of the Cold War in Cuba, Korea, and Vietnam. Students also explain why there was a race for arms and space between the United States and the Soviet Union. Students in the following lesson are asked to examine the revolutions in Eastern Europe in the 1950s and 1960s along with the effects of Lenin's death. Students are asked to describe the successes and failures of Khrushchev's social, political, and economic reforms as well as read from Khrushchev's secret speech to identify his purpose. In the last lesson of the unit, students analyze primary and secondary sources about the Cold War around the world as well as explain the effects of the Cold War in other continents.

#### Unit Assignment(s):

**Assignment Summary:** In the lesson, "Origins of the Cold War," students read secret diplomatic telegraphs that were sent by the United States and the Soviet Union during the Cold War. Students analyze the points of view from both sides and compare and contrast the telegraphs. Next, based on the telegrams and what they learned in the lesson, students write one to three pages about the events that led to the beginning of the Cold War between the United States and the Soviet Union.

### World War II: Its Causes and Consequences - The Cold War Ends

In this unit, students examine the end of the Cold War and significant events that followed in Russia and Europe. In the first lesson, students analyze the collapse of the Soviet Union and the improved relations between the US and Russia. Next, students explore Eastern Europe's shift away from communist form of government. Students also examine the reunification of Germany and the breakup of Yugoslavia. In the last lesson, students continue to analyze the Soviet Union's collapse by explaining its influence in Europe. Students also examine the start of the European Union and how nations increased their cooperation after the end of the Cold War.

#### Unit Assignment(s):

**Assignment Summary:** In the lesson, "End of the Cold War," students define perestroika, glasnost, and détente before completing a module on writing an informative letter. Students are to assume the role of Gorbachev writing to Reagan on perestroika and glasnost. Students self-assess their one to three page informative letter to ensure it contains an appropriate introductory paragraph, body paragraph, and concluding paragraph.

## Nationalism in the Contemporary World: Asia and the Americas

In this unit, students begin their studies of the modern world with a look at Asia and the Americas. In the first lesson, students analyze the effects of China's Cultural Revolution and identify ways in which Mao Zedong attempted to modernize China. Next, students explain the successes and challenges faced by nations that gained independence in Southeast Asia. Students also analyze primary and secondary sources about decolonization in Southeast Asia. In the following lesson, students examine events in South America, including the end of military rule in Argentina and Chile and Brazil's transitions toward democracy. In the next lesson, students read about the revolution in Cuba as well as explain the causes and effects of the Mexican Revolution. In the last lesson of the unit, students take an in-depth look at democratic reform in Mexico and identify challenges facing Mexico in the twenty-first century.

### Unit Assignment(s):

**Assignment Summary:** In the lesson, "Challenges of Independence in Asia", students analyze primary and secondary resources regarding the decolonization in Southeast Asia. Students also examine charts and graphs for additional data. Finally students respond to a prompt which asks, "Why did many former colonies often experience difficulties when they achieved independence?" In the students' response they are expected to include information from the lesson and the documents to support their claims.

**Assignment Summary:** In the lesson, "Latin American Reform", students examine and contrast two different points of view regarding the Cuban Revolution. Students begin by using documents to analyze Fidel Castro's point of view, and then students use documents to analyze President Kennedy's perspective. At the end of the assignment, students are asked to write a short comparison of the two differing viewpoints, being sure to include evidence in their writing.

## Nationalism in the Contemporary World: Africa and The Middle East

In this unit, students continue their study of the modern world with a look at the Africa and Middle East region. In the first lesson, students explore and identify the motives of African colonies' fight for independence. Students identify how racial conflict was a result of colonial rule, and how democracy evolved in South Africa. Students then move toward studying the Middle East as they analyze the factors that led to increased turmoil between Jews and Arabs along with their various conflicts and identify reasons for Palestinian independence. Students also analyze primary and secondary sources about the Six-Day War. Next, students explore nationalism in the Middle East and explain the effects of the growth of Arab nationalism. Students explore the Iranian Revolution and the events of the Arab Spring. In the last lesson, students examine the causes and effects surrounding the Gulf War. Students discover the events surrounding the formation of Al-Qaeda and its attack on the United States, as well as the US's response to the events of 9/11.

### Unit Assignment(s):

**Assignment Summary:** In the lesson, “South Africa and Apartheid”, students learn about South Africa’s system of apartheid and the opposition that arose to that system. Students then examine and analyze primary sources related to apartheid in South Africa. Finally students write a short paragraph regarding the issue of race and how it shaped South Africa’s recent history.

**Assignment Summary:** In the lesson, “Israel,” students read a primary source passage from Israeli Prime Minister Abba Eban to identify its purpose, define terms, and analyze historical references in an argument. Students then view a video clip on the Six-Day War to identify the importance of Jerusalem and to assess the reliability of the source. Students conclude by writing an explanation of the regional impact of the creation of Israel.

## Course Materials

### Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
Hard Times	Charles Dickens	Bradbury and Evans	1854	[ empty ]	No
King Leopold’s Ghost	Adam Hochschild	Mariner Books	1998	[ empty ]	No
The Gulag Archipelago	Aleksandr Solzhenitsyn	Éditions du Seuil	1973	[ empty ]	No
The White Man’s Burden	Rudyard Kipling	McClure's Magazine	1899	[ empty ]	Yes
Farewell to Arms	Ernest Hemingway	Scribner	1929	[ empty ]	No

### Primary Documents

Title	Authors	Date	URL
Mill Children in Macon	Lewis Hine	1909	[ empty ]
Buddha	[ empty ]	[ empty ]	[ empty ]
Seated Chinese Buddha Statue	Howie Le	2008	[ empty ]
Large Korean Seated Buddha	Craig Nagy	2005	[ empty ]
Meditating Buddha Statue	Michael Hoefner	2008	[ empty ]

Title	Authors	Date	URL
Large Statue of Shiva	Kalyan Kanuri	2006	[ empty ]
Inflation, Tapezieren mit Geldscheinen	Georg Pahl	1923	[ empty ]
Still life, pitcher and fruit	Paul Cezanne	1894	[ empty ]
The Virgin and Child (The Madonna of the Book)	Sandro Botticelli	1480	[ empty ]
Violin and Candlestick	Georges Barque	1910	[ empty ]
Sposalizio (The Engagement of the Virgin Mary)	Raphael	1504	[ empty ]
The Elephant Celebes	Max Ernst	1921	[ empty ]
The Victorian Chair	Childe Hassam	1906	[ empty ]
The Charter of Fundamental Rights of the European Union	[ empty ]	2000	[ empty ]
Mothers of the Plaza de Mayo	[ empty ]	2005	[ empty ]
Mural in Cape Town celebrating the 1994 South African elections	Carwil James	2005	[ empty ]
The Red Flag Round the Serf, Halberd in Hand	[ empty ]	[ empty ]	[ empty ]
Common Sense	Thomas Paine	1776	[ empty ]
A Village Assembly in Voronezh	[ empty ]	1917	[ empty ]

### Multimedia

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Edgenuity Course Map	Edgenuity Inc.	[ empty ]	[ empty ]	[ empty ]	[ empty ]	Online Interactive Resource
Edgenuity Instructional Videos	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 eWriter Tool	Edgenuity Inc.	[ empty ]	[ empty ]	[ empty ]	[ empty ]	Online Interactive Resource
Edgenuity Student Support for Text-based Assignments: Literacy Scaffolds and Supports	Edgenuity Inc.	[ empty ]	[ empty ]	[ empty ]	[ empty ]	Online Interactive Resource
Title: Collaboration Corner	Edgenuity Inc.	[ empty ]	[ empty ]	[ empty ]	[ empty ]	Teacher-Led Online Discussion Forum
Army in Action –Episode III – Flames on the Horizon	Department of Defense video	[ empty ]	[ empty ]	[ empty ]	[ empty ]	Video

### Other

Title	Authors	Date	Course material type	Website
The Changing Faces of Terrorism	Professor Adam Roberts	2002	Informational text	[ empty ]
South Sudan Overview	BBC Monitoring	2015	Informational text	[ empty ]
Genocide in Darfur – How the Horror Began	Eric Reeves	2005	Informational text	[ empty ]
Political Meeting of the Future	Cristian Topan	2011	Political cartoon	[ empty ]
Equal Opportunity	Rodrigo de Matos	2014	Political cartoon	[ empty ]
Equal Education?	Bernard Bouton	2012	Political cartoon	[ empty ]
The Green Revolution	Edgenuity Inc.	[ empty ]	Informational text	[ empty ]

Title	Authors	Date	Course material type	Website
The Influence of Classical Greece and Rome on the Hunger Games	Edgenuity Inc.	[ empty ]	Informational text	[ empty ]
Selections from the Invitation to the Prince of Orange	Noel S. McFerran	2003	Informational text	[ empty ]
Simón Bolívar, Liberator and Dictator	Edgenuity Inc.	[ empty ]	Informational text	[ empty ]
Carl Shurz: A Look Back at 1848	Edgenuity Inc.	[ empty ]	Informational text	[ empty ]
The Boxer Rebellion	Edgenuity Inc.	[ empty ]	Informational text	[ empty ]
The Red Scarf Girl: A Memoir of the Cultural Revolution	Ji-li Jiang	1998	Memoir	[ empty ]
Out of Nowhere?	Professor Lawrence Freedman	2002	Informational text	[ empty ]
Jomo Kenyatta: The Kenya Africa Union is Not the Mau Mau	Jomo Kenyatta	1952	Speech	[ empty ]
Cease Fire	Universal Studios	1967	Video	[ empty ]
Third Estate Crushed by Nobility and Clergy	[ empty ]	[ empty ]	Political cartoon	[ empty ]
The Assassination of Julius Caesar, March 15, 44 BCE, from The Mammoth Book of Eyewitness Ancient Rome	Jon E. Lewis	2003	Informational text	[ empty ]
The Girl Who Silenced the World for Five Minutes	Severn Cullis-Suzuki	1992	Speech	[ empty ]
A Response to 9/11	Jonathan Safran Foer	[ empty ]	Informational text	[ empty ]

Title	Authors	Date	Course material type	Website
Pakistan's Malala: Global Symbol, but Still Just a Kid	Ashley Fantz	2012	Informational text	[ empty ]
Pericles's Funeral Oration	Pericles	431 BC	Speech	[ empty ]

## Additional Information

Lynette McVay  
Program Director/Coordinator  
lynette.mcvay@edgenuity.com  
7708203767 ext.

**Course Author:**

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