

**EL DORADO UNION HIGH SCHOOL DISTRICT**  
**Educational Services**  
**Course of Study Information Page**

Course Title: Historical and Geographical Perspectives of the World-S (#821)	
Rationale: This course will offer 9 <sup>th</sup> - 12 <sup>th</sup> graders, who are in special education the opportunity to learn about geographical and historical perspectives in world cultures.	
Course Description: Students in this course will examine the major turning points which helped to shape the modern world from the dawn of man to the present. The course explores global cultural and historical backgrounds, as well as American Historical perspectives including geography and government. The first two semesters of this class will focus on world events and how they apply to the modern world, and the second two semesters will focus on primarily United States growth and involvement with the world including a government component.	
How Does This Course Align With or Meet State and District Content Standards? Using the California State framework, this Historical perspective class will focus on standards 6-11. A strong emphasis will be made on cooperative learning, classroom discussion and technology to promote and enhance the understanding of world cultural views.	
Length of Course:	2 Semesters
Grade Level:	9-12
Credit: <input checked="" type="checkbox"/> Number of units: 10 credits <input type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-g" requirements <input type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Vocational	Does not meet graduation requirements
Prerequisites:	None
Department(s):	Special Education
District Sites:	All
Board of Trustees Adoption Date:	January 25, 2005
Textbook(s)/Instructional Materials:	World History; Globe Fearon 2004
Date Adopted by the Board of Trustees:	June 14, 2005

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UNIT #1: Early Humans

GOAL: Students will learn about archeological studies of early humans and their physical and cultural development from the early stages of humankind to the agricultural revolution.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1) Describe how historians learn about the past	On-line resources for exploration of Lescaux Caves and other ancient civilizations
2) Describe how archaeologists learn about the people of ancient times	Maps
3) Describe what people learned when the Ice Age ended	Timelines
4) Explain how the development of agriculture changed the world	Field trip for early art Early cave man art with chalk and paper Teacher directed lessons and discussions

Content Area Standards
The students will achieve the following content standards: 6.1.1 Describe the hunter gatherer societies including the development of tools, and the use of fire. 6.1.2 Identify the locations of human communities that populated the major regions of the 6.1.3 Discuss the climactic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

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**UNIT #2: Early Civilizations**

**GOAL:** To understand how early civilizations (such as Sumerians, Egyptians, Phoenicians, Babylonians, Assyrians, Indian, and Chinese) developed politically, economically, religiously and socially and led to the future of humankind through their unique innovations and lifestyles.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1) Understand the significance of major rivers and their impact on civilization 2) Learn about the agricultural influence on 3) Discuss religious, social and political mores of the time 4) Be able to identify the regions of different civilizations 5) Be able to identify the significance of each civilization and its value to humankind	Map activities Hammurabi's code with students own versions Research report about a different civilization or famous person Worksheets Compare and contrast civilizations Use charts and graphs

Content Area Standards
The students will achieve the following content standards: 6.2.1 Locate and describe the major river systems and discuss the physical settings that 6.2.2 Trace the development of agricultural techniques that permitted the production of 6.2.4 Know the significance of Hammurabi's code.

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UNIT #3: Greek City-States and Rise and Fall of Rome

GOAL: Students will analyze the geographic, political, economic, religious and social structures of the early civilizations of Greece and Rome

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1) Describe how the Greek and Roman societies were governed.	Maps
2) Understand the significance of Sparta and Athens.	Compare and contrast Sparta and Athens Teacher led discussion
3) Develop knowledge of significant leaders from these civilizations (e.g. Pericles, Alexander the Great, Socrates, Plato, Julius Caesar and Constantine).	Vocabulary Research report on a significant leader Geography test
4) Be able to identify geographical locations of the city states and the wider Mediterranean area that show patterns of trade and commerce.	Chart of polytheistic and monotheistic characteristics Olympic game day
5) Understand the polytheistic and monotheistic practices of Greece and Rome.	Create their own Greek or Roman Myth to describe something about nature Draw the different columns of Greek architecture
6) Be able to understand the cause and effect of the demise of Rome.	On-line tour of Greek statues Have a toga day and dress up Roman and Greek Dictionary of words to know

Content Area Standards
The students will achieve the following content standards:
6.4.1 Discuss the connections between geography and the development of city-states in the region of Aegean Sea including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.
6.4.3 State the key differences between Athenian or direct democracy and representative democracy.
6.4.8 Describe the enduring contributions of important Greek figures in the arts and sciences.
6.7.2 Describe the government of the Roman republic and its significance.

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UNIT #4: The Middle Ages

GOAL: Students will understand the geographic, political, economic, religious and social impact of the feudal system in Europe

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1) Describe and contrast the life of lord, knight and serf. 2) Understand the three classes of society. 3) Learn about religion at this time and its impact on society and the future. 4) Study the geography of Europe, its topography, waterways, and climate. 5) Understand the reasons people went on Crusades and how they affected European life. 6) Learn about the relationship between feudalism and the agricultural revolution and the advent of the Iron Age. 7) Understand the significance of the Magna Carta and its meaning.	Make a model of a feudal manor Posters of medieval weaponry and games Research or medieval weapons Guest speaker demonstrating medieval chainmail On-line virtual tour of ancient castles Worksheets Craft making Compare and contrast medieval and modern apprenticeships Compare and contrast medieval guilds with present day labor unions Essay: "Do you think you would have like living in a castle?" Class skit representing the interplay between the 3 classes of medieval society or the reenactment of the buildup to the signing of the Magna Carta Graphic Organizers Movies (e.g. Robin Hood, Ivanhoe) Reflective journal of Crusade fighter Chart or graph of the cause and effects of the Crusades

Content Area Standards
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The students will achieve the following content standards:
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| 7.6.1 | Study the geography of the European and Eurasian land mass, including its location, topography, waterways, vegetation and climate and their relationship to the ways of life in Medieval Europe.                      |
| 7.6.3 | Understand the development of Feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography and how feudal relationships provided the foundation of political order. |
| 7.6.5 | Know the significance of developments of medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g. Magna Carta).        |

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UNIT #5: Renaissance

GOAL: Students analyze the accomplishments of the Renaissance era and how it led to future events and the rise of the monarchy in Europe (1300AD – 1600AD)

OBJECTIVES	SUGGESTED ACTIVITIES
<p>The student will:</p> <ol style="list-style-type: none"> <li>1) Explain what the word Renaissance means and how it related to the advancements in literature, the arts, science, and mathematics</li> <li>2) Name important people in the Renaissance</li> <li>3) Know the different monarchs and their impact on the time period</li> </ol>	<p>Field trip to art museum Attend Renaissance Faire Research art Choose a character and present the clothing of that person Research a famous person (e.g. Michelangelo, da Vinci, Luther, Gutenberg and Shakespeare) Create dictionary with illustrations and vocabulary from era Recreate of an invention of da Vinci Create prototype of a printing press Write a letter with quill and ink Movies (e.g. Agony and the Ecstasy, Shakespeare in Love) Model of the Globe Theater Act out a Shakespearean scene List Kings and Queens and an appropriate nickname for each Assign small groups to research monarchs (e.g. Phillip II of Spain, Henry IV of France, Henry VIII of England, Elizabeth 1 of England)</p>



Content Area Standards
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The students will achieve the following content standards:
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| 7.8.4 Describe the growth and effects of new ways of disseminating information (e.g. the printing press)  |
| 7.8.5 Detail advances made in literature, the arts, science, mathematics, cartography, engineering and the understanding of human anatomy and astronomy |

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UNIT #6: French Revolution

GOAL: Students will learn about the French Revolution and its affect on democracy in the world and its enduring effects on the political expectations for self-government and individual liberty

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1) Explain the correlation between the French Revolution and the American Revolution  2) Understand the 3 estates and their impact on the Revolution  3) Learn about the central figures and their involvement in the revolution (e.g. Napoleon, King Louis XIV and XVI, Marie Antoinette Robespierre)  4) Demonstrate a knowledge of the meaning Democracy and democratic principles	Reenactment of the 3 estates French Revolution Storybook  Write a motto for the classroom based on liberty, equality and fraternity  Create a declaration of rights of students  Create a concentration game of people, places and events  Be a newspaper reporter and create a front page news article (e.g. "Angry Crowds storm Bastille")  Investigate clothing of peasants and nobles – compare and contrast  Compare life in U.S. with a president to that of having a King as head of the U.S.  Write a report on different people from the period

Content Area Standards
The students will achieve the following content standards:
10.2.1 Compare the major ideas of philosophers and their affects on the democratic revolutions on England, the U.S., France and Latin America  10.2.4 Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire

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UNIT #7: Industrial Revolution

GOAL: Students will analyze the effects of the Industrial Revolution in England and their impact on the world.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1) Tell why and how the Industrial Revolution began in Great Britain	Develop an invention of their own (Draw or build)
2) Learn about different inventions from the time period	Create a t-shirt with an inventor on one side (with biography) and other side picture of and explanation of invention
3) Explain how the IR affected and encouraged imperialism	Group research of countries and their child labor practices
4) Describe and understand how the IR improved and worsened people's lives	Technology timeline
5) Explain how the IR made countries more dependent on each other	Factory poems
6) Learn the significance of the IR's role in the transition from an agrarian society to an urban society	Letter/editorial pros and cons of Industrial Revolution  Assembly line  Movie (e.g. "Oliver")

Content Area Standards
The students will achieve the following content standards:
10.3.1 Analyze why England was the first colony to industrialize
10.3.2 Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change
10.3.3 Describe the growth of population, rural to urban migration and the growth of cities associated with the IR

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UNIT #8: Imperialism

GOAL: Students will analyze the nature of Imperialism as an outgrowth of the industrial revolution and its causal influence (positive and negative) on the course of history

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1) Identify the motives of industrial nations for becoming imperialistic (i.e. resources, markets, labor force, territorial acquisition)	Scramble for territory Labeling of Placards and sorting by type of imperialism Map labeling (geographic and political) Museum exhibit
2) Learn the different types of imperialism (exploration, political, economic, ideological and nationalistic)	“Gandhi”, “Power of One” Movie analysis and review of facts Murals Food sampling
3) Analyze the effects of imperialism on emerging nations India, Africa and the Americas as case studies Study the geographical and cultural identities of countries (i.e. India, Africa, Latin America, etc)	Music experience Civil Disobedience Activity Compare modern imperialism (U.S. domination of Middle East oil) Teacher directed activities Worksheets

Content Area Standards
The students will achieve the following content standards:
10.4.1. Describe the rise of the industrial economies and their link to imperialism and colonialism
10.4.2 Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal and the U.S.
10.4.3 Explain Imperialism from the perspective of the colonizers and the colonized and the varied immediate and long term responses by the people under colonial rule

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UNIT #9: World War I

GOAL: Students will analyze the causes, course and effects of the first World War

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1) Name the two alliances made by 1914	Simulation of trench warfare
2) Learn about the events that led to WWI	Movie "All Quiet on the Western Front"
3) Learn how the entry of the U.S. and its resources affected the outcome of the war	Quotes from "All Quiet on the Western Front"
4) Learn about wartime inventions and their affect on modern warfare	Students will be on opposing sides and propose anew treaty for the war
5) Be able to describe the terms of peace at the end of the war and its subsequent lead in to WWII	Propaganda posters
	New weapons posters
	Compare airplanes of WWI with models of today's fighters planes
	War poems
	Soldier's letter or diary
	Newspaper headline with article
	Research the role of African American during war
	Timeline
	Report on ace pilots of the period
	Group multi-media project
	Teach Acronym "MAIN" (militarism, alliances, imperialism and nationalism)

Content Area Standards
The students will achieve the following content standards:
10.5 Students analyze the causes and course of the first World War
10.5.3 Explain how the Russian Revolution and the entry of the U.S. affected the course and outcome of the war
10.5.4 Understand the nature of the war and its human cost military and civilian on all sides of the conflict including, how colonial peoples contributed to the war effort
10.6 Students analyze the affects of the first World War

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UNIT #10: Revolution in Russia

GOAL: Students will study the causes and consequences of the Russian Revolution, including the affect the czars had on history and of Lenin’s policies and Stalin’s subsequent rise to power

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1) Identify Czar Nicholas II, Karl Marx, the Bolsheviks, Lenin and Stalin	Timelines of the Revolution Metaphor for Stalin’s rise to power Debate about communism/totalitarianism
2) Learn about the causes, effects and outcome of the Russian Revolution	Russian classical music Movie – “Animal Farm” “Point the finger” Simulation of Stalin’s control of people
3) Discover how the overthrow of Nicholas II led to WWI	Analysis of personal freedoms Write 5 exciting headlines about the revolution
4) Learn about the communist influence of Lenin on the country and world	Compare and contrast communism with democracy
5) Trace Stalin’s rise to power	Research important figures (e.g. Rasputin)

Content Area Standards
The students will achieve the following content standards:
10.7 Students analyze the rise of totalitarian governments after World War I
10.7.1 Understand the causes and consequences of the Russian Revolution including Lenin’s use of totalitarian means to seize and maintain control
10.7.2 Trace Stalin’s rise to power in the Soviet Union and the connection between the economic policies, political policies, absence of free press and systematic violations of human rights

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**UNIT #11: World War II and the Holocaust**

**GOAL:** Students will analyze the social/political/ and economic environment that created strong dictatorships in Germany, Italy and Japan and contrast these events with the isolationism of allied countries. Students will trace the sequence of events that led to the outbreak of WWII and the chronological sequence of the war and its final resolution

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1) Describe three dictators who came to power before WWII	Collage Posters of life in the U.S. during the war years (Rosie the Riveter, U.S. Bonds)
2) Explain how Germany helped to bring about WWII	Swing music Dance marathons
3) Identify and locate the Allied and Axis powers	Movies (Diary of Anne Frank, Schindler's List, Patton) Guest speaker
4) Explain how the U.S. became involved in the war	Internet research D-Day, Hiroshima, etc. Identify Axis and allied powers on maps Map lines before and after war Write a letter to an American soldier in Iraq
5) Learn about the human cost of the war including the Holocaust, Atomic bomb and military and civilian losses	United Nations simulation Compare and contrast dictators Research the Resistance Movement
6) Describe how the war finally ended in Europe and in Japan	Research Concentration camps and Japanese Detention camps
7) Learn about the economic and political shifts as a result of the war	

Content Area Standards
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The students will achieve the following content standards:
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10.8 Students analyze the causes and consequences of WWII
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10.8.3 Identify and locate the allied and axis powers on a map and discuss the major turning points of the war, the principle theaters of conflict, key strategic decisions and the resulting war conferences and political resolutions with emphasis on the importance of geographic factors
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10.8.6 Discuss the human cost of the war with particular attention to the civilian and military losses in Russia, Germany, Britain, the U.S., China and Japan
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UNIT #12: The Cold War

GOAL: Students will understand why the cold war began and the effect on the rest of the world.

<ol style="list-style-type: none"> <li>1) Explain the causes of the cold war</li> <li>2) Understand the U.S. relationship with Soviet Union</li> <li>3) Recognize the effects of the nuclear arms race</li> <li>4) Investigate the spread of communism</li> </ol>	<p>Research in small groups: Marshall Plan, Berlin Wall, cold war, NATO, Warsaw Pact, Nuclear Weapons, Khrushchev, Brezhnev, and Kosygin.</p> <p>Access web site to create newspaper: <a href="http://www.countrywatch.com">http://www.countrywatch.com</a> Venn Diagram with comparison and contrasting of cold war/hot war; capitalism/communism; NATO/ Warsaw Pact; arms race/détente Worksheets Timeline</p>
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Content Area Standards
The students will achieve the following content standards:
<p>10.9 Students analyze international developments in the Post WWII world</p> <p>10.9.2 Analyze the causes of the cold war, with the free world on one side and the Soviet client states on the other.</p>

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UNIT #13: Africa, Asia and the Middle East

GOAL: Understand the forces of nationalism that arose after WWII leading to the founding of many independent nations in Africa, Asia and the Middle East

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1) Describe India's problems of civil war, religious differences, and widespread poverty  2) Describe the development of former colonies in Africa after WWII  3) Understand how the forces of nationalism developed in the Middle East and how the influence of oil and imperial interests created the on-going conflicts in the region today	Coloring of Maps View "Gandhi" / "Cry My Beloved Country"/ "Mandela and DeKlerk" Timeline study Vocabulary review Find a recent news story about one of the countries in Africa and present to class Small group reports on a country in Africa Compare and contrast differing newspaper opinions of the separate Palestinian and Israeli attitudes Compare the Persian Gulf War of 1991 to the present situation in Iraq

Content Area Standards
The students will achieve the following content standards:
10.10 Students analyze the instances of nation-building in the contemporary world in at least two of the following regions or countries: Middle East, and Africa  10.9.6 Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on the world affairs.