

# World History 2nd Semester Overview

## Getting Started:

- Each unit is divided into lessons (key ideas).
- At the beginning of each you will find a material list and copies of slides to print for students.
- Within each slide are notes, ideas and suggestions for the lessons. (When starting a unit, it may be helpful to print the notes to prepare). If you do not see them you may need to adjust your screen.
- All links to videos or websites are embedded in the power point and copies of links are also listed in the notes section. We have included a few websites that require a membership, some are free (ex. NewsELA, Readworks, pintrest) and others you may already have in your county (Brainpop, safari montage) may have additional resources.
- Several video and resource links are listed as extension activities to dive deeper into the content.
- Some slides are repeated with varying levels of complexity to meet student needs.
- Each Unit is outlined as:
  - Big Idea
  - Lessons (topics) for each Unit
  - Vocabulary for the Unit
  - List of what you need for lesson (see sample page image)
  - Learning Intentions/Outcomes: information in blue is for students to record in journals



Image for Materials



Image start of new lesson



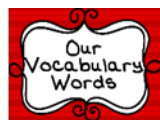
Printable Section



Image start of new lesson



Introduction/Bell Work



Vocabulary List



Check Knowledge



Think/Pair/Share



Learning Intention



Exit Ticket

Throughout the Units in this course information has been are pulled from a variety of sources. There are a few resources that are free accounts but will require you to set up a membership. Here is a list of the most common:

- Ducksters [Click here](#)
- Mr. Donn's World History [Click here](#)
- Readworks [Click here](#)
- Newsela [Click here](#)
- Stanford History Education Group [Click here](#)
- BBC History [Click here](#)

- History Channel [Click here](#)
- Ancient History Encyclopedia [Click here](#)
- DK Find Out [Click here](#)
- Kiddle [Click here](#)
- TarHeel Reader [Click here](#)
- NCCS Curriculum [Click here](#)

## Access World History Overview Semester 2

Unit 6 Big Idea	Key Ideas: Chapters/Lessons
Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.	
<b>Lesson 1</b> What were the economic and political causes for the rise of the Italian city-states	<ol style="list-style-type: none"> <li>1. Recognize that Italian city-states had ideal locations on the Italian peninsula that made them grow wealthy through trade and cultural diversity.</li> <li>2. Recognize that Italian city-states grew wealthy through trade and cultural diversity.</li> <li>3. Recognize that trade is a characteristic of society.</li> </ol>
<b>Lesson 2</b> What are the influences on the architectural, artistic, and literary developments of Renaissance Italy?	<ol style="list-style-type: none"> <li>1. Recognize an influence of architectural, artistic, and literary development of Renaissance Italy.</li> <li>2. Recognize that artistic, literary, and technological accomplishments are distinctive characteristics of societies.</li> <li>3. Recognize that architecture is a characteristic of society.</li> </ol>
<b>Lesson 3</b> Who were the major artistic, literary, and technological contributions of individuals during the Renaissance?	<ol style="list-style-type: none"> <li>4. Recognize the artistic, literary and technological contributions during the Renaissance of artists.</li> <li>5. Recognize a development of the Renaissance, such as the work of artists</li> </ol>
<b>Lesson 4</b> What are the characteristics of Renaissance humanism in works of art and how did these ideas lead to the Scientific Revolution?	<ol style="list-style-type: none"> <li>1. Recognize characteristics of Renaissance humanism in literature and the arts.</li> <li>2. Recognize that works of art reflect the culture and values of their society.</li> <li>3. Recognize that art is a characteristic of society.</li> </ol>
<b>Lesson 5</b> What were the criticisms of the Roman Catholic Church and religious reforms during the renaissance?	<ol style="list-style-type: none"> <li>1. Recognize the impact of the Roman Catholic reformers, such as Erasmus, Wycliffe, or Huss.</li> <li>2. Recognize that reformers challenged the beliefs of the Roman Catholic Church.</li> <li>3. Recognize that people may change their beliefs.</li> <li>4. Recognize characteristics of the Protestant religious reforms of Luther, Calvin, and Henry VIII.</li> </ol>
<b>Lesson 6</b> What were the religious reforms (Reformation and Counter-Reformation) and	<ol style="list-style-type: none"> <li>1. Recognize the reforms that were enacted by the Roman Catholic Church during the Catholic Counter Reformation.</li> <li>2. Recognize that reformers challenged the beliefs of the Roman Catholic Church.</li> </ol>

<b>Unit 6 Big Idea</b>	<b>Key Ideas: Chapters/Lessons</b>
their effects on Reformation in Europe?	3. Recognize that people may change their beliefs.
<b>Lesson 7</b> What causes led to the Age of Exploration and what were the major voyages and sponsors?	<ol style="list-style-type: none"> <li>1. Recognize causes that led to the Age of Exploration- need for new routes and goods to trade.</li> <li>2. Recognize why explorers came to the New World, such as to find routes for trade.</li> <li>3. Recognize a cause for exploration.</li> </ol>
<b>Lesson 8</b> What was the impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas?	<ol style="list-style-type: none"> <li>1. Recognize impacts of the Columbian Exchange, such as the exchange of agricultural goods, diseases, and ideas between Europe, Africa, and the Americas.</li> <li>2. Recognize an impact of the Columbian Exchange, such as the exchange of agricultural goods, diseases, or ideas between Europe, Africa, and the Americas.</li> <li>3. Recognize a cause for exchange of goods.</li> </ol>

<b>Unit 7 Big Idea</b>	<b>Key Ideas: Chapters/Lessons</b>
Standard 5: Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French and other Revolutions.	
Lesson 1 Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in Europe.	<ol style="list-style-type: none"> <li>1. Identify differences between constitutional monarchies and absolute monarchies in Europe.</li> <li>2. Recognize that a constitutional government can limit the powers of a king or queen.</li> <li>3. Recognize a king or queen as a leader</li> </ol>
Lesson 2 Identify major causes of the Enlightenment.	<ol style="list-style-type: none"> <li>1. Recognize influences of the Enlightenment, such as the Renaissance, Scientific Revolution, and Reformation.</li> <li>2. Recognize an influence of the Enlightenment, such as the Renaissance, Scientific Revolution, or Reformation.</li> <li>3. Recognize that leaders can influence people.</li> </ol>
Lesson 3 Summarize the major ideas of Enlightenment philosophers.	<ol style="list-style-type: none"> <li>1. Recognize major ideas of Enlightenment philosophers, such as the importance of a government and natural rights.</li> <li>2. Recognize a major idea of Enlightenment philosophers, such as the importance of a government or natural rights.</li> <li>3. Recognize that leaders can influence people.</li> </ol>
Lesson 4 Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon	<ol style="list-style-type: none"> <li>1. Recognize effects of the French Revolution, including the rise and rule of Napoleon.</li> <li>2. Recognize an effect of the French Revolution.</li> <li>3. Recognize an example of equality and freedom.</li> </ol>

<b>Unit 7 Big Idea</b>	<b>Key Ideas: Chapters/Lessons</b>
Lesson 5 Describe the causes and effects of 19 <sup>th</sup> Century Latin American and Caribbean independence movements.	<ol style="list-style-type: none"> <li>1. Recognize effects of the Latin American and Caribbean independence movements.</li> <li>2. Recognize that Latin American and Caribbean countries achieved independence.</li> <li>3. Recognize that people fight for freedom.</li> </ol>

<b>Unit 8 Big Idea</b>	<b>Key Ideas: Chapters/Lessons</b>
Lesson 1 Technological Innovations and Industrial Revolution	<ol style="list-style-type: none"> <li>1. Recognize technological innovations that led to industrialization in Western Europe, the United States, and Japan.</li> <li>2. Recognize a technological innovation that led to industrialization in Western Europe, the United States, and Japan.</li> <li>3. Recognize the impact of inventions</li> </ol>
Lesson 2 Summarize the social and economic effects of the Industrial Revolution.	<ol style="list-style-type: none"> <li>1. Recognize effects of the Industrial Revolution, such as increased productivity, the rise of the middle class, and the conditions faced by workers.</li> <li>2. Recognize an effect of the Industrial Revolution, such as increased productivity, the rise of the middle class, or the conditions faced by workers.</li> <li>3. Recognize a social or economic benefit of work.</li> </ol>
Lesson 3 Compare the philosophies of capitalism, socialism, and communism	<ol style="list-style-type: none"> <li>1. Recognize the major differences between capitalism and communism.</li> <li>2. Recognize that private individuals or government can own businesses.</li> <li>3. Recognize that businesses are owned by people</li> </ol>
Lesson 4 Describe the 19th and early 20th century social and political reforms and reform movements and their effects	<ol style="list-style-type: none"> <li>1. Recognize effects of reform movements, such as abolition of slavery in the British Empire, expansion of women's rights, and labor laws.</li> <li>2. Recognize an effect of reform movements, such as abolition of slavery in the British Empire, expansion of women's rights, or labor laws.</li> <li>3. Recognize a characteristic of equality and freedom.</li> </ol>
Lesson 5 The Causes of World War I	<ol style="list-style-type: none"> <li>1. Recognize major causes of World War I, such as imperialism, nationalism, and militarism, and the formation of European alliances.</li> <li>2. Recognize a cause of World War I, such as imperialism, nationalism, militarism, or the formation of European alliances.</li> <li>3. Recognize a reason for forming an alliance.</li> </ol>

Unit 8 Big Idea	Key Ideas: Chapters/Lessons
<p>Lesson 6</p> <p>What was the changing nature of warfare during World War I.</p>	<ol style="list-style-type: none"> <li>1. Identify the changing nature of warfare during World War I, such as the use of new weapons and strategies and increased destruction of the land and human life.</li> <li>2. Recognize the changing nature of warfare during World War I, such as the use of new weapons and strategies and increased destruction of the land and human life.</li> <li>3. Recognize a characteristic of warfare during World War I.</li> </ol>
<p>Lesson 7</p> <p>What are the significant effects of World War I.</p>	<ol style="list-style-type: none"> <li>1. Recognize the important effects of World War I, such as the breakup of empires into separate countries and the Treaty of Versailles.</li> <li>2. Recognize an effect of World War I, such as the breakup of empires into separate countries.</li> <li>3. Recognize an effect of war.</li> </ol>
<p>Lesson 8</p> <p>The Depression and the road to World War II</p>	<ol style="list-style-type: none"> <li>1. Identify effects of the German economic crisis and global depression, such as closing of businesses and banks, loss of jobs, poverty, and how governments responded.</li> <li>2. Recognize effects of the German economic crisis and global depression, such as closing of businesses and banks, loss of jobs, and poverty.</li> <li>3. Recognize an effect of economic depression.</li> <li>4. Recognize the causes of World War II and the major events in the war, such as rise of totalitarian governments, conquest of countries in Europe, and Japanese invasion of China; and the bombing of Pearl Harbor, Battle of Midway, and D-Day invasion.</li> <li>5. Recognize a major cause and event of World War II, such as expansion of control of dictators and bombing of Pearl Harbor.</li> <li>6. Recognize a characteristic of world wars.</li> </ol>
<p>Lesson 9</p> <p>The causes, events, and effects of the Holocaust</p>	<ol style="list-style-type: none"> <li>1. Recognize major effects of the Holocaust, including the Nazi dehumanization of Jews and other victims.</li> <li>2. Recognize an effect of the Holocaust, including the Nazi dehumanization of Jews and other victims.</li> <li>3. Recognize a characteristic of discrimination.</li> </ol>
<p>Lesson 10</p> <p>Wartime Strategies, the Atomic Bomb, effects of WWII, and post-war plans.</p>	<ol style="list-style-type: none"> <li>1. Recognize the wartime strategies and post-war plans that were developed by the Allied leaders, such as Churchill, Roosevelt, and Stalin.</li> <li>2. Recognize that Allied leaders worked together to plan wartime strategies and create plans after World War II.</li> </ol>

Unit 8 Big Idea	Key Ideas: Chapters/Lessons
	<ol style="list-style-type: none"> <li>3. Recognize that leaders work together during and after war.</li> <li>4. Recognize that President Truman’s decision to drop the atomic bombs on Japan ended the war but led to the beginning of the nuclear arms race.</li> <li>5. Recognize that the United States dropped atomic bombs on Japan and ended the war.</li> <li>6. Recognize a characteristic of warfare during World War II.</li> <li>7. Recognize effects of World War II, such as death of soldiers and civilians, destruction of land and property, and creation of the United Nations.</li> <li>8. Recognize an effect of World War II, such as death of soldiers and civilians or the creation of the United Nations.</li> <li>9. Recognize an effect of war.</li> </ol>

## Unit 6 Renaissance, Reformation, Scientific Revolution, and Age of Exploration.

**Big Idea 2:** Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.

### *Standards for Unit 6*

SS.912.W.4.1: Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).

SS.912.W.4.In.a: Recognize that Italian city-states had ideal locations on the Italian peninsula that made them grow wealthy through trade and cultural diversity.

SS.912.W.4.Su.a: Recognize that Italian city-states grew wealthy through trade and cultural diversity.

SS.912.W.4.Pa.a: Recognize that trade is a characteristic of society.

SS.912.W.4.2: Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).

SS.912.W.4.In.b: Recognize an influence of architectural, artistic, and literary development of Renaissance Italy.

SS.912.W.4.Su.b: Recognize that artistic, literary, and technological accomplishments are distinctive characteristics of societies.

SS.912.W.4.Pa.b: Recognize that architecture is a characteristic of society.

SS.912.W.4.3: Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.

Remarks/Examples: Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.

SS.912.W.4.In.c: Recognize the artistic, literary and technological contributions during the Renaissance of artists, such as da Vinci and Michelangelo; of writers, such as Petrarch and Shakespeare; and of inventors, such as Gutenberg.

SS.912.W.4.Su.c: Recognize a development of the Renaissance, such as the work of artists, like Michelangelo and da Vinci; writers, like Shakespeare; or inventors, like Gutenberg.

SS.912.W.4.Pa.c: Recognize that art is a characteristic of society.

SS.912.W.4.4: Identify characteristics of Renaissance humanism in works of art.

Remarks/Examples: Examples are influence of classics, School of Athens.

SS.912.W.4.In.d: Recognize characteristics of Renaissance humanism in literature and the arts.

SS.912.W.4.Su.d: Recognize that works of art reflect the culture and values of their society.

SS.912.W.4.Pa.d: Recognize that art is a characteristic of society.

SS.912.W.4.5: Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

SS.912.W.4.In.e: Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope.

SS.912.W.4.Su.e: Recognize a new idea developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, or the microscope.

SS.912.W.4.Pa.e: Recognize the impact of science on civilization.

SS.912.W.4.6: Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.

SS.912.W.4.In.f: Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope.

SS.912.W.4.Su.f: Recognize a new idea developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, or the microscope.

SS.912.W.4.Pa.f: Recognize the impact of science on civilization.

SS.912.W.4.7: Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.

SS.912.W.4.In.g: Recognize the impact of the Roman Catholic reformers, such as Erasmus, Wycliffe, or Huss.

SS.912.W.4.Su.g: Recognize that reformers challenged the beliefs of the Roman Catholic Church.

SS.912.W.4.Pa.g: Recognize that people may change their beliefs.

SS.912.W.4.8: Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.

Remarks/Examples: Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.

SS.912.W.4.In.h: Recognize characteristics of the Protestant religious reforms of Luther, Calvin, and Henry VIII.

SS.912.W.4.Su.h: Recognize that reformers challenged the beliefs of the Roman Catholic Church.

SS.912.W.4.Pa.h: Recognize that people may change their beliefs.

SS.912.W.4.9: Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.

Remarks/Examples: Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.

SS.912.W.4.In.i: Recognize the reforms that were enacted by the Roman Catholic Church during the Catholic Counter Reformation.

SS.912.W.4.Su.i: Recognize that reformers challenged the beliefs of the Roman Catholic Church.

SS.912.W.4.Pa.: Recognize that people may change their beliefs.

SS.912.W.4.10: Identify the major contributions of individuals associated with the Scientific Revolution.

Remarks/Examples: Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.

SS.912.W.4.In.j: Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope.

SS.912.W.4.Su.j: Recognize a new idea developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, or the microscope.

SS.912.W.4.Pa.j: Recognize the impact of science on civilization.

SS.912.W.4.11: Summarize the causes that led to the Age of Exploration and identify major voyages and sponsors.

SS.912.W.4.In.k: Recognize causes that led to the Age of Exploration- need for new routes and goods to trade.

SS.912.W.4.Su.k: Recognize why explorers came to the New World, such as to find routes for trade.

SS.912.W.4.Pa.k: Recognize a cause for exploration.

SS.912.W.4.12: Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

SS.912.W.4.In.l: Recognize impacts of the Columbian Exchange, such as the exchange of agricultural goods, diseases, and ideas between Europe, Africa, and the Americas.

SS.912.W.4.Su.l: Recognize an impact of the Columbian Exchange, such as the exchange of agricultural goods, diseases, or ideas between Europe, Africa, and the Americas.

SS.912.W.4.Pa.l: Recognize a cause for exchange of goods.

SS.912.W.4.13: Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.

SS.912.W.4.In.m: Recognize ways the economic and political systems of European countries were used in the Americas.



SS.912.W.4.Su.m: Recognize that European countries influenced the economic or political systems in the Americas.

SS.912.W.4.Pa.m: Recognize that people value traditional ways of life.

SS.912.W.4.14: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

SS.912.W.4.In.n: Recognize how the practice of slavery and other forms of forced labor differed in Africa, Europe, and the Americas.

SS.912.W.4.Su.n: Recognize that slavery and forced labor were used in Africa, Europe, and the Americas.

SS.912.W.4.Pa.n: Recognize that slaves did not have freedom.

SS.912.W.4.15: Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

SS.912.W.4.In.o: Recognize how the practice of slavery and other forms of forced labor differed in Africa, Europe, and the Americas.

SS.912.W.4.Su.o: Recognize that slavery and forced labor were used in Africa, Europe, and the Americas.

SS.912.W.4.Pa.o: Recognize that slaves did not have freedom.

## **Unit 6 Lesson 1 -Rise of Italian city-states**

### ***Key Ideas:***

1. Recognize that Italian city-states had ideal locations on the Italian peninsula that made them grow wealthy through trade and cultural diversity.
2. Recognize that Italian city-states grew wealthy through trade and cultural diversity.
3. Recognize that trade is a characteristic of society.

### ***Vocabulary:***

Peninsula, City-States, trade, Italy, Milan, Venice, Florence, Rome

### ***Materials:***

- Renaissance and Reformation PowerPoint [Click Here \(Lessons 1-4\)](#)
- Lesson 1 guided questions [Click Here](#)
- Bell work sheet
- Goods such as produce, candy, or toys from various places, preferably at least one local item.
- Download free map of Italy on Teachers Pay Teachers: [Click Here](#)
- Download Unit 6 Lesson 1 printable labels Ducksters Italian City-States [Click Here](#)
- Think about it organizers

## **Lesson 2 -Influences on the architectural, artistic, and literary developments of Renaissance Italy**

### ***Key Ideas:***

1. Recognize an influence of architectural, artistic, and literary development of Renaissance Italy.
2. Recognize that artistic, literary, and technological accomplishments are distinctive characteristics of societies.
3. Recognize that architecture is a characteristic of society.
4. Recognize the artistic, literary and technological contributions during the Renaissance of artists.
5. Recognize a development of the Renaissance, such as the work of artists.

***Vocabulary:***

Renaissance, Humanism, Medici, City-States, arts, sciences, exploration, trade, inventions, rebirth

***Materials:***

- Lesson 2 Guided Questions [Click Here](#)
- Bell worksheet
- Readworks: The Renaissance: Renaissance Art [Click Here](#)
- Vocabulary Chart
- Think About It sheets
- Check what you learned sheets
- Exit Ticket
- Extension: ReadWorks: The Renaissance: Florence [Click Here](#)

**Lesson 3- Who were the major artistic, literary, and technological contributions of individuals during the Renaissance?**

***Key Ideas:***

1. Recognize an influence of architectural, artistic, and literary development of Renaissance Italy.
2. Recognize that artistic, literary, and technological accomplishments are distinctive characteristics of societies.
3. Recognize that architecture is a characteristic of society.
4. Recognize the artistic, literary and technological contributions during the Renaissance of artists.
5. Recognize a development of the Renaissance, such as the work of artists

***Vocabulary:***

Architecture, design, Brunelleschi, Florence, Davinci, Michelangelo, Donatello, Raphael, Mona Lisa, Sistine Chapel, Mary Magdalene, School of Athens, Johannes Gutenberg, printing press, Thomas More, Niccolò Machiavelli, Francesco Petrarca

***Materials:***

- Lesson 3 guided questions [Click Here](#)
- Middle Ages vs Renaissance Contrast Chart Graphic Organizer [Click Here](#)

- Bell Work
- Printable Cloze Notes
- Think About It sheets
- Extension: [Click here](#)

## **Lesson 4- What are the characteristics of Renaissance humanism in works of art and how did these ideas lead to the Scientific Revolution?**

### ***Key Ideas:***

1. Recognize characteristics of Renaissance humanism in literature and the arts.
2. Recognize that works of art reflect the culture and values of their society.
3. Recognize that art is a characteristic of society.

### ***Vocabulary:***

Humanist, perspective, realistic, Sir Isaac Newton, Scientific Revolution, Galileo, telescope, scientific method

### ***Materials:***

- Lesson 4 scaffolded Cornell Notes [Click Here](#)
- Bell Work
- Humanist and Not Humanist Answer Cards
- Think about it cards

## **Lesson 5- What were the criticisms of the Roman Catholic Church and religious reforms during the renaissance?**

### ***Key Ideas:***

1. Recognize the impact of the Roman Catholic reformers, such as Erasmus, Wycliffe, or Huss.
2. Recognize that reformers challenged the beliefs of the Roman Catholic Church.
3. Recognize that people may change their beliefs.
4. Recognize characteristics of the Protestant religious reforms of Luther, Calvin, and Henry VIII.

### ***Vocabulary:***

Reformation, Protestant Reformers, John Wycliffe, Jan Hus, Catherine of Siena, Desiderius Erasmus, Huldrych Zwingli, John Calvin, William Tyndale , King Henry VIII, Martin Luther, Pope Leo X, Tomas de Torquemada

### ***Materials:***

- Renaissance and Reformation PowerPoint [Click Here \(Units 5-8\)](#)
- Blank Reformation trading cards.
- Reformer fact sheets.

## Lesson 6- What were the religious reforms (Reformation and Counter-Reformation) and their effects on Reformation in Europe?

### **Key Ideas:**

1. Recognize the reforms that were enacted by the Roman Catholic Church during the Catholic Counter Reformation.
2. Recognize that reformers challenged the beliefs of the Roman Catholic Church.
3. Recognize that people may change their beliefs.

### **Vocabulary:**

- Lesson 6 vocabulary [Click Here](#)

Indulgences, 95 Thesis, 30 Years War, Counter Reformation, The Council of Trent, Henry VIII and the Church of England

### **Materials:**

- Lesson 6 The Reformation History [Click Here](#)
- Lesson 6 Reformers [Click Here](#)
- Lesson 6 Reformation Dossiers [Click Here](#)
- Lesson 6 More Protestant Reformers [Click Here](#)
- Bell work
- Ducksters Reformation Reading Article
- Think About It Sheets
- Cause and Effect Graphic Organizer
- Extension:
  - Compare/Contrast Venn Diagram
  - Check out these ideas for teaching strategies when presenting content at [Click Here](#)

## Lesson 7- What causes led to the Age of Exploration and what were the major voyages and sponsors?

### **Key Ideas:**

1. Recognize causes that led to the Age of Exploration- need for new routes and goods to trade.
2. Recognize why explorers came to the New World, such as to find routes for trade.
3. Recognize a cause for exploration.

### **Vocabulary:**

Exploration, 3 G's "glory, gold and God", navigation, compass, maps, Age of Exploration, Age of Discovery

**Materials:**

- Cause and Effect worksheets [Click Here](#)
- Bell work

**Lesson 8- What was the impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas?**

**Key Ideas:**

1. Recognize impacts of the Columbian Exchange, such as the exchange of agricultural goods, diseases, and ideas between Europe, Africa, and the Americas.
2. Recognize an impact of the Columbian Exchange, such as the exchange of agricultural goods, diseases, or ideas between Europe, Africa, and the Americas.
3. Recognize a cause for exchange of goods.

**Vocabulary:**

Francisco Balboa, Ferdinand Magellan, Christopher Columbus, Henry the Navigator , Jacques Cartier, John Cabot, Hernando DeSoto, The Columbian Exchange, slavery

**Materials:**

- Bell work
- Cause and Effect worksheet
- Explorers sheets

**Unit 7- The Enlightenment and its impact on the American, French and other Revolutions.**

**Big Idea Standard 5:** Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French and other Revolutions.

*Standards for Unit 7*

SS.912.W.5.1: Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.

SS.912.W.5.In.a: Identify differences between constitutional monarchies and absolute monarchies in Europe.

SS.912.W.5.Su.a: Recognize that a constitutional government can limit the powers of a king or queen.

SS.912.W.5.Pa.a: Recognize a king or queen as a leader.

SS.912.W.5.2: Identify major causes of the Enlightenment.

Remarks/Examples: Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.

SS.912.W.5.In.b: Recognize influences of the Enlightenment, such as the Renaissance, Scientific Revolution, and Reformation.

SS.912.W.5.Su.b: Recognize an influence of the Enlightenment, such as the Renaissance, Scientific Revolution, or Reformation.

SS.912.W.5.Pa.b: Recognize that leaders can influence people.

SS.912.W.5.3: Summarize the major ideas of Enlightenment philosophers.

SS.912.W.5.In.c: Recognize major ideas of Enlightenment philosophers, such as the importance of a government and natural rights.

SS.912.W.5.Su.c: Recognize a major idea of Enlightenment philosophers, such as the importance of a government or natural rights.

SS.912.W.5.Pa.c: Recognize that leaders can influence people.

SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

SS.912.W.5.In.d: Identify ways the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics and religious freedom.

SS.912.W.5.Su.d: Recognize a way the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics or religious freedom.

SS.912.W.5.Pa.d: Recognize an example of equality and freedom.

SS.912.W.5.5: Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

SS.912.W.5.In.e: Identify ways the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics and religious freedom.

SS.912.W.5.Su.e: Recognize a way the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics or religious freedom.

SS.912.W.5.Pa.e: Recognize an example of equality and freedom.

SS.912.W.5.6: Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.

SS.912.W.5.In.f: Recognize effects of the French Revolution, including the rise and rule of Napoleon.

SS.912.W.5.Su.f: Recognize an effect of the French Revolution.

SS.912.W.5.Pa.f: Recognize an example of equality and freedom.

SS.912.W.5.7: Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.

SS.912.W.5.In.g: Recognize effects of the Latin American and Caribbean independence movements.

SS.912.W.5.Su.g: Recognize that Latin American and Caribbean countries achieved independence.

SS.912.W.5.Pa.g: Recognize that people fight for freedom.

## Lesson 1 Constitutional and Absolute Monarchy

**Key Ideas:** Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in Europe.

1. Identify differences between constitutional monarchies and absolute monarchies in Europe.
2. Recognize that a constitutional government can limit the powers of a king or queen.
3. Recognize a king or queen as a leader

**Vocabulary:** Government, dictators, presidents, kings and queens, democracy, monarchy, absolute monarchy, constitutional monarchy, dictatorship, absolutism

**Materials:**

- PowerPoint [Click Here](#)
- Changes in the English Legal System Matching Assignment [Click Here](#)
- Maps Activity [Click Here](#)
- Matching activity option enlightenment [Click Here](#)
- Matching activity option [Click Here](#)
- Renaissance video questions [Click Here](#)
- Trading card cutouts [Click Here](#)
- Cloze Notes
- Scaffolded Paragraph
- Crown for class activity
- Bag of treats/rewards

## Lesson 2 The Enlightenment Causes

**Key Ideas:** Identify major causes of the Enlightenment.

1. Recognize influences of the Enlightenment, such as the Renaissance, Scientific Revolution, and Reformation.
2. Recognize an influence of the Enlightenment, such as the Renaissance, Scientific Revolution, or Reformation.
3. Recognize that leaders can influence people.

**Vocabulary:** Divine Right of Kings, Enlightenment, Age of Reason, philosophers: Voltaire, Locke, Montesquieu and Rousseau

**Materials:**

- Unit 7 Lesson 2 Enlightenment Cause and Effect [Click Here](#)
- Bell Work

## Lesson 3 The Enlightenment Philosophers

**Key Ideas:** Summarize the major ideas of Enlightenment philosophers.

1. Recognize major ideas of Enlightenment philosophers, such as the importance of a government and natural rights.
2. Recognize a major idea of Enlightenment philosophers, such as the importance of a government or natural rights.
3. Recognize that leaders can influence people.

**Vocabulary:** John Locke, Jean Jacques Rousseau, Montesquieu, Voltaire and Thomas Hobbes, Blank Slate Theory

**Materials:**

- Unit 7 Lesson 3 Matching activity word [Click Here](#)
- Unit 7 Lesson 3 Enlightenment Thinker Trading Cards [Click Here](#)

## Lesson 4 The French Revolution

**Key Ideas:** Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon

1. Recognize effects of the French Revolution, including the rise and rule of Napoleon.
2. Recognize an effect of the French Revolution.
3. Recognize an example of equality and freedom.

**Vocabulary:** French Revolution, Bastille, Marie Antoinette, Louis XIV, the Directory, Robespierre, Napoléon

**Materials:**

- Unit 7 Lesson 4 Timeline [Click Here](#)
- Unit 7 Lesson 4 Scaffold for Collage [Click Here](#)
- Unit 7 Lesson 4 Enlightenment matching activity [Click Here](#)

## Lesson 5: The 19th Century Latin American and Caribbean Movements

**Key Ideas:** Describe the causes and effects of 19<sup>th</sup> Century Latin American and Caribbean independence movements.

1. Recognize effects of the Latin American and Caribbean independence movements.
2. Recognize that Latin American and Caribbean countries achieved independence.
3. Recognize that people fight for freedom.

**Vocabulary:** Colonialization, Latin America, Caribbean, Latin American Revolution, Bolivar, de San Martin, and L' Overture

**Materials:**

- Unit 7 Lesson 5 Note Taking Guide [Click Here](#)
- Unit 7 Lesson 5 Note Taking Guide with pictures [Click Here](#)
- Unit 7 Lesson 5 Revolutionary Hero Graphic Organizer [Click Here](#)

## Unit 8 Nationalism, Industrialism, Imperialism and the Great War Period

**Big Ideas:** Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each and



recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.

### *Standards for Unit 8*

SS.912.W.6.1: Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.

SS.912.W.6.In.a: Recognize technological innovations that led to industrialization in Western Europe, the United States, and Japan.

SS.912.W.6.Su.a: Recognize a technological innovation that led to industrialization in Western Europe, the United States, and Japan.

SS.912.W.6.Pa.a: Recognize the impact of inventions.

SS.912.W.6.2: Summarize the social and economic effects of the Industrial Revolution.

Remarks/Examples: Examples are urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, expansion of colonialism.

SS.912.W.6.In.b: Recognize effects of the Industrial Revolution, such as increased productivity, the rise of the middle class, and the conditions faced by workers.

SS.912.W.6.Su.b: Recognize an effect of the Industrial Revolution, such as increased productivity, the rise of the middle class, or the conditions faced by workers.

SS.912.W.6.Pa.b: Recognize a social or economic benefit of work.

SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

SS.912.W.6.In.c: Recognize the major differences between capitalism and communism.

SS.912.W.6.Su.c: Recognize that private individuals or government can own businesses.

SS.912.W.6.Pa.c: Recognize that businesses are owned by people.

SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

Remarks/Examples: Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

SS.912.W.6.In.d: Recognize effects of reform movements, such as abolition of slavery in the British Empire, expansion of women's rights, and labor laws.

SS.912.W.6.Su.d: Recognize an effect of reform movements, such as abolition of slavery in the British Empire, expansion of women's rights, or labor laws.

SS.912.W.6.Pa.d: Recognize a characteristic of equality and freedom.

SS.912.W.6.5: Summarize the causes, key events, and effects of the unification of Italy and Germany.

SS.912.W.6.In.e: Recognize the effect of the unification of both Italy and Germany, such as the establishment of two countries with strong senses of patriotism and national pride.

SS.912.W.6.Su.e: Recognize a beneficial effect of the unification of separate nations or states into one country, such as national pride.

SS.912.W.6.Pa.e: Recognize the benefit of people or countries working together to achieve a goal.

SS.912.W.6.6: Analyze the causes and effects of imperialism.

Remarks/Examples: Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence)

SS.912.W.6.In.f: Recognize effects of imperialism, such as social and religious impact on indigenous peoples, expansion of political and economic control of other countries, and perceived superiority of Western ways.

SS.912.W.6.Su.f: Recognize an effect of imperialism, such as social and religious impact on indigenous peoples, expansion of political and economic control of other countries, or perceived superiority of Western ways.

SS.912.W.6.Pa.f: Recognize a characteristic of domination of one group over another.

SS.912.W.6.7: Identify major events in China during the 19th and early 20th centuries related to imperialism. Remarks/Examples: Examples are Western incursions, Opium Wars, Taiping and Boxer Rebellions, nationalist revolution.

SS.912.W.6.In.g: Recognize major events in China, such as the Western incursions and the nationalist revolution and formation of the Republic of China.

SS.912.W.6.Su.g: Recognize a major event in China, such as the nationalist revolution and formation of the Republic of China.

SS.912.W.6.Pa.g: Recognize a cause of change in government.

SS.912.W.7.1: Analyze the causes of World War I, including the formation of European alliances and the roles of imperialism, nationalism, and militarism.

SS.912.W.7.In.a: Recognize major causes of World War I, such as imperialism, nationalism, and militarism, and the formation of European alliances.

SS.912.W.7.Su.a: Recognize a cause of World War I, such as imperialism, nationalism, militarism, or the formation of European alliances.

SS.912.W.7.Pa.a: Recognize a reason for forming an alliance.

SS.912.W.7.2: Describe the changing nature of warfare during World War I.

Remarks/Examples: Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life.

SS.912.W.7.In.b: Identify the changing nature of warfare during World War I, such as the use of new weapons and strategies and increased destruction of the land and human life.

SS.912.W.7.Su.b: Recognize the changing nature of warfare during World War I, such as the use of new weapons and strategies and increased destruction of the land and human life.

SS.912.W.7.Pa.b: Recognize a characteristic of warfare during World War I.

SS.912.W.7.3: Summarize significant effects of World War I. Remarks/Examples: Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.

SS.912.W.7.In.c: Recognize the important effects of World War I, such as the breakup of empires into separate countries and the Treaty of Versailles.

SS.912.W.7.Su.c: Recognize an effect of World War I, such as the breakup of empires into separate countries.

SS.912.W.7.Pa.c: Recognize an effect of war.

SS.912.W.7.4: Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.

SS.912.W.7.In.d: Identify effects of the German economic crisis and global depression, such as closing of businesses and banks, loss of jobs, poverty, and how governments responded.

SS.912.W.7.Su.d: Recognize effects of the German economic crisis and global depression, such as closing of businesses and banks, loss of jobs, and poverty.

SS.912.W.7.Pa.d: Recognize an effect of economic depression.

SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

SS.912.W.7.In.e: Recognize why authoritarian governments came to power in the Soviet Union, Italy, Germany, and Spain.

SS.912.W.7.Su.e: Recognize a reason that authoritarian governments came to power in Europe after the depression.

SS.912.W.7.Pa.e: Recognize an effect of economic depression.

SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

SS.912.W.7.In.f: Recognize that the Soviet Union and Nazi Germany used mass terror and restriction of individual rights in order to control their people.

SS.912.W.7.Su.f: Recognize that some governments used mass terror and restriction of individual rights in order to control their people.

SS.912.W.7.Pa.f: Recognize an individual right.

SS.912.W.7.7: Trace the causes and key events related to World War II.

SS.912.W.7.In.g: Recognize the causes of World War II and the major events in the war, such as rise of totalitarian governments, conquest of countries in Europe, and Japanese invasion of China; and the bombing of Pearl Harbor, Battle of Midway, and D-Day invasion.

SS.912.W.7.Su.g: Recognize a major cause and event of World War II, such as expansion of control of dictators and bombing of Pearl Harbor.

SS.912.W.7.Pa.g: Recognize a characteristic of world wars.

SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

SS.912.W.7.In.h: Recognize major effects of the Holocaust, including the Nazi dehumanization of Jews and other victims.

SS.912.W.7.Su.h: Recognize an effect of the Holocaust, including the Nazi dehumanization of Jews and other victims.

SS.912.W.7.Pa.h: Recognize a characteristic of discrimination.

SS.912.W.7.9: Identify the wartime strategy and post-war plans of the Allied leaders.

Remarks/Examples: Examples are Churchill, Roosevelt, Stalin.

SS.912.W.7.In.i: Recognize the wartime strategies and post-war plans that were developed by the Allied leaders, such as Churchill, Roosevelt, and Stalin.

SS.912.W.7.Su.i: Recognize that Allied leaders worked together to plan wartime strategies and create plans after World War II.

SS.912.W.7.Pa.i: Recognize that leaders work together during and after war.

SS.912.W.7.10: Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.

SS.912.W.7.In.j: Recognize that President Truman's decision to drop the atomic bombs on Japan ended the war but led to the beginning of the nuclear arms race.

SS.912.W.7.Su.j: Recognize that the United States dropped atomic bombs on Japan and ended the war.

SS.912.W.7.Pa.j: Recognize a characteristic of warfare during World War II.

SS.912.W.7.11: Describe the effects of World War II.

Remarks/Examples: Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.

SS.912.W.7.In.k: Recognize effects of World War II, such as death of soldiers and civilians, destruction of land and property, and creation of the United Nations.

SS.912.W.7.Su.k: Recognize an effect of World War II, such as death of soldiers and civilians or the creation of the United Nations.

SS.912.W.7.Pa.k: Recognize an effect of war.

[https://www.accesstofls.org/core\\_curriculum\\_resources/Social\\_Studies/World\\_History/Unit\\_8/](https://www.accesstofls.org/core_curriculum_resources/Social_Studies/World_History/Unit_8/)

## Lesson 1 Technological Innovations and Industrial Revolution

### **Key Ideas:**

1. Recognize technological innovations that led to industrialization in Western Europe, the United States, and Japan.
2. Recognize a technological innovation that led to industrialization in Western Europe, the United States, and Japan.
3. Recognize the impact of inventions

**Vocabulary:** steam engine, spinning jenny, cotton gin, First Industrial Revolution, textile factories, Europe, Japan, Samuel Slater

### **Materials:**

- Unit 8 lesson 1-4 Technological Innovations and Industrial Revolution Power Point  
[Click Here](#)

Sheets on inventions:

- steam engine
- spinning jenny
- cotton gin

## **Lesson 2: What are the social and economic effects of the Industrial Revolution.**

### **Key Ideas:**

1. Recognize effects of the Industrial Revolution, such as increased productivity, the rise of the middle class, and the conditions faced by workers.
2. Recognize an effect of the Industrial Revolution, such as increased productivity, the rise of the middle class, or the conditions faced by workers.
3. Recognize a social or economic benefit of work.

**Vocabulary:** productivity, middle class, work conditions, factory, child labor, pollution

### **Materials:**

- Bell work
- Check what you have learned slides
- Think about it organizer and organizer with images
- Check what you know (3 options)
- Exit ticket

## **Lesson 3 Compare the philosophies of capitalism, socialism, and communism**

### **Key Ideas:**

1. Recognize the major differences between capitalism and communism.
2. Recognize that private individuals or government can own businesses.
3. Recognize that businesses are owned by people

**Vocabulary:** Capitalism, socialism, communism, Adam Smith, Karl Marx

### **Materials:**

- Compare/contrast chart for Capitalism and Communism [Click Here](#)
- Check what you learned
- Exit Ticket

## **Lesson 4 How the 19th and early 20th century social and political reforms and reform movements impacted the World.**

### **Key Ideas:**

1. Recognize effects of reform movements, such as abolition of slavery in the British Empire, expansion of women's rights, and labor laws.
2. Recognize an effect of reform movements, such as abolition of slavery in the British Empire, expansion of women's rights, or labor laws.
3. Recognize a characteristic of equality and freedom.

**Vocabulary:** reform movements, abolition of slavery in the British Empire, expansion of women's rights, labor laws

**Materials:**

- Exit Ticket

## Lesson 5 The Causes of World War I

**Key Ideas:**

1. Recognize major causes of World War I, such as imperialism, nationalism, and militarism, and the formation of European alliances.
2. Recognize a cause of World War I, such as imperialism, nationalism, militarism, or the formation of European alliances.
3. Recognize a reason for forming an alliance.

**Vocabulary:** World War I, militarism, alliances, imperialism, nationalism

**Materials:**

- Unit 8 Lesson 5-10 Power Point [Click Here](#)
- MAIN foldable, MAIN definition sheets [Click Here](#)

## Lesson 6 What was the changing nature of warfare during World War I

**Key Ideas:**

1. Identify the changing nature of warfare during World War I, such as the use of new weapons and strategies and increased destruction of the land and human life.
2. Recognize the changing nature of warfare during World War I, such as the use of new weapons and strategies and increased destruction of the land and human life.
3. Recognize a characteristic of warfare during World War I.

**Vocabulary:** Trench warfare, weapons, tanks, airplanes

**Materials:** no additional materials needed

## Lesson 7 What are the significant effects of World War I

**Key Ideas:**

1. Recognize the important effects of World War I, such as the breakup of empires into separate countries and the Treaty of Versailles.
2. Recognize an effect of World War I, such as the breakup of empires into separate countries.
3. Recognize an effect of war.

**Vocabulary:** Armistice, Treaty of Versailles, reparations

**Materials:** Treaty of Versailles summary

## Lesson 8 The Depression and the Road to World War II

### **Key Ideas:**

1. Identify effects of the German economic crisis and global depression, such as closing of businesses and banks, loss of jobs, poverty, and how governments responded.
2. Recognize effects of the German economic crisis and global depression, such as closing of businesses and banks, loss of jobs, and poverty.
3. Recognize an effect of economic depression.
4. Recognize the causes of World War II and the major events in the war, such as rise of totalitarian governments, conquest of countries in Europe, and Japanese invasion of China; and the bombing of Pearl Harbor, Battle of Midway, and D-Day invasion.
5. Recognize a major cause and event of World War II, such as expansion of control of dictators and bombing of Pearl Harbor.
6. Recognize a characteristic of world wars.

**Vocabulary:** Global depression, World War II, bombing of Pearl Harbor, Battle of Midway, D-Day invasion, Iwo Jima, Battle of the Bulge, Battle of Berlin

### **Materials:**

- Major Battles of WWII [Click Here](#)

## Lesson 9: The Holocaust

### **Key Ideas:**

1. Recognize major effects of the Holocaust, including the Nazi dehumanization of Jews and other victims.
2. Recognize an effect of the Holocaust, including the Nazi dehumanization of Jews and other victims.
3. Recognize a characteristic of discrimination.

**Vocabulary:** Holocaust, Nazi, Jewish, Adolph Hitler, concentration camps, Anne Frank

### **Materials:**

- If you are looking for books to introduce the holocaust see [Click Here](#)
- For ABC activity refer to Holocaust Vocabulary Word List [Click here](#)
- ABC Chart

## Lesson 10 WWII and Post-War Plans

### **Key Ideas:**

1. Recognize the wartime strategies and post-war plans that were developed by the Allied leaders, such as Churchill, Roosevelt, and Stalin.
2. Recognize that Allied leaders worked together to plan wartime strategies and create plans after World War II.
3. Recognize that leaders work together during and after war.
4. Recognize that President Truman's decision to drop the atomic bombs on Japan ended the war but led to the beginning of the nuclear arms race.

5. Recognize that the United States dropped atomic bombs on Japan and ended the war.
6. Recognize a characteristic of warfare during World War II.
7. Recognize effects of World War II, such as death of soldiers and civilians, destruction of land and property, and creation of the United Nations.
8. Recognize an effect of World War II, such as death of soldiers and civilians or the creation of the United Nations.
9. Recognize an effect of war.

**Vocabulary:** Axis and Allied leaders, Churchill, Roosevelt, Stalin, The Big 3, United Nations, Yalta Summit, Truman, Hiroshima, Nagasaki, atomic bomb

**Materials:** Compare WWI and WWII [Click Here](#)