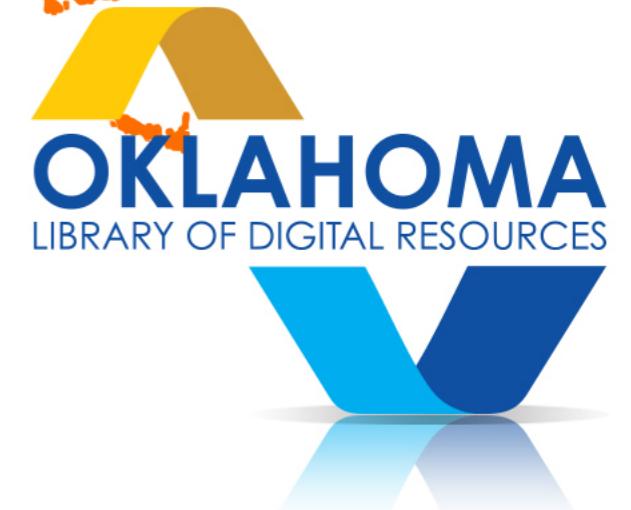


EVIDENCE OF UNDERSTANDING

# 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

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<b>Getting to Know OKLDR</b>	<b>5</b>	<b>Post WW II - 1990</b>	<b>40</b>
Who Is OSSBA?	6	Middle East	41
Why OKLDR?	7	China	43
How To Use OKLDR	8	India and Pakistan	46
Moving forward	9	Cold War	48
		Africa	50
		Conflicts	52
<b>To 1750 CE</b>	<b>10</b>		
Religious Influence	11		
Philosophical Influence	13	<b>1990-Present Day</b>	<b>54</b>
Slavery	15	Global Economy	55
Renaissance, Reformation, and Enlightenment	17	Contemporary Issues	57
Trade and Migration	20	Terrorism	59
World Governments	23		
		<b>Resources</b>	<b>61</b>
<b>1750-1945 CE</b>	<b>26</b>	Teacher Resources	62
Global Impact	27		
Industrial Revolution	30		
World War I	32		
World War II	35		
Holocaust	38		

# GETTING TO KNOW OKLDR

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# WHO IS OSSBA?

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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?

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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

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**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

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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](mailto: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](mailto:okldr@ossba.org).
- See anything that needs to be changed or enhanced? Contact us at: [okldr@ossba.org](mailto:okldr@ossba.org).

TO 1750 CE

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# RELIGIOUS 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.



## 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.

## 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.

# PHILOSOPHICAL INFLUENCE

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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 lasting contributions on Western society of Greek and Roman philosophers, such as Plato, Aristotle, and Cicero.



## Digital Tools

- *Podcast Application - [Anchor](#), [Voice Record Pro App](#), [Podbean](#)*
- *Word Processor - [Pages](#), [Google Docs](#), [Microsoft Word](#), [Notes](#)*



## In Practice

- Teachers will provide writings of famous philosophers.
- Students will read the writings and be assigned a philosopher to study.
- Students will create a podcast in the character of their philosopher.
- Students will give their listeners a short biography, how they are different from other philosophers, a sample of their readings, and reasons why they are the GOAT.

# SLAVERY

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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 examine the institution of slavery prior to the 15th century as well as analyze and describe how slavery impacted the growth of the colonial economies.



## Digital Resources

- Word Processor - [Pages](#), [Google Docs](#), [Microsoft Word](#)
- Citation Generators - [Easybib](#), [Citation Machine](#)
- Digital Timeline: [Digital History](#), [Visme](#), [Sutori](#)
- Infographic Maker - [Picktochart](#), [Poster Maker](#), [Canva](#), [Vengage](#), [Poster Maker](#), [Infogram](#)



## In Practice

- Students will research the institution of slavery world wide prior to the 15th Century.
- Students will focus on how slavery impacted the development and economic growth of colonies.
- Students will investigate the institution of slavery as a result of warfare.
- Students will create a digital infographic of the information they collected.
- Infographic should include proper citations.

# RENAISSANCE, REFORMATION, AND ENLIGHTENMENT

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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 understand social, economic, political and cultural changes that led to the rise of Western civilization and the Global Age by using digital tools.



## 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

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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 impact of geography on economic, political, and cultural trade networks and will be able to connect trade to the development of culture, religion, philosophy, and political beliefs in Africa, Asia, and Europe.



## Digital Resources

- *Mind Mapping Application* - Venn Diagram, ReadWriteThink, Popplet, Padlet, Simple Mind+ Mind Mapping,
- *Sketch Applications* - Paper, Sketch - Draw & Paint, Google Draw
- *Word Processor* - Pages, Google Docs, Microsoft Word.
- *Video Editor* - Clips, WeVideo, iMovie, #fakenews
- *Animation Application* - Doink Animation, Google Slides, Keynote Flipanim, Brush Ninja



## In Practice

- Students will create a mind map and report about the migrations and settlement patterns of a particular area and the connection to trade networks.
- Students will create an a map of the area using a sketch application.
- Using an animation application, students will create a time lapsed video visualizing the settlement and migration patterns of the area.
- Using text or voice, students will narrate the video explaining the patterns of trade and migration along with the impact migration and trade had on the culture, religion, philosophy and political beliefs.

# WORLD GOVERNMENTS

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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 be able to distinguish between various forms of world governments and identify their significance by creating a digital presentation.



## Digital Resources

- Graphic Organizers Applications - [Graphic Organizer](#), [Inspiration Maps](#), [ReadWriteThink](#), [Simple Minds Mind Mapping](#),
- Timeline Maker - [Visme](#), [Sutori](#)
- Story Telling Application - , [Shadow Puppets EDU](#), [Book Creator](#), [Write About This](#), [Google Story Builder](#), [Toontastic](#)



## In Practice

- Students will learn about the various forms of world governments and the history of their establishment.
- In groups, students will use a graphic organizer to organize their information. Each group should have a different topic. Students will save the graphic as an image.
- Students will create a digital timeline of their topic with key people, places, and events. Students will save the timeline as an image.
- Using a digital storytelling application, students will use their images to make a video that includes narration explaining both the diagram and the timeline as well as important information on their topic.
- Students can be creative with their videos by adding animation, sound effects, links, green screen etc.

**1750-1945 CE**

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# GLOBAL IMPACT

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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 be able to distinguish between multiple revolutions and their impacts by creating a rap battle.



## Digital Resources

- *Rap Maker* - [Rap Fame](#), [Rap Maker](#), [Garage Band](#), [Sound Trap](#)
- *Applause Meter* - [Applause Meter](#), [Applause Meter App](#)



## In Practice

- Students will learn about the various revolutions.
- In groups, 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 battle each other with their raps.
- Teachers can use a voting app to record votes or applause to determine the winner of the rap battle.

# 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 connect it to the influence of Karl Marx.



## Digital Resources

- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#)
- *Mind Mapping Application* - [Venn Diagram](#), [ReadWriteThink](#), [Popplet](#), [Padlet](#), [Simple Mind+ Mind Mapping](#), [Inspiration Maps](#), [Mindomo](#), [iMindMap Kids](#), [GitMind](#)
- *Presentation* - [Keynote](#), [Microsoft Powerpoint](#), [Google Slides](#)



## In Practice

- Students will learn about the Industrial Revolution, inventions and how the revolution impacted economies.
- Using a graphic organizer, students will draw inferences about how the Industrial Revolution affected society, including advances in technology, working condition, family structure, and how the revolution contributed to the rise of socialism and communism.
- Students will create a report and presentation.

# WORLD WAR I

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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 and identify key moments, alliances, and strategies during WWI and their impact by creating a game to become the world leader.



## Digital Resources

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- *Content Website* - [EdPuzzle](#)
- *Royalty Free Photo Database* - [Photos for Class](#), [Pics4Learning](#)
- *Photo Editor* - [Pic Collage](#), [WeVideo](#)
- *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

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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

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- 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

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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 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.



## 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**

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# MIDDLE EAST

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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 digital tools.



## Digital Resources

- Video Response - Flipgrid, Clips
- Video WeVideo, Do-Ink, iMovie, Loom, PowerDirector, MajistoClips, Do-Ink, Storyblocks, Majisto, Adobe Spark Video



## In Practice

- Students will make a video response using a video app such as Flip grid to respond to a topic or discussion assigned by the teacher in reference to the modern state of Israel and territorial disputes and the impact of significant regional leaders.
- Students can create a digital timeline of key events that resulted in the current state of Israel and conflicts that have occurred in the regions.
- Students can create a presentation, podcast, newscast, or newspaper article to share with the class as assigned.



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 by



## 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 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

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- 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 Mohamed's 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](#), [Visme](#), [Sutori](#)
- *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 posses for India and/or Pakistan.

# COLD WAR

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- 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

- *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 posses for India and/or Pakistan.

# AFRICA

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



## Evidence of Understanding

Students will recognize the impact of the African independence movements and the global expansion of democracy by creating an art project.



## 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 - [Google](#), [QR Code Reader & Scanner](#)



## 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

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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 connect the multiple perspectives of religious, ethnic, political origins and the lasting impact of modern genocide and conflicts



## Digital Resources

- *Video Recording/Editing:* [Clips](#), [WeVideo](#), [Flipgrid](#), [iMovie](#), [Loom](#), [PowerDirector](#), [Clips](#), [Do-Ink](#), [Storyblocks](#), [Majisto](#), [Adobe Spark Video](#),
- *Podcast Application -* [Anchor](#), [Voice Record Pro App](#), [Podbean iTalk](#)
- *Word Processor -* [Pages](#), [Google Docs](#), [Microsoft Word](#), [Notes](#)



## In Practice

- Students will research a topic assigned by the teacher
- Students can create a news editorial or news cast with information and perceptions of the topic assigned by a teacher.
- Students can also create a podcast about the topic assigned by the teachers

**1990-PRESENT DAY**

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# GLOBAL ECONOMY

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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

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- 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 identify issues that impact new global era by creating an infomercial for change.



## Digital Resources

- *Mind Mapping Application* - Venn Diagram,ReadWriteThink, Popplet, Simple Mind+ Mind Mapping, Inspiration Maps, Mindomo, iMindMap Kids, GitMind
- *Video Editor*- [Clips](#), [WeVideo](#), [Flipgrid](#), [iMovie](#), [Loom](#), [PowerDirector](#), [MajistoClips](#), [Do-Ink](#), [Storyblocks](#), [Majisto](#), [Adobe Spark Video](#)



## In Practice

- Students will be assigned a contemporary issue to investigate.
- Students will create a mind map of an issue, with branches that include the history, current status, movements of change, and future actions plans.
- Students will use the information from the mind map to create an infomercial to educate others.

# TERRORISM

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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

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# TEACHER RESOURCES

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