

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

LAW AND PUBLIC SERVICE LEARNING CENTER

HONORS COMPARATIVE CIVILIZATION

COURSE PHILOSOPHY

This course in the Center of Law and Public Service will trace the development of government throughout history, beginning with the earliest civilization that developed in Mesopotamia and extending to the current global community in which we live today. This course will identify the influences upon the development of government, specifically the affect of geography, the economy and various social institutions.

COURSE DESCRIPTION

Grade Level: 9

Department: Law and Public Service
Learning

Course Title: Honors Comparative
Civilization

Credits: 5

Course Code: 220250

BOARD OF EDUCATION ADOPTION DATE: AUGUST 31, 2009

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Course Philosophy

This course in the Center of Law and Public Service will trace the development of government throughout history, beginning with the earliest civilization that developed in Mesopotamia and extending to the current global community in which we live today. This course will identify the influences upon the development of government, specifically the affect of geography, the economy and various social institutions. To successfully identify the correlation between these factors and the development of political systems, students will examine several themes: a) the impact of interaction among major societies (trade, systems of international exchange, war and diplomacy); b) the relationship of change and continuity across the world history periods covered in this course; and, c) changes in functions and structures of states and in attitudes towards states and in attitudes towards states and political identities (political culture), including the emergence of the nation-state (types of political organization). These themes serve as unifying threads that enable students to identify important contributions made by individual civilizations and place what is particular about each period or society into a larger framework.

Course Description

Honors Comparative Civilizations introduces students to the political, social, and economic institutions that have shaped civilizations over the course of history. This course identifies the fundamental practices that have transcended time and place, practices that have helped shape the most successful civilizations in history and have been passed along to others to adopt and modify according to their own needs. This course will begin with an examination of the earliest civilizations in Mesopotamia, Egypt, China, and India, and identify how geography played an integral role in shaping specific practices. Students will examine how cultural diffusion resulted from trade networks, and identify how an exchange of ideas led to the growth of empires. Students will identify the practices shared by the most prosperous and long-lasting civilizations in Europe and Asia, seeking to know how and why these characteristics led to success. This course will also examine how Europeans created a western world hegemony in the 15th and 16th centuries as a result of exploration and colonization. By examining how Europeans attempted to impose their political, social, and economic views on others, students will have the ability to assess ways this was not only helpful, but hurtful too. Revolutions throughout the world erupted during the 19th and 20th centuries, helping to weed out flawed practices that hindered or limited progress. This course, as part of the Law and Public Service Learning Program, will focus specifically on how different political ideologies emerged during the 20th century and evaluate in what ways we are dealing with the implications of those ideologies in the 21st century.

**Freehold Regional High School District
Curriculum Map**

Honors Comparative Civilizations

Relevant Standards 1	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1 A1-8 6.3 A1, B1 6.6 A2-5, B1-3, C1, D1-5, E1-3	Early civilizations helped to shape modern society.	Under what conditions did civilization first develop? What are the characteristics of civilization? What is religion? What is philosophy? How do people's lives change as a result of being part of a civilization? What were the first major civilizations and when did they develop?	Pretest KWL Student Survey Oral Questions/ Discussion	Journals Quizzes Chapter Test Written Assignments	Portfolios Projects Mid Terms Final Exam
6.3 A1, B1 6.6 A2-5, B1-3, C1, D1-5, E1-3	Geography defined the development of early civilizations around the world.	How did geography influence the development of early civilizations? How did people adapt to the environment in history? Today? How did people alter their environment to their way of life in history? Today?	Anticipatory Set Questions	Oral Presentations Observations Participatory Rubrics Role Play Research Assignments Interviews	
6.1 A1-8 6.3 B1, C1 6.6 A2-5, B1-3	Cultural diffusion occurred as a result of trade networks throughout the world.	What is cultural diffusion? How are trade networks the cause of cultural diffusion? Why is cultural diffusion so significant to the political, economic, social and cultural developments? How is trade important to cultural diffusion today? How are different points of view about cultural change evident in various societies? How are they similar?			
6.1 A1-8 6.3 C1 6.4 D1-5 6.5 D1, 2, 5 6.6 A2-5, B1-3; C1, 3, 5	European exploration and expansion shaped the global world.	What were motivations for exploration and expansion? What are some of the political advantages Europeans possessed, ultimately leading to their dominance in the world? What are some of the economic advantages Europeans possessed, ultimately leading to their dominance in the world? What are the implications of European dominance on non-European countries?	Pretest	Journals	Portfolios

Relevant Standards 1	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1 A1-8, 6.2 D1 6.3 D1-6	European advancements of the early modern era shaped ways of life today.	How did Renaissance ideals influence artistic and intellectual change? What were the long-term political effects of the Reformation? In what ways did the Scientific Revolution and Enlightenment challenge the political status quo in early modern Europe?	KWL Student Survey Oral Questions/ Discussion	Quizzes Chapter Test Written Assignments Oral Presentations Observations Participatory Rubrics Role Play Research Assignments Interviews	Projects Mid Terms Final Exam
6.1 A1-8 6.2 A1,3,4, B1,3,4,5, C3,4, D1, 5, E5, 11 6.3 D1-6, E1-7 6.4 D1-5, E1-4	National institutions evolve to address the needs of people.	What are the causes of change in society? How might change in society look from the perspective of the ruled? What was the importance of nationalism as a leading factor resulting in rebellions and revolutions?	Anticipatory Set Questions		
6.1 A1-8, E9, 12, 13 6.3 F1-2, G1-2, H1-4	Technological changes impacted the modern world.	How did the Industrial Revolution transform the face of Europe, America, and then the world, and why did it begin in Great Britain? How did the new wealth generated by the Industrial Revolution, along with increases in trade and colonialism, coincide with the new intellectual trends of the Enlightenment to cause a questioning of tradition, which in some cases resulted in revolution? How did the Industrial Revolution and accompanying changes influence politics and economics both at home and abroad?			
6.1 A1-8, 6.2 E1-15 6.3 F1-2, G1-2, H1-4 6.6 A1-5, B1-3, D2, 4, 5	Cultures of the world converge.	How are nationalism and self-determination related to cultural convergence and cultural divergence? Why does cultural convergence matter? What are the limits of cultural convergence? How do societies change as a result of cultural convergence? How do technological advances of the 20 th century impact relations between different cultures?			
6.1 A1-8, 6.2 E1-15 6.3 F1-2, G1-2, H1-4 6.6 A1-5, B1-3, D2, 4, 5	Globalization forces interaction between nations.	How might globalization overcome forces of hatred, prejudice, and cultural bias? How might different regions / cultures of the world react to cultural convergence and forced globalization? What are the views of non-western cultures in evaluating the consequences of globalization?			

Freehold Regional High School District
Course Proficiencies and Pacing
Honors Comparative Civilizations

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: Foundations (8000BCE-600CE)	<p>Early civilizations helped to shape modern society. Geography defined the development of early civilizations around the world.</p> <p>1. Students will be able to identify and explain how geography defined the development of social, political and economic institutions of early civilizations around the world and how they continue to influence our modern society.</p>	5 weeks (September-October)
Unit #2: Growth of Empires (600CE-1450)	<p>Cultural diffusion occurred as a result of trade networks throughout the world.</p> <p>1. Students will be able to define cultural diffusion and explain how it occurred as a result of trade networks throughout the world. 2. Students will be able to identify how cultural diffusion impacted the social, political and economic growth of empires.</p>	7 weeks (October-December)
Unit #3: Exploration and Expansion (1450-1750)	<p>European exploration and expansion shaped the global world. European advancements of the early modern era shaped ways of life today.</p> <p>1. Students will be able to examine European exploration and expansion as it shaped the global world. 2. Students will be able to examine how European advancements of the early modern era shaped social, political, and economic ways of life today.</p>	7 weeks (December-February)
Unit #4: Revolution and Imperialism (1750-1914)	<p>National institutions evolve to address the needs of people. Technological changes impacted the modern world.</p> <p>1. Students will be able to examine how national institutions evolved to address the social, political and economic needs of the people. 2. Students will be able to identify how technological advances led to changes in social, political, and economic institutions.</p>	7 weeks (February-April)
Unit #5: Toward Globalization (1914-present)	<p>Technological changes impacted the modern world. Cultures of the world converge. Globalization forces interaction between nations.</p> <p>1. Students will be able to examine how technological changes impact social, political and economic institutions of the modern world as cultures of the world converge due to globalization forcing interaction between nations.</p>	7 weeks (April-June)

**Freehold Regional High School District
Honors Comparative Civilizations**

Unit #1: Foundations

Enduring Understandings: Early civilizations helped to shape modern society.

Geography defined the development of early civilizations around the world.

Essential Questions: Under what conditions did civilization first develop?

What are the characteristics of civilization?

What is religion? What is philosophy?

How do people's lives change as a result of being part of a civilization?

What were the first major civilizations and when did they develop?

How did geography influence the development of early civilizations?

Unit Goal: Students will be able to identify and explain how geography defined the development of social, political, and economic institutions of early civilizations around the world, and how they continue to influence our modern society.

Duration of Unit: 5 weeks

NJCCCS: 6.1 A1-8, 6.3 A1, B1, 6.6 A2-5, B1-3, C1, D1-5, E1-3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the elements of geography?</p> <p>How does geography shape social, political, and economic institutions of early civilizations?</p> <p>What are the characteristics of civilization?</p> <p>How did religion and philosophy play a major role in early civilizations?</p> <p>How was daily life affected by the formation of civilization?</p> <p>How were classes, based on socioeconomic status, formed as a result of civilization?</p> <p>What were the characteristics of civilization in Mesopotamia?</p> <p>What were the characteristics of civilization in Egypt?</p> <p>What were the characteristics of civilization in China?</p>	<p>Identify and explain the elements of geography.</p> <p>Compare and contrast how geography shaped social, political, and economic institutions of early civilizations.</p> <p>List and assess the characteristics of civilization.</p> <p>Research and identify how religions and philosophies influenced development in early civilizations.</p> <p>Chart the differences between different religions and philosophies; including Hinduism, Confucianism, Buddhism, Judaism, and Christianity.</p> <p>Analyze how daily life was affected by the formation of civilization.</p> <p>List the types of jobs that were created as a result of the formation of civilization.</p> <p>Discuss how division of labor in settled communities led to the creation of classes based on socioeconomic status.</p> <p>Compare and contrast the civilizations of Mesopotamia, Egypt, Indus River Valley, and China.</p>	<p>Current textbook and resource binders</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Community resources</p> <p>Supplemental readings</p> <p>http://www.biography.com</p> <p>Link to biographies on many important historical people of this era.</p> <p>http://www.isidore-of-seville.com/alexander</p> <p>Alexander the Great</p> <p>http://ancientegypt.co.uk/menu.html</p> <p>Ancient Egypt</p> <p>http://china.mrdonn.org/index.html</p> <p>Ancient China</p> <p>http://www.bbc.co.uk/schools/romans</p> <p>Romans</p>	<p>Lecture and class discussion</p> <p>Chapter analysis</p> <p>Compare and discuss student responses</p> <p>Research based projects</p> <p>Group presentation of analyses</p> <p>Create posters and/or power point presentations</p> <p>Essay assignments</p> <p>In a chart students can compare and contrast characteristics of Paleolithic and Neolithic cultures to arrive at an understanding of <i>civilization</i></p> <p>Using an outline map of the world, assign students to do brief research on a selected number of world locations for a specific era (e.g. rule of Alexander the Great). What was going on in each of these places?</p> <p>Divide the class into three groups. Assign each group to research and write a one-act play illustrating the teachings of Confucianism, Daoism, and Buddhism.</p> <p>Distribute primary documents corresponding with the topic being discussed in class (Hammurabi's Code of Law, Epic of Gilgamesh). Students will use these documents to help identify biases and to define their own perceptions of a particular era</p>	<p>Written tests and quizzes</p> <p>Essays</p> <p>Worksheets</p> <p>Project assessments</p> <p>Article summaries</p> <p>Notebook assessments</p> <p>Responses to discussion questions</p> <p>Journal assessments</p>

Suggestions on how to differentiate in this unit:

- **Research Paper Topic:** Students can be assigned research papers on the topic of women's roles in Sparta and Athens. Which city-state provided the most opportunities and freedom for women?
- **Place and Time:** Organize the class into groups of equal number students. One student in each group is charged with finding a descriptive passage of an ancient Near Eastern place. One might choose the Bible, Gilgamesh, or other primary sources to find the passage. Or, students may choose to use a more contemporary description. After securing the description, the student should read the passage aloud to the other members of the group. The other group members will attempt to draw the place and will compare their drawings at the end. Students will then discuss why it is so difficult to get accurate portrays of ancient places.
- **Touring the Empire:** Have students create a two-week tour of cities of the Roman Empire. Divide students into four teams and assign them each one of the four Roman Prefectures. The team then decides which cities of the old prefecture would be most interesting and informative to visit. When the teams have completed their work, the whole class has to decide how to work the tour into a two-week timeframe. The teams should then decide on a workable two-week tour, explaining why they want to visit each place.
- **Toga Party:** Assign each student a particular Roman of the Republic or Roman god or goddess. Their task is to research the person, and come to class dressed as that character. You might also want to ask students to decorate the room and bring in snacks- based on what the ancient Romans would have had. Students will come to the front of the room and introduce themselves as that character to the class, specifying some special or unique about the character.

**Freehold Regional High School District
Honors Comparative Civilizations**

Unit #2: Growth of Empires

Enduring Understanding: Cultural diffusion occurred as a result of trade networks throughout the world.

Essential Questions: What is cultural diffusion?

How are trade networks the cause of cultural diffusion?

Why is cultural diffusion so significant to the political, economic, social and cultural developments?

How is trade important to cultural diffusion today?

How are different points of view about cultural change evident in various societies? How are they similar?

Unit Goals: Students will be able to define cultural diffusion and explain how it occurred as a result of trade networks throughout the world.

Students will be able to identify how cultural diffusion impacted the social, political and economic growth of empires.

Duration of Unit: 5 weeks

NJCCCS: 6.1 A1-8, 6.3 B1, C1, 6.6 A2-5, B1-3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is cultural diffusion?</p> <p>Where was the Silk Road located and what was its significance to the building to empires?</p> <p>Where was the Trans-Saharan trade route located and what was its significance to the building to empires?</p> <p>What cities were centers of trade along the Indian Ocean trade route, and how were they influenced by increased economic activity?</p> <p>How did networks of trade encourage cultural diffusion?</p> <p>How did cultural diffusion impact the social, political, and economic growth of empires?</p> <p>How are different points of view about cultural change evident in various societies?</p>	<p>Define and give examples of cultural diffusion.</p> <p>Locate the Silk Road, Trans-Saharan trade route and Indian Ocean trade route.</p> <p>Compare and contrast items exchanged along the Silk Road, Trans-Saharan trade route and Indian Ocean trade route.</p> <p>How did trade along these various routes impact the growth of empires?</p> <p>Investigate how cultural diffusion occurred as a result of trade networks throughout the world.</p> <p>Analyze how cultural diffusion impacted the social, political, and economical growth of empires.</p> <p>Research and discuss different ways cultural diffusion impacts societies today.</p> <p>Evaluate and debate the right of one culture to impose its' ideas upon another.</p>	<p>Current textbook and resource binders</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Community resources</p> <p>Supplemental readings</p> <p>http://www.ukans.edu/kansas/medieval/108/lectures/feudalism.html</p> <p>Introduction to the rise of feudalism, in particular the rise of feudalism</p> <p>http://www.askasia.org/silk_roads/1000098/1000098.htm</p> <p>The Stanford SPICE program produced lesson plans on Marco Polo, the Silk Road, and international interactions in the 13th century</p> <p>http://www.insecta-inspecta.com/fleas/bdeath/bdeath.html</p> <p>These sites discuss the origins, path, and impact of the plague pandemic of the 14th century, with links and images</p> <p>http://www.kiku.com/electris_samurai/virtual_mongol/index.html</p> <p>This essay places Genghis Khan and the Mongols in a broader historical perspective</p> <p>http://nationalgeographic.com/genghis/trail.html</p> <p>This is a useful site with maps, timelines, and suggestions for evaluating Genghis Khan and comparing him with other conquerors and leaders</p>	<p>Lecture and class discussion</p> <p>Chapter analysis</p> <p>Compare and discuss student responses</p> <p>Research based projects</p> <p>Group presentation of analyses</p> <p>Create posters and/or power point presentations</p> <p>Essay assignments</p> <p>Study maps where various peoples carried on trade in caravans and by sea. Divide students into different groups and have each group research the resources produced in that particular location. Have each group report in class on their findings (PPT)</p> <p>Students will research and report findings on the following questions: What was the lasting importance of the Black Plague? Can the AIDS epidemic turn the 21st century into a period like the later Middle Ages</p> <p>Have students pretend to be knights, kings, priests, monks, nuns, peasants, etc. on the Crusades and compose letters to send to their families describing the people and places in the Holy Land</p>	<p>Written tests and quizzes</p> <p>Essays</p> <p>Worksheets</p> <p>Project assessments</p> <p>Article summaries</p> <p>Notebook assessments</p> <p>Responses to discussion questions</p> <p>Journal assessments</p>

Suggestions on how to differentiate in this unit:

- **Black Death:** What was the lasting importance of the Black Death? Has its significance been overrated? What other diseases have had a potential to change civilization? Can the AIDS epidemic turn the 21st century into a period like the later Middle Ages? Students will read and research the following resources to answer these questions: W.H. McNeill's *Plagues and Peoples* (1976), R.S. Gottfried's *The Black Death* (1983), Jared Diamond's *Guns, Germs, and Steel* (1999). Students can present their findings in a written research paper, class presentation, and/or class debate.
- **Magna Carta: Reactionary or Progressive?:** Have two student groups debate this topic. One team should research and support the idea that the Magna Carta was a reactionary document, designed to protect the traditional rights of the feudal nobility. The other team defends the idea that the Magna Carta was a progressive idea that brought greater liberties to all classes of society. Allow the teams to stage their debate in class.
- **Crusaders:** Divide the class into four teams. Each group is charged with researching one of the first four Crusades. Then each group will create a travel itinerary that includes pictures, maps, and captions describing what they witnessed en route from Europe to the Holy Land.
- **Role Playing:** Students role-play Western advisors to Russia, the Ottoman Empire, China, Tokugawa Japan, and/or Mughal India. Each group should have: two advisors from the West who research how a particular region interacted with Europe, or a specific area of Europe; a journalist who will report to the class about that interaction; and two local representatives who research the extent to which the change suggested by the Western advisors were welcomed or rejected.
- **Create a Chart:** Compare the impact of the Crusading movement with Viking exploration and Mongol expansion, looking specifically at disease, agriculture, technology, religion, and ideas about the "others". (A. Crosby, *Ecological Imperialism*).
- **Photo Essay:** Have students create a photo essay using 8-10 images from the textbook, internet, or other source on any topic in the unit (ie Silk Road). They write only captions so that the pictures must tell the stories. Allow them to create their own images to supplement.
- **Debate:** Find primary documents on the importance of Asian technology, crops, and intellectual ideas to the development of Europe. Allow students to debate these ideas in class.

**Freehold Regional High School District
Honors Comparative Civilizations**

Unit #3: Exploration and Expansion

Enduring Understandings: European exploration and expansion shaped the global world.

European advancements of the early modern era shaped ways of life today.

Essential Questions: What were motivations for exploration and expansion?

What are some of the political advantages Europeans possessed, ultimately leading to their dominance in the world?

What are some of the economic advantages Europeans possessed, ultimately leading to their dominance in the world?

What are the implications of European dominance on non-European countries?

How did Renaissance ideals influence artistic and intellectual change?

What were the long-term political effects of the Reformation?

In what ways did the Scientific Revolution and Enlightenment challenge the political status quo in early modern Europe?

Unit Goals: Students will be able to examine European exploration and expansion as it shaped the global world.

Students will be able to examine how European advancements of the early modern era shaped social, political, and economic ways of life today.

Duration of Unit: 5 weeks

NJCCCS: 6.1 A1-8, 6.3 C1, 6.4 D1-5, 6.5 D1, 2, 5, 6.6 A2-5, B1-3; C1, 3, 5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What political, social, and economic advantages did European countries have that led to their world dominance?</p> <p>How did European countries exert their dominance over non-European countries?</p> <p>How did Renaissance ideals influence art and intellectual changes?</p> <p>Who were the major contributors to the Renaissance?</p> <p>How does the Reformation affect long-term political institutions around the world?</p> <p>What major advancements are achieved in Europe as a result of the Scientific Revolution?</p> <p>What major advancements are achieved in Europe as a result of the Enlightenment?</p>	<p>Explain why glory, God, and gold were the main motivations for exploration.</p> <p>Examine and assess the political, social and economic advantages that European countries had that led to their world dominance.</p> <p>Analyze how European countries exerted their dominance over non-European countries.</p> <p>List and analyze the factors that led to the beginning of the Renaissance.</p> <p>Investigate how the Renaissance influenced changes in art.</p> <p>Investigate how the Renaissance influenced intellectual change.</p> <p>List the major contributors of the Renaissance and analyze their contributions.</p> <p>Analyze how the Reformation affected long-term political institutions around the world.</p> <p>List and analyze the major advancements that resulted from the Scientific Revolution.</p> <p>List and analyze the major advancements that resulted from the Enlightenment.</p>	<p>Current textbook and resource binders</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Community resources</p> <p>Supplemental readings</p>	<p>Lecture and class discussion</p> <p>Chapter analysis</p> <p>Compare and discuss student responses</p> <p>Research based projects</p> <p>Group presentation of analyses</p> <p>Create posters and/or power point presentations</p> <p>Essay assignments</p> <p>Students will write a journal entry comparing modern slave trade to the Atlantic slave trade after reading excerpts from the slave narrative by Olaudah Equiano and an article on the modern slave trade</p> <p>Students will create a photo essay using 6 to 10 images from the textbook, web, or another resource on the topic of the Renaissance. Students may only use captions, so the pictures must tell the story</p>	<p>Written tests and quizzes</p> <p>Essays</p> <p>Worksheets</p> <p>Project assessments</p> <p>Article summaries</p> <p>Notebook assessments</p> <p>Responses to discussion questions</p> <p>Journal assessments</p>

Suggestions on how to differentiate in this unit:

- **Using Primary Sources:** Read selections from Machiavelli and Luther and have students list the similarities and differences between *The Prince* and the *Ninety-Five Theses*. Discuss specific passages in class. Finally, have students write a short paper on how both Machiavelli and Luther represented the new order of the sixteenth century.
- **Map work:** Give students blank maps of the world in the fifteenth and sixteenth century. Have students label the major countries involved in the Age of Exploration and color code them. As a class, trace the voyages of da Gama, Magellan, de Soto, Cortes, Pizarro, Cartier, and Hudson. Continue color coding the explorers routes with the countries they sailed for. Label the areas of the map that they “discovered”.
- **Pop Culture:** Have students break into groups to conduct research on the popular culture of England, France, the Netherlands, Germany, Spain, and Italy in the seventeenth century. Have different groups focus on a specific area including 1) entertainments, 2) games and sports, 3) children’s games, 4) superstitions, 5) diseases and remedies, 6) food, and 7) clothing. Have groups present findings to the class. Be sure to have students include some kind of visual or perhaps demonstration.
- **Using Primary Sources:** Read selections from John Locke’s *Two Treatises on Government* and Thomas Hobbes’ *Leviathan*. Guide them in a discussion on the authors’ political views and how these views are reflected in the history of the seventeenth century. The students might follow up on a short comparative paper.

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Honors Comparative Civilizations**

Unit #4: Revolution and Imperialism

Enduring Understandings: National institutions evolve to address the needs of people.

Technological changes impacted the modern world.

Essential Questions: What are the causes of change in society?

How might change in society look from the perspective of the ruled?

What was the importance of nationalism as a leading factor resulting in rebellions and revolutions?

How did the Industrial Revolution transform the face of Europe, America, and then the world, and why did it begin in Great Britain?

How did the new wealth generated by the Industrial Revolution, along with increases in trade and colonialism, coincide with the new intellectual trends of the Enlightenment to cause a questioning of tradition, which in some cases resulted in revolution?

How did the Industrial Revolution and accompanying changes influence politics and economics both at home and abroad?

Unit Goals: Students will be able to examine how national institutions evolved to address the social, political and economic needs of the people.

Students will be able to identify how technological advances led to changes in social, political, and economic institutions.

Duration of Unit: 5 weeks

NJCCCS: 6.1 A1-8, 6.2 A1,3,4, B1,3,4,5, C3,4, D1, 5, E5, 11, 6.3 D1-6, E1-7, 6.4 D1-5, E1-4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>In what ways do technological advances lead to changes in social, political, and economic institutions in the revolutionary era?</p> <p>How do people from different socioeconomic levels view change in society.</p> <p>How does nationalism result in revolutions and rebellions?</p> <p>What major advancements occurred in the Industrial Revolution?</p> <p>What major impact does the Industrial Revolution play on the world?</p> <p>Why do traditional ideals conflict with changing ideals during the Industrial Revolution?</p> <p>How does the Industrial Revolution create change in society, politics and the economy?</p>	<p>Analyze how national institutions and governments evolved to address the social, political, and economic needs of the people.</p> <p>Investigate the ways in which technological advances lead to changes in social, political, and economic institutions in the revolutionary era.</p> <p>Debate from the viewpoints of people from different socioeconomic levels view change in society.</p> <p>Define nationalism.</p> <p>Analyze how nationalism resulted in revolutions and rebellions.</p> <p>List and compare the major advancements that occurred in the Industrial Revolution.</p> <p>Compare and contrast the major impact that the Industrial Revolution has on countries around the world.</p> <p>Compare and contrast traditional ideals with new ideals during the Industrial Revolution. Analyze why they conflict.</p> <p>Investigate how the Industrial Revolution created change in society, politics, and the economy.</p>	<p>Current textbook and resource binders</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Community resources</p> <p>Supplemental readings</p>	<p>Lecture and class discussion</p> <p>Chapter analysis</p> <p>Compare and discuss student responses</p> <p>Research based projects</p> <p>Group presentation of analyses</p> <p>Create posters and/or power point presentations</p> <p>Essay assignments</p> <p>Students choose on of the following empires to create a time capsule for: Aztec, Inca, England, France, Ming, Mogul, Ottoman, Qing, Russia, Songhay or Tokugawa. Select five items to represent that empire and be prepared to discuss the social, political and economic difference</p> <p>Students will use documents to analyze the change in women’s status comparatively. (example- England and Japan)</p>	<p>Written tests and quizzes</p> <p>Essays</p> <p>Worksheets</p> <p>Project assessments</p> <p>Article summaries</p> <p>Notebook assessments</p> <p>Responses to discussion questions</p> <p>Journal assessments</p>

Suggestions on how to differentiate in this unit:

- **Women under Absolutism:** Have students, working in groups or alone, research the status of women under absolutist regimes in the seventeenth century. How did women's roles compare with those of women from the Middle Ages and Renaissance periods? Students may also consider ways women's rights are still compromised today by certain political regimes, social standards, and economic practices. Students may consult *The Memoirs of Court of Louis XIV by the Duc de Saint Simon* (1964), R. Thompson, *Women in Stuart England and America* (1974), and Antonia Fraser, *The Weaker Vessel* (1985). Students may use findings to write research papers, present information in class, and/or conduct class discussion.
- **The Slave Trade:** What factors led to the Atlantic slave trade? What were Europeans towards Africans in the eighteenth century? Have students read and write on topic using the following resources: E. Williams, *Capitalism and Slavery* (1966); R. Pares, *Yankees and Creoles* (1956). After researching answers to these questions, students could present info in an essay, presentation to the class, class discussion, and /or diary written from perspective of either the European or African involved in the slave trade.
- **Create a Public Service Announcement** using PowerPoint or video advertising a need for revolution (for a specific region or nation).
- **Face book for Revolutionaries:** Students will create a face book profile for a specific revolutionary from the 17th and 18th centuries. Each face book site will include personal and professional information about specific revolutionary. From the perspective of a revolutionary, each students will conduct a conversation with other revolutionaries by posting wall-to-wall comments. This activity can be done online or on paper. This activity can also work with Renaissance Artists, Reformation Leaders, Early Explorers, and Enlightenment Thinkers.
- **Write a comparative essay** of the Song dynasty technological revolution in China and the industrial revolution in Britain.
- **Investigative Reporting:** Assign groups to research particular regions or countries that were affected by imperialism in the 19th and early 20th centuries. Students will act as investigative reporters to find answers to the following questions: How were these places affected as a result of imperialism ... then and now? Were these countries ultimately positively or negatively affected by the influence and/or occupation of an imperialistic nation? Based on their findings, each group will create a presentation. Students should use old photos, maps, recent news clips, and modern documents to create a comprehensive analysis of the affects of imperialism.

**Freehold Regional High School District
Honors Comparative Civilizations**

Unit #5: Toward Globalization

Enduring Understandings: Technological changes impacted the modern world.

Cultures of the world converge.

Globalization forces interaction between nations.

Essential Questions: How are nationalism and self-determination related to cultural convergence and cultural divergence?

Why does cultural convergence matter?

What are the limits of cultural convergence?

How do societies change as a result of cultural convergence?

How do technological advances of the 20th century impact relations between different cultures?

How might globalization overcome forces of hatred, prejudice, and cultural bias?

How might different regions / cultures of the world react to cultural convergence and forced globalization?

What are the views of non-western cultures in evaluating the consequences of globalization?

How did the Industrial Revolution transform the face of Europe, America, and then the world, and why did it begin in Great Britain?

Unit Goal: Students will be able to examine how technological changes impact social, political and economic institutions of the modern world as cultures of the world converge due to globalization forcing interaction between nations.

Duration of Unit: 5 weeks

NJCCCS: 6.1 A1-8, 6.2 E1-15, 6.3 F1-2, G1-2, H1-4, 6.6 A1-5, B1-3, D2, 4, 5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does technology impact the social, political, and economic institutions of the modern world?</p> <p>What forces are causing cultures of the modern world to converge faster than ever?</p> <p>How does globalization force interaction between nations?</p> <p>How do nations with conflicting cultures and ideals interact?</p> <p>What is self-determination?</p> <p>How does self-determination relate to cultural convergence and divergence?</p> <p>How is the world impacted by cultural convergence?</p> <p>What are the views of non-western cultures in evaluating the consequences of globalization?</p>	<p>Analyze the impact of technology on social, political, and economic institutions of the modern world.</p> <p>Research and assess the forces that cause cultures of the modern world to converge faster than ever.</p> <p>Discuss how globalization forces interaction between nations.</p> <p>Discuss ways in which nations with conflicting cultures and ideals can interact.</p> <p>Define self-determination.</p> <p>Analyze how self-determination relates to cultural convergence and divergence.</p> <p>Discuss how the world is impacted by cultural convergence.</p> <p>Discuss how globalization can both overcome and encourage forces of hatred, prejudice and cultural bias.</p> <p>Debate the views of non-western cultures in evaluating the consequences of globalization.</p>	<p>Current textbook and resource binders</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Community resources</p> <p>Supplemental readings</p>	<p>Lecture and class discussion</p> <p>Chapter analysis</p> <p>Compare and discuss student responses</p> <p>Research based projects</p> <p>Group presentation of analyses</p> <p>Create posters and/or power point presentations</p> <p>Essay assignments</p> <p>Complete an independent research project on modern globalization and the acceptance or resistance of its influences in one or more places.</p> <p>Debate at what point internal affairs (human rights, the environment, genocide) become international issues and transcend national boundaries.</p> <p>Analyze primary and secondary sources to determine what the difference is between Americanization and globalization.</p>	<p>Written tests and quizzes</p> <p>Essays</p> <p>Worksheets</p> <p>Project assessments</p> <p>Article summaries</p> <p>Notebook assessments</p> <p>Responses to discussion questions</p> <p>Journal assessments</p>

Suggestions on how to differentiate in this unit:

- **“-isms” Poster Project:** Have students get into groups of four to create a poster project on the new regimes of the twentieth century. Groups can include communism, socialism, Nazism, fascism, isolationism, totalitarianism and militarism. Students are to include a definition, leader involved in the –ism, country involved, and citizen’s roles within this –ism. Students will present these –isms to the class while the class fills in a chart.
- **Poetry:** Students will read poems about the Holocaust in small groups. They will differentiate the poems written by people during the Holocaust and after it as well as who was writing from inside a concentration camp compared to a bystander. Students will create lists of imagery and themes to share with the class.
- **Propaganda Posters:** Students will create a propaganda poster from a specific country during WWII. Their posters must include pictures and slogans decide to get the public involved in the war effort. Posters will be presented to the class.
- **Model United Nations:** Students will break into groups and will be assigned a country to represent in the UN. Students will be presented with three issues that we are currently facing in the world today that they must come up with formal resolutions to. Students will debate the resolutions and pass or deny them accordingly.
- **Map work:** Give students a blank map with the political boundaries in 1914. Have students label and color code the map based on military and political alliances. Give students another map with the political boundaries in 1938. Have students again label and color code the map based on military and political alliances. Compare and contrast the maps from the beginning of both wars followed by the end of the wars.