Course Description: This one-semester course will survey the major trends and patterns that influenced and shaped the European experience from World War One to the present. These include the political, economic, social and cultural factors that contributed to Europe’s uniqueness. The class will begin with a review of the age of Imperialism and the expansion of European control in various areas of the world. Students will next address the social, economic, and political impact of World War I, the between the wars years, and World War II. From there, students will examine the Cold War’s effects on Europe. The course will conclude with an analysis of issues currently facing European countries, including, but not limited to, the political, economic and social ramifications of European Unification (EU), Brexit, and the ongoing challenge of immigration.

Students will be tasked with analyzing information from a variety of sources (print/online/video), including primary and secondary sources, that reflect multiple perspectives. Students are expected to conduct a considerable amount of research and analysis into the politics, economy, art, music, and culture of the continent they are studying. In addition, care will be given to developing 21st Century and Web 2.0 literacy skills.

Written by David Howarth 2019

Length of Course:
16 Weeks of active teaching of new material

Course of Study
Unit #1: The Age of Imperialism-2.5 weeks
Unit #2: World War I-2 weeks
Unit #3: In Between the Wars-2 weeks
Unit #4: World War II-2 weeks
Unit #5: Cold War-3 weeks
Unit #6: Modern Europe and Current Day Issues-4.5 weeks
## Unit #1: The Age of Imperialism (2.5 Weeks)

**Standard 6.2 Global Studies**

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

### Big Ideas: Course Objectives / Content Statement(s)

- From the late 19th through the middle 20th century Europeans competed with one another for resources and international prestige. This competition was motivated in part by a sense of cultural superiority over other parts of the world. The competition created by the Age of Imperialism would lead Europe and the rest of the world into a century of uncertainty and conflict.

### Essential Questions

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>What will students understand about the big ideas?</td>
</tr>
</tbody>
</table>

- Why do people develop ethnocentric views?
- Why do nations attempt to expand their influence beyond the borders of their nations?
- What motivates nations to look to expand?
- What happens when new technology and growing nationalistic views meet?
- What happens when all sectors of society are mobilized for a war effort?

Students will understand that…

- Europeans were in need for new markets and access to raw materials after the Industrial Revolution.
- New found economic and industries might lead some Europeans to develop a sense of superiority over the rest of the world.
- The industrialized nations embarked on a competitive race for global resources and markets resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.
### Areas of Focus: Proficiencies (Progress Indicators)

**Students will:**

NJCCS: (Imperialism)

**Career-Ready Practices**

**CRP1**: Act as a responsible and contributing citizen and employee.

**CRP2**: Apply appropriate academic and technical skills.

**CRP3**: Attend to personal health and financial well-being.

**CRP4**: Communicate clearly and effectively and with reason.

**CRP5**: Consider the environmental, social and economic impacts of decisions.

**CRP6**: Demonstrate creativity and innovation.

**CRP7**: Employ valid and reliable research strategies.

**CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9**: Model integrity, ethical leadership and effective management.

**CRP10**: Plan education and career paths aligned to personal goals.

**CRP11**: Use technology to enhance productivity.

**CRP12**: Work productively in teams while using cultural global competence.

### Examples, Outcomes, Assessments

#### Instructional Focus:

- Analyze the motives and methods of European nations, Japan, and the United States to expand their imperialistic practices in Africa and Asia, and the impact on relations between these imperialist nations.

- Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.

- Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.

- Analyze the interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

- Assess the impact of imperialism on economic development in Africa and Asia.

- Assess the extent to which racism was both a cause and consequence of imperialism and analyze the impact of imperialism from multiple perspectives.

- Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

#### Sample Assessments/Projects/Post Assessment:

- Student led Jig-Saw on the impact/reaction of European imperialism in Asia

- Deliberations

- MPC tests

- Research Assignments

- Multimedia projects/ Media literacy assignments

- Role playing activities-Scramble for Africa

- Demonstration of understanding through art, poetry, song, etc.

  - Understanding European motives using primary sources
Berlin Conference Role-playing activity.
- Africa Today research and presentation
  - Students assigned various problems/issues facing Africa today and they will trace the problem back to European imperialization
- “Black Panther”-Students will do research on the Marvel movie “Black Panther” and how this movie is reflective of an Africa that was not imperialized. We will then view the movie and make connections to Imperialism in Africa.

Instructional Strategies:
Interdisciplinary Connections
- Interpretation of various primary and literary sources depicting such topics as Imperialism, Socialism, Communism, Nationalism etc.
- Stock Game: Student play a board game that teaches the most basic and fundamental concepts of the Stock Market and Free-market economics.
- Analysis of the art, literature, architecture in post-WWI Europe.

Technology Integration
- Viewing of real video footage of major events of the era.
- Research using online databases.
- Creation of multimedia- i.e. Blog/iMovie/PowerPoint Presentation demonstrating understanding of select topic.

Global Perspectives
- Looking at problems facing Africa today and linking it back to imperialism in Africa
- Trace the fall of Global Empires that had expanded during the age of Imperialism (this will continue throughout the length of the entire course)
### Unit #2: World War I (2 Weeks)

**Standard 6.2 Global Studies**

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Big Ideas: Course Objectives / Content Statement(s)**

- The end of the 19th century and the start of the 20th century was a time of chaos and bloodshed that was a result of the Age of Imperialism and competition between European Nations. The Age of Metternich and balance of power that was established after the Napoleonic wars was now an age of conflict and uncertainty.

<table>
<thead>
<tr>
<th>Essential Questions</th>
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</thead>
<tbody>
<tr>
<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>What will students understand about the big ideas?</td>
</tr>
<tr>
<td>❑ What happens when new technology and growing nationalistic views meet?</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>❑ What happens when all sectors of society are mobilized for a war effort?</td>
<td>❑ European build up in their military, alliances that they made, growing nationalism and imperialism created the foundation for World War I.</td>
</tr>
<tr>
<td>❑ Explain the immediate causes of World War I?</td>
<td>❑ Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I.</td>
</tr>
<tr>
<td>❑ Analyze the new technologies and their impact in World War I.</td>
<td>❑ World Wars I was a “total war” in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries.</td>
</tr>
<tr>
<td>❑ New technology has contributed to the creation of trench war and high death tolls.</td>
<td></td>
</tr>
</tbody>
</table>

**Areas of Focus: Proficiencies (Progress Indicators)**

**Examples, Outcomes, Assessments**

<table>
<thead>
<tr>
<th>Instructional Focus: Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Explain the causes of World War I</td>
</tr>
<tr>
<td>❑ Analyze the impact that technology had on the war effort</td>
</tr>
<tr>
<td>❑ Evaluate the effect of Total War</td>
</tr>
</tbody>
</table>

Students will:

**NJCCS: (World War I)**

Career-Ready Practices
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Sample Assessments/Projects/Post Assessment:
- Essays evaluating impact of WWI, reasons for rise of dictators etc.
- Free response assessments based on the essential questions for the unit.
- Research Assignments/projects
  - Shark Tank for new military technology used in World War I
- Multimedia projects/ Media literacy assignments
- Role playing activities
  - Treaty of Versailles simulation where countries (groups) have to decide the fate of Europe going forward.

Instructional Strategies:
Interdisciplinary Connections
- Interpretation of various primary and literary sources depicting such topics as Imperialism, Socialism, Communism, Nationalism etc.

Technology Integration
- Viewing of real video footage of major events of the era.
- Research using online databases.
- Creation of multimedia- i.e. Blog/iMovie/PowerPoint Presentation demonstrating understanding of select topic.

Global Perspectives
- Looking at problems facing Africa today and linking it back to imperialism in Africa
- Trace the fall of Global Empires that had expanded during the age of Imperialism (this will continue throughout the length of the entire course)
### Unit #3: In Between the Wars (2 weeks)

**Standard 6.2 Global Studies**

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

### Big Ideas: Course Objectives/Content Statement(s)
- World War I was followed by uncertainty, instability, isolation and anxiety that would have a profound impact on world relations and culture.

<table>
<thead>
<tr>
<th>Essential Questions</th>
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<tbody>
<tr>
<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>☐ What impact could a failed peace treaty have both long and short term?</td>
<td>☐ The death and destruction of World War I led many nations to practice isolationism.</td>
</tr>
<tr>
<td>☐ How/Why would a conflict force a country to turn to isolationism?</td>
<td>☐ The Great Depression was a result of overproduction, isolationism, stock market crash and war debts and reparations.</td>
</tr>
<tr>
<td>☐ How can conflict impact culture/society (music, art, literature etc.)?</td>
<td>☐ The cultural shift that had taken place in literature, music and art.</td>
</tr>
<tr>
<td>☐ What leads to economic depressions?</td>
<td></td>
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</tbody>
</table>

### Areas of Focus: Proficiencies (Progress Indicators)

**Students will:**
- **NJCCS: (Between the Wars)**

**Career-Ready Practices**
- **CRP1:** Act as a responsible and contributing citizen and employee.
- **CRP2:** Apply appropriate academic and technical skills.
- **CRP3:** Attend to personal health and financial well-being.
- **CRP4:** Communicate clearly and effectively and with reason.
- **CRP5:** Consider the environmental, social and economic impacts of decisions.
- **CRP6:** Demonstrate creativity and innovation.
- **CRP7:** Employ valid and reliable research strategies.

### Instructional Focus: Students will be able to:
- Evaluate the causes of the Great Depression
- Analyze the impact the Great Depression had on various countries (including Germany, United States, Great Britain, France, Japan etc.)
- Identify the cultural changes in the arts (music, writing, entertainment etc.)
- Analyze how the economic turmoil and peace treaty of World War I led to the rise of Fascism in Europe

### Sample Assessments/Projects/Post Assessment:
- Essay writing with the causes of the Great Depression
- Free response assessments based on the essential questions for the unit.
- Multiple Choice Assessments
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

- Stock Market Simulation
- Art Gallery walk (Changes in culture)
- Multimedia projects/ Media literacy assignments

Instructional Strategies:
Interdisciplinary Connections:
- Stock Game: Student play a board game that teaches the most basic and fundamental concepts of the Stock Market and Free-market economics.
- Analysis of the art, literature, architecture in post-WW1 Europe.

Technology Integration:
- Viewing of real video footage of major events of the era.
- Research using online databases.
- Creation of multimedia- i.e. Blog/iMovie/PowerPoint Presentation demonstrating understanding of select topic.

Media Literacy Integration:
Global Perspectives:
- Look at the various responses countries had to the stock market crash and how this impacted world relations (trade etc.)
- Countries response to acts of aggression/treaties being created.
**Unit #4: World War II** (2 weeks)

**Standard** 6.2 Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Big Ideas: Course Objectives/Content Statement(s)**
- From the late 19th through the middle 20th century Europeans competed with one another for resources and international prestige. This competition was motivated in part by a sense of cultural superiority over other parts of the world. The result of this international competition was the bloodiest and most destructive conflict ever experienced by man, World War II.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>❑ What happens when new technology and growing nationalistic views meet?</td>
<td>❑ The Treaty of Versailles led nations to turn to Fascism and look to new leadership</td>
</tr>
<tr>
<td>❑ What happens when conflicts are not fully settled?</td>
<td>❑ Policies of appeasement and isolationism contributed to acts of aggression by Germany, Italy and Japan</td>
</tr>
<tr>
<td>❑ What happens when all sectors of society are mobilized for a war effort?</td>
<td>❑ Allied powers responded differently to Hitler's acts of aggression</td>
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<tr>
<td>❑ Hitler isolated social groups in society and then turned to the Final Solution to exterminate them</td>
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<table>
<thead>
<tr>
<th>Areas of Focus: Proficiencies (Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
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</thead>
<tbody>
<tr>
<td>Students will:</td>
<td></td>
</tr>
<tr>
<td>NJCCS: World War II</td>
<td></td>
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<tr>
<td>Career-Ready Practices</td>
<td></td>
</tr>
<tr>
<td>CRP1: Act as a responsible and contributing citizen and employee.</td>
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<tr>
<td><strong>Instructional Focus: Students will be able to:</strong></td>
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<tr>
<td>❑ Evaluate the causes of World War II</td>
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<tr>
<td>❑ Analyze Hitler's acts of aggression and the global response</td>
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<tr>
<td>❑ Identify how the allied powers entered World War II</td>
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<tr>
<td>❑ Evaluate the global response to Hitler’s Final Solution</td>
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<tr>
<td><strong>Sample Assessments/Projects/Post Assessment:</strong></td>
<td></td>
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<tr>
<td>❑ Essay writing with the causes of World War II</td>
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<tr>
<td>❑ Free response assessments based on the essential questions for the unit.</td>
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CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

- Multiple Choice Assessments
- World War II propaganda assignment
- Holocaust world response group assignment
- Multimedia projects/ Media literacy assignments

**Instructional Strategies**

- Interdisciplinary Connections
  - Interpretation of various primary and literary sources depicting such topics as Imperialism Socialism, Communism, Nationalism, Fascism etc.
  - Looking at cultural propaganda including art and literature

- Technology Integration
  - Viewing of real video footage of major events of the era.
  - Research using online databases.
  - Creation of multimedia- i.e. Blog/iMovie/PowerPoint Presentation demonstrating understanding of select topic.

- Media Literacy Integration
- Global Perspectives
  - Evaluate the creating and breakdown of European countries (Post WW2 Europe)
  - Analyze the ending of colonial power in Africa and Asia as a result of WW2
  - Evaluate the role colonies played in WW2 for their European country
# Unit #5: Cold War (3 weeks)

## Standard 6.2 Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

## Big Ideas: Course Objectives/Content Statement(s)

- In the post-WWII era The United States and the Soviet Union competed with one another in an ideological, economic, and social conflict known as the Cold War. Europe remained a major arena of contention for years to come. The decisions and conflicts of this era continue to impact our world today.

## Essential Questions

**What provocative questions will foster inquiry, understanding, and transfer of learning?**

- How can competing ideologies lead to conflict?
- What are the consequences of World War?
- What conditions create feelings of distrust and mutual contempt?
- How do conflicts between opposing groups often affect other groups not directly involved?
- How do decisions lead to often-unforeseen consequences?
- What happens when ultra-modern cultures interact with orthodox/traditional cultures?

## Enduring Understandings

**What will students understand about the big ideas?**

- Students will understand that…
  - Competing ideologies between the US and USSR led to a time of uncertainty
  - International organizations were created to divide the world and unite allies
  - World War II left 60 million+ dead, large portions of Europe, Africa, and Asia devastated, and propelled the world into the Atomic Age.
  - The actions of the U.S.A and the U.S.S.R helped create an atmosphere of mistrust and affected the domestic and foreign policies of both nations.
  - The era following the breakup of the Soviet Union resulted in a period of global growth and unprecedented technological innovation.

## Areas of Focus: Proficiencies (Progress Indicators)

**Students will:**

- NJCCS: Cold War

**Career-Ready Practices**

- CRP1: Act as a responsible and contributing citizen and

## Examples, Outcomes, Assessments

**Instructional Focus: Students will be able to:**

- Evaluate the competing ideologies between the US and USSR and the characteristics they were made up of
- Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
employee.

CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

- Analyze the reasons for the Cold War and the collapse of the Soviet Union, and the impact of these events on changing national boundaries in Eastern Europe and Asia.
- Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
- Compare and Contrast post-war recovery in Western and Eastern Europe.
- Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
- Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world and women’s progress toward social equality, economic equality, and political equality in various countries.

Sample Assessments/Projects/Post Assessment:
- Essays i.e. analyzing Cold War Competition, Role of UN etc.
- MPC tests
- Deliberations
- Research Assignments
- Multimedia projects/ Media literacy assignments- Revolutions of 1989 presentation
- Demonstration of understanding through art, poetry, song, etc.
- I-Movie presentation on a European nation 1945-present. This assessment should reflect the dynamic nature of the

Instructional Strategies
- Interdisciplinary Connections
  - Looking at cultural propaganda including art and literature
- Technology Integration
  - Viewing of real video footage of major events of the era.
  - Research using online databases.
| ☐ Creation of multimedia- i.e. Blog/iMovie/PowerPoint Presentation demonstrating understanding of select topic.  
☐ Media Literacy Integration  
☐ Global Perspectives  
☐ Looking at the immediate and long term effect of the Cold War on countries/individuals outside of the US and USSR  
☐ Example-those living in East Germany under communist real and then integrated into West Germany and the life adjustments they had to go through |
### Unit #6 Modern Europe and Current Day Issues  (4.5 Weeks)

**Standard 6.2 Global Studies**

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Big Ideas: Course Objectives/Content Statement(s)**

- In the post-WWII era, The United States and the Soviet Union competed with one another in an ideological, economic, and social conflict known as the Cold War. As these two nations competed for power around the world, the rest of Europe was looking to create a long-lasting peace by linking the government and economies of European countries together to prevent conflict.

**Essential Questions**

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How can governing bodies prevent war and conflict?
- Why/How did governments change overtime?
- Why/How do governing bodies change overtime?

**Enduring Understandings**

What will students understand about the big ideas?

Students will understand that…

- The European Union grew out of the idea to tie countries together economically so war isn't possible.
- The European transformed and altered their mission as more countries joined/continue to join.
- The international role/impact that the European Union has outside of Europe on areas such as economics, war, country relations etc.

**Areas of Focus: Proficiencies (Progress Indicators)**

**Examples, Outcomes, Assessments**

Students will:


**Career-Ready Practices**

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.

**Instructional Focus: Students will be able to:**

- Assess the impact of the European Union on member nations and other nations.
- Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
- Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

- Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

Sample Assessments/Projects/Post Assessment:
- European Union round table on current day issues (Brexit, Should Turkey be allowed in the EU etc.)
- MPC tests
- Deliberations
- Research Assignments
- Multimedia projects/ Media literacy assignments-How the EU evolved.
- Essential Question free response questions

Instructional Strategies
- Interdisciplinary Connections
  - Looking at economic impact and world relations today
- Technology Integration
  - Viewing of real video footage of major events of the era.
  - Research using online databases.
  - Creation of multimedia- i.e. Blog/iMovie/PowerPoint Presentation demonstrating understanding of select topic.
- Media Literacy Integration
- Global Perspectives
  - Look at how trade relations is being impacted with countries in and out of the EU and Great Britain who is currently in the process of leaving
  - Look at international treaty organizations and how they have been impacted by EU membership
  - EU response to international crises (immigration, refugees, world hunger, terrorism etc.)
## Support for English Language Learners

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Graphic Supports</th>
<th>Interactive Support</th>
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<tr>
<td>Real life objects</td>
<td>Charts</td>
<td>In pairs or partners</td>
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<tr>
<td>Manipulatives</td>
<td>Graphic Organizers</td>
<td>In triands or small groups</td>
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<tr>
<td>Pictures</td>
<td>Tables</td>
<td>In a whole group</td>
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<tr>
<td>Illustrations, diagrams &amp; drawings</td>
<td>Graphs</td>
<td>Using cooperative group</td>
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<tr>
<td>Magazines &amp; Newspapers</td>
<td>Timelines</td>
<td>Structures</td>
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<tr>
<td>Physical activities</td>
<td>Number lines</td>
<td>With the Internet / Software</td>
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<tr>
<td>Videos &amp; Film</td>
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<td>In the home language</td>
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<td>Broadcasts</td>
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<td>With mentors</td>
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<td>Models &amp; Figures</td>
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</table>

## Intervention Strategies

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<th>Interventions</th>
<th>Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow for verbal responses</td>
<td>Multi-sensory techniques</td>
<td>Modified tasks/expectations</td>
</tr>
<tr>
<td>Repeat/confirm directions</td>
<td>Increase task structure (e.g. directions, checks for understanding, feedback)</td>
<td>Differentiated materials</td>
</tr>
<tr>
<td>Permit response provided via computer or electronic device</td>
<td>Increase opportunities to engage in active academic responding</td>
<td>Individualized assessment tools based on student need</td>
</tr>
<tr>
<td>Audio Books</td>
<td>Utilize pre reading strategies and activities previews, anticipatory</td>
<td>Modified assessment grading</td>
</tr>
</tbody>
</table>
**Texts and Supplementary Resources:**


Primary sources from [http://www.fordham.edu/halsall/](http://www.fordham.edu/halsall/)

History Alive: Europe's Transition to the Modern World Activity on art

Supplementary Books:

Kishlansky, Mark.; Geary, Patrick; and O’Brien, Patricia. *Civilization in the West, Since 1300.* 5th Edition. Copyright 2003


- Volume I: Readings from the Ancient World to the Seventeenth Century.
- Volume II: Readings from the Seventeenth Century to the Present.


- Volume I: From Ancient Times to the Enlightenment.
- Volume II: From the Scientific Revolution to Present.


Examples of Suggested Video Sources

Europe In Transition: Renaissance, Reformation, and European Expansion

*Leonardo Da Vinci: A&E Biography DVD*
The Medici PBS Empires Series DVD
The Black Death : A&E DVD
The Renaissance: Just The Facts DVD
Martin Luther: PBS DVD
Guns, Germs, and Steel Episode 2 Conquest: National Geographic DVD

Absolutism and the Age of Reason

Cromwell DVD
Russian Land of the Tsars: DVD

The Age of Revolutions

The French Revolution: History Channel DVD
Mill Times: PBS VHS
Engineering an Empire: Napoleons Steel Empire: History Channel DVD
Napoleon Bonaparte: A&E Biography VHS

Frankenstein DVD

The Age of Modern Turmoil: Imperialism through WWII

Horror in the Congo

Stalin Man of Steel: History Channel DVD
Hitler and Stalin: History Channel DVD
Hitler: Portrait of a Tyrant: HBO Warlords Series VHS
Enemy at the Gates: DVD

Modern Europe: The Cold War and its Consequences 1945- Present
Various segments from The Century with Peter Jennings VHS
Various segments from The ‘80s with Peter Jennings VHS
Summit Public Schools
Summit, New Jersey

Curricular Addendum

<table>
<thead>
<tr>
<th>Career-Ready Practices</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRP1</strong>: Act as a responsible and contributing citizen and employee.</td>
<td>● Close Reading of works of art, music lyrics, videos, and advertisements</td>
</tr>
<tr>
<td><strong>CRP2</strong>: Apply appropriate academic and technical skills.</td>
<td>● Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes</td>
</tr>
<tr>
<td><strong>CRP3</strong>: Attend to personal health and financial well-being.</td>
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<tr>
<td><strong>CRP4</strong>: Communicate clearly and effectively and with reason.</td>
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<tr>
<td><strong>CRP5</strong>: Consider the environmental, social and economic impacts of decisions.</td>
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<tr>
<td><strong>CRP6</strong>: Demonstrate creativity and innovation.</td>
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<tr>
<td><strong>CRP7</strong>: Employ valid and reliable research strategies.</td>
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<tr>
<td><strong>CRP8</strong>: Utilize critical thinking to make sense of problems and persevere in solving them.</td>
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<tr>
<td><strong>CRP9</strong>: Model integrity, ethical leadership and effective management.</td>
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<tr>
<td><strong>CRP10</strong>: Plan education and career paths aligned to personal goals.</td>
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<tr>
<td><strong>CRP11</strong>: Use technology to enhance productivity.</td>
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<tr>
<td><strong>CRP12</strong>: Work productively in teams while using cultural global competence.</td>
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</tbody>
</table>

**Technology Integration**

**Ongoing:**
- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

**Other:**
- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.
**Instructional Strategies:**

**Supports for English Language Learners:**

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real-life objects (realia)</td>
<td>Charts</td>
<td>In pairs or partners</td>
</tr>
<tr>
<td>Manipulatives</td>
<td>Graphic organizers</td>
<td>In triads or small groups</td>
</tr>
<tr>
<td>Pictures &amp; photographs</td>
<td>Tables</td>
<td>In a whole group</td>
</tr>
<tr>
<td>Illustrations, diagrams, &amp; drawings</td>
<td>Graphs</td>
<td>Using cooperative group structures</td>
</tr>
<tr>
<td>Magazines &amp; newspapers</td>
<td>Timelines</td>
<td>With the Internet (webted) or software programs</td>
</tr>
<tr>
<td>Physical activities</td>
<td>Number lines</td>
<td>In the home language</td>
</tr>
<tr>
<td>Videos &amp; films</td>
<td></td>
<td>With mentors</td>
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<tr>
<td>Broadcasts</td>
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<tr>
<td>Models &amp; figures</td>
<td></td>
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</tbody>
</table>

from [https://wida.wisc.edu](https://wida.wisc.edu)

**Media Literacy Integration**

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

**Global Perspectives**

- [The Global Learning Resource Library](https://wida.wisc.edu)

**Differentiation Strategies:**

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Interventions</th>
<th>Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow for verbal responses</td>
<td>Multi-sensory techniques</td>
<td>Modified tasks/expectations</td>
</tr>
<tr>
<td>Repeat/confirm directions</td>
<td>Increase task structure (e.g., directions, checks for understanding, feedback)</td>
<td>Differentiated materials</td>
</tr>
<tr>
<td>Permit response provided via computer or electronic device</td>
<td>Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)</td>
<td>Individualized assessment tools based on student need</td>
</tr>
<tr>
<td>Audio Books</td>
<td>Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping</td>
<td>Modified assessment grading</td>
</tr>
</tbody>
</table>