

EVIDENCE OF UNDERSTANDING

WORLD HISTORY



The Oklahoma Library of Digital Resources is an innovative initiative to provide Oklahoma educators with high-quality, interactive teaching resources.

We appreciate our sponsors:



Thank you to the following educators for their work in curating digital resources:

Anne Beck, OSSBA

Allison Biederstadt, Maryetta Public Schools

Erin Farnan, Norman Public Schools

Joy Filer, Putnam City Public Schools

Tonya Gaunt, Clinton Public Schools

Heather Goodenough, Broken Arrow Public Schools

Todd Gragg, Mid-Del Public Schools

Michelle Hilterbran, Clinton Public Schools

Samantha Hughes, Putnam City Public Schools

Becky Lockler, El Reno Public Schools

Michelle Mooney, Merritt Public Schools

Tasha Jefferson, Clinton Public Schools

Jamie Johnson, Norman Public Schools

Tracey Roberson, Lawton Public Schools

Abby Tanner, Broken Arrow Public Schools

Danielle Taylor, Mid-Del Public Schools

Kara Walk, Putnam City Public Schools

Rachelle Watson, Shawnee Public Schools

Paul Williams, Lawton Public Schools

Getting to Know OKLDR	5	Post WW II - 1990	36
Who Is OSSBA?	6	Middle East	37
Why OKLDR?	7	China	39
How To Use OKLDR	8	India and Pakistan	42
Moving forward	9	Cold War	44
		Africa	46
		Conflicts	48
To 1750 CE	10		
Religious and Philosophical Influence	11	1990-Present Day	50
Slavery	13	Global Economy	51
Renaissance, Reformation, and Enlightenment	15	Contemporary Issues	53
Trade and Migration	18	Terrorism	55
World Governments	20		
1750-1945 CE	23	Resources	57
Global Impact	24	Teacher Resources	58
Industrial Revolution	27		
World War I	29		
World War II	32		
Holocaust	34		

GETTING TO KNOW OKLDR

WHO IS OSSBA?

The Oklahoma State School Boards Association (OSSBA) works to promote quality public education for the children of Oklahoma through training and information services to school board members. The Association is a leader among leaders in Oklahoma education and a visible presence in the local school districts and throughout the state.

The OSSBA was created in 1944 to provide support for local school board members with a variety of information, assistance, and representation services. OSSBA reaches every school board member through training opportunities. It creates and encouraged effective leaders to promote public education and cultivates productive alliances with governing bodies. OSSBA trains school board members to participate in an effective and supportive manner to provide direction for educational innovation and improves public perception of education in Oklahoma by sharing strategies and tools with our member school districts to focus on the success of Oklahoma public education.

OSSBA works with school boards to demonstrate the impact they have on student achievement. We work to provide meaningful two-way communication of advocacy, services, and training activities to local boards of education and their stakeholders. Other services we provide that have a direct impact on student achievement include strategic planning and superintendent searches. Our legal team provides free legal information to the school districts.

WHY OKLDR?

In the summer of 2016, OSSBA set out on a journey assist teachers in the integration of technology into their classrooms. The Oklahoma Library of Digital Resources (OKLDR) became a collection of digital content resources selected by Oklahoma educators to support the Oklahoma Academic Standards. The resources were curated by teachers from school districts across Oklahoma. Each collection contained a variety of learning resources, such as videos, apps, pdf documents, and websites, and are designed so that teachers can then build their lesson plans. The resources helped bridge the digital equity gap among students while helping schools make the most of limited resources.

After collaborating with educators, school and district leaders for a couple of years, OKLDR has been enhanced in the following ways:

- Resources are now an Open Education Resource (OER) “book” format, making it easier to use and accessible on multiple devices.
- Resources map to ESSA expectations for evidence of student understanding and students’ mastery of the academic standards.
- Tools are now agnostic and can be used on multiple devices.
- Lessons are now focused on student engagement through the use of technology. The first OKLDR version focused on teacher resources. **This is a major change.**
- To prioritize student learning, teacher resources are now located at the back of each book.

HOW TO USE OKLDR



The Oklahoma Academic Standards for this lesson are grouped together by key topics. Sometimes you will see only one standard, but other times you will see a grouping of standards.



Evidence of Understanding is the key. This is the concept you want your students to master that reinforces the standards. Mastery means deeper understanding, not just “skim the surface” learning.



Digital Tools are the recommended applications and/or tools for the lesson. Think of this element as the “supplies box.”



In Practice is a suggested activity to engage the students to demonstrate mastery of the standard. You will notice that this is just one suggested lesson, and sometimes there might be a second lesson. The suggested lesson, developed by Oklahoma teachers, is meant to give you a starting point. You might decide to use the lesson or it might give you an idea of something else you could do to teach the concept.

MOVING FORWARD

As you can see the OKLDR book has been designed to inspire educators to have students demonstrate their understanding of the Oklahoma Academic Standards through the use of technology as a productivity tool. While educators have limited time in the day to plan and research high quality content, this book is a jumping off point, with suggested peer-reviewed activities and resources.

While you might encounter extra white space in the book, it is intentional for growth. As you integrate the activities into your lessons, you are encouraged to send us student work samples that might be included in the book, as well as additional activities and resources that could be included in future revisions.

Next Steps:

- We would love to add samples of student work to the activities, so please send the work to: okldr@ossba.org.
- If you would like to be involved in future course creation, or know teachers who would like to be involved, please contact us at: okldr@ossba.org.
- See anything that needs to be changed or enhanced? Contact us at: okldr@ossba.org.

TO 1750 CE

RELIGIOUS AND PHILOSOPHICAL INFLUENCE



WH.1.2 Describe the origins, major beliefs, spread and lasting impact of the world's major religions and philosophies, including Judaism, Hinduism, Buddhism, Christianity, Islam, Confucianism, and Sikhism.

WH.1.3 Compare the contributions of Greek and Roman philosophers, including Plato, Aristotle and Cicero including their impact on Western society.



Evidence of Understanding

Students will be able to analyze and explain the origins, spread, and lasting impacts of the world's major religions, such as Judaism, Hinduism, Buddhism, Christianity, Islam, Confucianism, and Sikhism.

Students will be able to analyze and explain the lasting contributions on Western society of Greek and Roman philosophers, such as Plato, Aristotle, and Cicero.



Digital Tools

- *Mind Mapping Application* - [Venn Diagram](#), [ReadWriteThink](#), [Popplet](#), [Padlet](#), [Simple Mind+](#) [Mind Mapping](#), [Post-It](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft Powerpoint](#), [Haiku Deck](#)
- *Spreadsheet* - [Numbers](#), [Google Sheets](#), [Microsoft Excel](#)



In Practice

- Students will create a chart and/or mind mapping application comparing and contrasting the origins, major beliefs, and philosophies of Judaism, Christianity, Islam, Confucianism, and Sikhism.
- Students will create and present a visual and/or oral review of ancient Greece/Roman philosophies that still impact the world today.

SLAVERY



WH.1.5 Describe the institution of slavery around the world prior to the 15th century as a widespread result of warfare and economic practices.

WH.2.4 Explain how slavery and the slave trade was used for the development and growth of colonial economies.



Evidence of Understanding

Students will analyze the institution of slavery prior to the 15th century as well as analyze and describe how slavery was used for the development and growth of the colonial economies.



Digital Resources

- *Word Processor* - Pages, Google Docs, Microsoft Word
- *Mind Mapping Application* - Cardflow, Post-It



In Practice

- Students will create a multi point of view journal using a word processor tool.
- Students will divide up into groups and each person will choose a different point of view within the Slave Trade. Example: slave, slave trader, slave owner, family member of newly captured slave etc.
- Students will brainstorm and organize the different ideas and points of view within the slave trade using mind mapping apps such as Post It.
- Each student will write out journal entries within the same document using a word processor such as Pages over one or more of the same events. Example: capturing of slave, slave auction, daily life, harvest, spoils of war, etc.
- After each student has written in their own point of view, the group members will read all other points of view and discuss and organize as a group using a mind mapping tool how economic practices effect social practices around the world.
- Students must agree on one name to call their “book” of journal entries.

RENAISSANCE, REFORMATION, AND ENLIGHTENMENT



WH 2.1 Assess the significance of the Renaissance on politics, economics, and artistic creativity, including the works of Machiavelli, Michelangelo, and daVinci.

WH.2.2 Summarize the causes of and influence of the theological movements of the Reformation and how those movements subsequently transformed society.

WH. 2.6 Compare how scientific theories and technological discoveries brought about social and cultural changes, including those made by Copernicus, Galileo, and Newton; describe the impact of Islamic learning.

WH. 2.7 Analyze the impact of the Enlightenment on modern government and economic institutions, including the theories of Hobbes, Locke, Voltaire, Rousseau, Montesquieu, and Adam Smith.



Evidence of Understanding

Students will be able to evaluate and describe shifts in politics, economics, and artistic creativity from Machiavelli, Michelangelo, and daVinci on the Renaissance.

Students will be able to compare and contrast the theological movements of the Reformation and their subsequent transformation on society.

Students will analyze how the scientific and technology discoveries of Copernicus, Galileo, Newton, and Islamic learning shaped the social and cultural changes of the Enlightenment period.

Students will analyze how the theories of Hobbes, Locke, Voltaire, Rousseau, Montesquieu and Adam Smith impacted modern government and economic institutions.



Digital Resources

- *Content Website* - [Encyclopedia Britannica](#) - [Voltaire](#)
- *Graphic Organizers* - [Popplet](#), [Post-It](#), [Cardflow](#)
- [Camera](#)
- *Video Editor* - [Green Screen](#), [Screencastify](#), [iMovie](#), [Clips](#), [WeVideo](#)
- *Podcast Application* - [Opinion](#), [Anchor](#), [Voice Record Pro](#)
- *Fake Social Media* - [TweetTweak](#), [TextingStory](#)



In Practice

- Students will review physical or digital copies of the works of Hobbes, Locke, Voltaire, Rousseau, Montesquieu, to compare and contrast the major themes using a graphic organizer app such as Post It.
- Students will role play as one of the major figures from the Renaissance, Reformation, and/or the Enlightenment in a Dr. Phil Talk show situation debating over who was the most influential figure of that day.
- Students will create a fake social media war using apps like texting story or podcast apps, to summarize the major discoveries, philosophies, or beliefs tied to influential figures of the Renaissance, Reformation, and/or the Enlightenment.

TRADE AND MIGRATION



WH.1.1 Evaluate the impact of geography and trade on the development of culture in Africa, Asia, and Europe including religion, philosophy, and political belief.

WH.1.4 Evaluate the economic, political, and cultural impact of interregional trade networks.

WH.2.3 Analyze migration, settlement patterns, cultural diffusion, and the transformations caused by the competition for resources among European nations during the Age of Exploration.



Evidence of Understanding

Students will evaluate the economic, political, and cultural impact of interregional trade networks and the impact geography and trade had on the development of culture, religion, philosophy, and political beliefs in Africa, Asia, and Europe.



Digital Resources

- *Sketch Applications* - Paper, Sketch - Draw & Paint
- *Video Editor* - iMovie, Clips



In Practice

- Students will create visual map exploring migration and settlement patterns using a sketch or drawing application such as paint, white board, sketch.
- Students will use the visual map they made as a backdrop and create a time lapse video using iMovie or similar app, that demonstrates cultural diffusion.
- Students will respond to the question "what is your cultural diffusion?" by creating their story board using any presentation or photo app.

WORLD GOVERNMENTS



WH.2.5 Compare the various forms of government established by:

- A. divine right rule, such as the Mandate of Heaven in China and absolutism in England and France
- B. Magna Carta in England, the English Civil War, and the Glorious Revolution
- C. enlightened monarchs such as Catherine the Great and Frederick the Great.



Evidence of Understanding

Students will compare and contrast various forms of government systems. They will analyze and discuss the divine right to rule, Mandate of Heaven, and absolutism. Students will examine the Magna Carta, English Civil War and the Glorious Revolution. The Students will examine the enlightened monarchs such as Catherine the Great, and Frederick the Great.



Digital Resources

- *Portfolio Application* - [Seesaw](#), [Book Creator](#)
- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft Powerpoint](#), [Nearpod](#), [Peardeck](#)
- *Student Response* - [Quizizz](#), [Plickers](#), [Google Forms](#), [Flipgrid](#)
- *Website* - [Pics4Learning](#), [Photos for Class](#)
- *Graphic Organizer* - [Paper](#), [Explain Everything](#)



In Practice

- Students will identify and define types of government systems by creating a graphic organizer such as Popplet.
- Students will pick two countries in the world with differing government systems and compare and contrast the government system in use.
- Students will create a presentation of their findings, and share that with their peers.
- Students will create a game challenge using an app like Quizizz, or Plickers to test the knowledge of their classmates.

1750-1945 CE

GLOBAL IMPACT



WH.3.1 Analyze the causes and global impact of

A. England's Glorious Revolution

B. the American Revolution

C. the French Revolution including the Napoleonic Wars D. the Congress of Vienna.

WH.3.2 Summarize the influence and global impact of emerging democratic ideals on the Latin American and Caribbean revolutions including Haiti and Mexico and the leadership of Simon Bolivar.

WH.3.5 Explain the rationales for and consequences of imperialism on Asia, Africa, and the Americas, such as colonization and the exploitation of natural resources and peoples; summarize various efforts to resist imperialism.



Evidence of Understanding

Students will analyze the causes and global impact of England's Glorious Revolution, The American Revolution, and the French Revolution including the Napoleonic War.

Students will analyze and summarize the influence and global impact of emerging democratic ideas on the Latin American and Caribbean revolutions including Haiti and Mexico and the leadership of Simon Bolivar.

Students will compare and contrast the rationales and consequences of imperialism on Asia, Africa, and the Americas.



Digital Resources

- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft Powerpoint](#), [Nearpod](#), [Peardeck](#)
- *Student Response* - [Quizizz](#), [Plickers](#), [Google Forms](#), [Flipgrid](#)
- *Website* - [Pics for Learning](#), [Photos for Class](#)
- *Graphic Organizer* - [Paper](#), [Explain Everything](#)



In Practice

- Students will create a rap battle using a voice recorder or video editor as leaders of England, American, French, and Napoleonic war and/ or revolution.
- Students will work in small groups to create a collage book of images or a music video that will explore and summarize the before and after effects of specific revolutions.

INDUSTRIAL REVOLUTION



WH.3.3 Evaluate the economic and social impact of the Industrial Revolution.

WH.3.4 Analyze how the Industrial Revolution gave rise to socialism and communism, including ideas and influence of Karl Marx. .



Evidence of Understanding

Students will be able to analyze and explain the social and economical impact of the Industrial Revolution and how the Industrial Revolution helped the rise of systems such as communism and socialism.



Digital Resources

- *Sketch Application* - [Sketches School](#), [Notes](#), [Ibis](#)
- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#)



In Practice

- Students will become inventors and sketch out their own inventions and fill out their own “Patents” using a sketch app such as sketches schools.
- They will draw out their invention on a sketch app and then write out how their invention will effect society, will their invention have positive or negative impacts on people or communities, how it will effect the economy, and what countries would your invention be used in the most?
- Students will then have to write a reflection on what life was like as an inventor in a communist country and socialist country.

WORLD WAR I



WH.4.1 Explain the complex and multiple causes of World War I, including militarism, nationalism, imperialism, systems of alliances, and other significant causes.

WH.4.2 Describe the significant events of World War I, including key strategies, advancements in technology, the war's significant turning points, and its' lasting impact.

WH.4.3 Analyze the immediate and long-term global consequences of the Treaty of Versailles.



Evidence of Understanding

Students will be able to explain the multiple causes of WWI such as militarism, nationalism, imperialism, and alliances. Students will be able to identify key moments, alliances, and strategies during WWI and explain the outcomes and effects of WWI throughout the globe.



Digital Resources

- *Content Website - [EdPuzzle](#)*
- *Royalty Free Photo Database - [Photos for Class](#), [Pics4Learning](#)*
- *Photo Editor - [Pic Collage](#)*
- *Word Processor - [Google Docs](#), [Pages](#), [Microsoft Word](#)*



In Practice

- Students will divide into small groups and have a “Survivor” style competition amongst the countries. Each group will represent a country involved in World War I and will compete and align with other countries to take over territory.
- Students will create their own questions that will include video and/ or photo clips using video editor such as EdPuzzle or photo editor such as Pic Collage.
- Students will challenge the other groups in the class.
- Each group will answer the questions and whatever group that answer the most correctly will become the world Leader/ winner of WWI.
- Students will create reflections using a word processor app that explores which is easier for conflict resolution: verbal debates and discussion or combat and competition.

WORLD WAR II



WH.4.5 Describe the economic, social, and political conditions that caused WWII including

- A. failure of the Treaty of Versailles
- B. impact of global depression
- C. rise of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan

WH.4.6 Examine the significant events of World War II from a global perspective, such as campaigns in Africa, Asia, and the Pacific.

WH.4.7 Evaluate the effects of World War II including military and economic power shifts, purposes of the United Nations and NATO, and the origins and escalation of the Cold War.



Evidence of Understanding

Students will be able to analyze and explain the economic, social, and political causes of World War II using specific examples such as the failure of the Treaty of Versailles, and the rise of Totalitarian regimes . Students will be able to explain the different regimes involved in World War II and how those regimes responded and reacted to each other during the war. Students will be able to explain the effects of WWII including the global efforts of compromise such as the United Nations, NATO, and conflicts with the Cold War.



Digital Resources

- Camera
- *Video Editor* - Clips, WeVideo, iMovie, Green Screen



In Practice

- Students will recreate the "General Patton Speeches". (Pairs Recommended)
- They will then decide what regimes they will be the General for. Students will research the social, and political causes of World War II, the regimes involved, and their strategies for WWII.
- Students will then create a speech for their troops that will explain to them: why they are fighting in the war, what their strategies are for fighting and how other regimes have responded to them as well. Students can video their speech using a video editor app such as Green Screen or give their speech to class (be sure to have a flag for their country as the background).
- At the end of each speech students will write a short response "if you were a soldier would this speech motivate you to go fight? Why or why not?"

HOLOCAUST



WH.4.8 Examine the causes, series of events and effects of the Holocaust through eyewitnesses such as inmates, survivors, liberators, and perpetrators.

WH.4.9 Summarize world responses to the Holocaust, resulting in the Nuremberg Trials, the move to establish a Jewish homeland, and the creation of the of the Universal Declaration of Human Rights and its impact on human rights today.



Evidence of Understanding

Students will be able to identify and explain the elements of the Holocaust, and summarize world responses to the Holocaust. They will discuss the Nuremberg Trials, the Universal Declaration of Human Rights and its impact on human rights today. Students will also discuss the importance of establishing a Jewish homeland.



Digital Resources

- *Content Video* - [History.com, A Holocaust Survivor Tells Her Story](#)
- *Website Podcast* - [United States Holocaust Memorial Museum-First Person Podcast Series](#)
- *Virtual Tour/Virtual Reality* - [Holocaust Museum and Learning Center- Virtual Tour](#)
- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#)



In Practice

- Students will take a Virtual Reality tour of the Holocaust Memorial Museum and Learning Center.
- Students will watch and discuss short videos from [History.com](#) to build understanding and empathy for those who were lost and those who survived.
- Students will write a reflection in response to the videos, and summarize the world responses to the Nuremberg Trials, the Universal Declaration of Human Rights and its impact on human rights today, using a word processor such as Pages, Microsoft word or Google Docs.
- Students will create their own digital memorial using a photo editor such as a PicCollage.

POST WW II - 1990

MIDDLE EAST



WH.5.1 Describe the creation of the modern state of Israel and ongoing territorial disputes, including the impact of significant regional leaders.



WH.5.2 Evaluate the ongoing regional disputes of the Middle East, including the Iranian Revolution, the Iran- Iraq conflict, and the invasion of Kuwait.



Evidence of Understanding

Students will be able to identify and evaluate the key territories within the Middle East and explain the territorial and ideological conflicts among those groups using specific examples such as: Iranian Revolution, Iran- Iraq conflict, the religious divisions in Israel, and the invasion of Kuwait.



Digital Resources

- *Video Response* - [Flipgrid](#), [Clips](#)
- *Animation Application* - [Stop Motion Studio](#), [Koma Koma](#), [Lego Movie Make](#)



In Practice

- Students will make a video response using a video app such as Flip grid that describes the modern state of Israel and territorial disputes and the impact of significant regional leaders.
- Students will use a stop motion app like Lego Movie or Stop Motion to recreate one of the conflicts in the middle east as a high school drama, for example: Iran - Iraq war, War of Kuwait.
- Students will use a voice app to bring their movie to life, using 21st century teenage language, clothing, slang, etc.

CHINA



WH.5.3 Analyze the major developments in Chinese history during the second half of the 20th century including the

- A. Chinese Civil War and the Communist Revolution in China
- B. rise of Mao Zedong and the political, social, and economic upheavals under his leadership
- C. student protests of Tiananmen Square
- D. economic reforms under the leadership of Deng Xiaoping.



Evidence of Understanding

Students will be able to effectively explain the major developments in Chinese history during the second half of the 20th century, using specific examples such as the Chinese Civil War, Communist Revolution in China. Students will analyze and discuss the political, social and economic chaos under the leadership of Mao Zedong, as well as the economic reforms of Deng Xiaoping.



Digital Resources

- *Mental Mapping Application* - [Post It](#), [Popplet](#), [Card Flow](#)
- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#)
- *Student Response* - [Kahoot](#), [Poll Everywhere](#), [Nearpod](#), [Peardeck](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft Powerpoint](#), [Peardeck](#), [Nearpod](#), [Prezi](#)
- *Photo Editor* - [Canva](#)
- *Royalty Free Photo Database* - [Photos for Class](#), [Pics4Learning](#)
- *Sketch Application* - [Sketches School](#), [Sketch - Draw & Paint](#), [Paper by 53](#)



In Practice

- Students will work in small groups to research the Tiananmen Square protests.
- Students will gather and organize information to determine the cause and effect of the protest.
- Students will use mind mapping apps such as Post it, or Card Flow to organize the information.
- Students will draw a topic at random from a teacher generated topic list. Students will then plan a protest based on the selected topic.
- Students will then create an action plan of what their message is, using a shared planning document such as Pages, how they will present the message, and who the message will target.
- Students will conduct a mock protest that follows their plan.
- Students will create their own digital advertisements and posters to use in their protests using a photo editor or sketch app such as Canva, or Sketch Schools, Paint.
- After the completion of the mock protest they will conduct an after action review, that includes: what went well, what went wrong, and what they could do better using a student response and presentation app.

INDIA AND PAKISTAN



- WH.5.4 Examine the origins of India and Pakistan as independent nations, including the
- A. struggle for independence achieved through Mohandas Gandhi's non-violent civil disobedience movement
 - B. development of India's industrial economy
 - C. ongoing struggles in the region.



Evidence of Understanding

Students will be able to analyze and explain the evolution of India as a nation using specific examples such as: the fight to be an independent state through Mohandas Gandhi's nonviolent civil disobedience, the development of their economy, and their struggles with Pakistan over Kashmir.



Digital Resources

- *Digital Timeline* - Post-It, Timeline - Diary and Notes, Timeline Visualizer
- *Video Editor* - Clips, WeVideo, iMovie, #fakenews



In Practice

- Students will create a digital timeline, using clips or post it, of India and/or Pakistan exploring the countries struggle for independence and growth as an independent nation.
- Students will work in small groups to create short news report using #fakenews or other similar apps on one specific ongoing conflict in the region and the challenges it poses for India and/or Pakistan.

COLD WAR



- WH.5.5 Evaluate the people, events, and conditions leading to the end of the Cold War including the
- A. effects of Poland’s Solidarity Movement
 - B. policies of the perestroika and glasnost
 - C. fall of the Berlin Wall
 - D. breakup of the Soviet Union



Evidence of Understanding

Students will be able to evaluate and explain the events, policies, and people that lead up to the end of the Cold War using specific examples such as the fall of the Berlin Wall, policies of glasnost and perestroika, and the rise and fall of the Soviet Union.



Digital Resources

- *Mental Mapping Application* - [Post-It](#), [Popplet](#), [Card Flow](#), [Explain Everything](#)
- *Video Editor* - [Clips](#), [WeVideo](#), [iMovie](#)



In Practice

- Students will chose a country that wants to be a former member of the Soviet Union and write and Country Western " breakup song" or break up " Dear John" letter.
- Students can use graphic organizers such as Popplet or Post It to organize reason for breaking up with the Soviet Union.
- Students can either make a music video using a video editor such as IMovie or sing their song in person explaining why they are breaking up with them, how much better their life will be/ is with out them, and/or people they will chose to be with instead.

AFRICA



- WH.5.6 Assess the impact of African independence movements on human rights and the global expansion of democracy including the
- A. effects of Pan-Africanism on changing political boundaries
 - B. the struggle for self-government in Ghana, including the influence of Kwame Nkrumah
 - C. creation and dismantling of South Africa's apartheid system, including the influence of Nelson Mandela and Desmond Tutu.



Evidence of Understanding

Students will address the impact of the African independence movements and the global expansion of democracy focusing on the creation and dismantling of South Africa's apartheid system, noting the influence of Nelson Mandela and Desmond Tutu.



Digital Resources

- *Content Website* - [History.com](#), [Nelson Mandela Quotes](#), [Nelson Madela Gathers Support](#), [Nobel Prize](#)
- [Camera](#)
- *Photo Library* - [Pics4Learning](#), [Photos 4 Class](#)
- *QR Code Generator* - [QR Code Generator](#), [QR Stuff](#)
- *QR Code Reader* - [QR Code Scanner](#), [Scan](#)



In Practice

- Students will do a biographical review of Nelson Mandela and Desmond Tutu, focusing on abolishing Apartheid and their non-violent approach to protesting.
- Students will organize the information they have gathered as part of the biographical review for the purpose of finding inspiring images to create an art installation or mural.
- The teacher will collaborate with English and Art teachers to help facilitate the building of the art piece.
- Students will create a voice over to explain their art piece. The voice over will be connected to a QR code that is attached to their individual art piece.

CONFLICTS



WH.5.7 Compare multiple perspectives to examine the religious, ethnic, and political origins, as well as the lasting impact of modern genocide and conflicts including

- A. actions of the Khmer Rouge in Cambodia
- B. Northern Ireland's Troubles
- C. ethnic-cleansing in the Balkans
- D. Rwanda's mass murders
- E. crisis in Darfur



Evidence of Understanding

Students will compare and contrast the multiple perspectives of religious, ethnic, political origins and as well as the lasting impact of modern genocide and conflicts such as: the actions of Khmer Rouge in Cambodia, Northern Ireland's Troubles, the ethnic-cleansing in the Balkans, Rwanda's mass murder, and the crisis in Darfur.



Digital Resources

- *Animation Application - Stop Motion Studio, Koma Koma , Lego Movie Make*



In Practice

- Students will take on the persona of Thanos (from Avengers), using the lego movie 2 stop motion app, and defend the actions of one of the following conflicts: actions of the Khmer Rouge In Cambodia, Northern Ireland's troubles, ethnic-cleansing in the Balkans, Rwanda's mass murder, crisis in Darfur.
- Students will then explain if taking away these ethnic groups will the population thrive.

1990-PRESENT DAY

GLOBAL ECONOMY



WH.6.1 Describe the ongoing impact of interdependence on the world's economies resulting in the creation and growth of multinational organizations, international trade agreements, and the challenges faced by the global economy.



Evidence of Understanding

Students will be able to define and explain through research and discussion the ongoing impact of multinational organizations and international trade agreements of the global economy. They will analyze the challenges nations face when dealing with the global economy.



Digital Resources

- *Content Application* - [Newsela](#), [CNN10](#), [Frontline News](#)
- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#)
- *Map Tools* - [Google Maps](#), [Apple Maps](#), [Google Earth](#)



In Practice

- Students will discuss in a role-play "Global Economic Summit" through role play, the perspectives of the stakeholders (multinational organizations, global corporations) to create an international trade agreement.
- Students will create a shared document such as Google Docs or a similar word processor in a whole group setting that identifies and discusses the challenges of a global economy.
- Students will write a reflection about lessons learned during the role play discussion, difficulties of building "global" cooperation, and the effects of shared responsibility in a global economy.

CONTEMPORARY ISSUES



WH.6.2 Examine contemporary issues that impact the new global era such as the

- A. changing patterns of population
- B. cycle of disease and poverty
- C. status of women
- D. environmental issues.

WH.6.3 Describe the impact of trade and interdependence on cultural diffusion.



Evidence of Understanding

Students will examine and explain New Global Era issues such as changing patterns of population, cycle of disease and poverty, status of women, and environmental issues.

Students will analyze and describe the impact of trade and interdependence on cultural diffusion.



Digital Resources

- *Royalty Free Photo Database* - [Photos for Class](#), [Pics4Learning](#)
- *Word Processor* - [Microsoft Word](#), [Google Docs](#), [Pages](#)
- *Photo Editor* - [Phonto](#), [Canva](#), [Adobe Spark](#)



In Practice

- Students will create a visual and oral representation, using a photo editor and/or a word processor, to show the cultural diversity at various levels for example within their classroom/hallway/building/community.
- Students will write a reflection about lessons learned during the role play discussion, difficulties of building "global" cooperation, and the effects of cultural diversity and diffusion in their daily lives.

TERRORISM



WH.6.4 Analyze responses by world governments concerning the rise and impact of international terrorism and their responses to regional disputes such as Syria.



Evidence of Understanding

Students will be able to analyze world governments response to international terrorism and ways in which governments are working to prevent future attacks within their nations and around the globe.



Digital Resources

- *Mental Mapping* - Post-It, Popplet, Card Flow
- *Video Editor* - Clips, WeVideo, iMovie
- Camera



In Practice

- Students will work in small groups to discuss the responses of current and former world leaders concerning the responses to international terrorism.
- Students will organize their thoughts and ideas using mind mapping apps such as Post It or Popplet.
- Students will take on the persona as a political leader of one of the major world nations and create a propaganda video using a video app defending or condemning a terrorist act in the last 20 years.

RESOURCES

TEACHER RESOURCES

- [LiveBinder](#) from Oklahoma Council for the Social Studies
- [Authentic Assessments](#)