

Grade 9 World History I

	September
Essential Questions <i>(What you teach)</i>	The “Fall of Rome” is well known. What Empire took its place and how did they do it? “Islam” is in the news every day. Why is there conflict between Christians and Muslims – when did it all begin?
Content <i>(Topics covered)</i>	Medieval period to 1500 Islam v. Christianity
Skills/Standards <i>(Frameworks)</i>	WHI.6 Byzantine Empire WHI.7 Development of Medieval Europe WHI.8 English legal and Constitutional development WHI.9 Origins of conflict between Christians and Muslims WHI.10 Rise of Ottoman Empire WHI.11 Decline of Muslim rule on Iberian peninsula and rise of Spain and Portugal
Assessments <i>(How you assess)</i>	Stage a debate between Christian and Muslims. Make a schematic diagram of the Great Schism. Chart the ramifications behind the Western Roman Empire. Compare and contrast the following: Political Feudalism v. Social Feudalism Church v. State in Carolingian Times Medieval Family v. Today’s family Guilds v. Modern Unions Medieval Church Powers v. Contemporary Church Powers
Activities <i>(Required)</i>	Maps: Why did maps of Europe change from the 11 th century to the 16 th century? List all the Christian Churches Describe the Crusades: Beneficial or Harmful Make a graphic organizer showing the influence of the church over values, philosophy, learning, and power. Outline many aspects of feudal society. Use the outline to write an essay. Compare agrarian society to the emerging commercial society.
Instructional Resources	Justinian’s Code Benedictine Rule Works of Procopius Magna Carta <i>The Old European Order</i> by William Doyle Clark Art Institute, Williamstown Sackler Museum, Cambridge Higgins Armory, Worcester
Interdisciplinary Connections	Art – Paintings, Mosaics, Architecture Foreign Language – Latin Religion

Grade 9 World History I

	October
Essential Questions <i>(What you teach)</i>	Every day we read some type of printed literature – books, magazines, even web pages. Most have artwork. But how did printed materials come to be in the first place? And why are cartoon artists so famous? Did you ever wonder why there are so many types of Christian churches?
Content <i>(Topics covered)</i>	The Renaissance The Reformation
Skills/Standards <i>(Frameworks)</i>	WHI.29 Origins and development of the Renaissance WHI.30 Origins and effects of the Protestant Reformation WHI.31 Purposes and policies of the Catholic Counter-Reformation WHI.32 Role of religion in wars among European nations
Assessments <i>(How you assess)</i>	Write a short story set in the Renaissance which highlights its major element. Chart the differences between Catholicism, Lutheranism, Calvinism, and Anglicanism. Write an essay about the political, social, and religious reasons behind the Reformation. Map: Modern day Protestant and Catholic nations in Europe.
Activities <i>(Required)</i>	Make a timeline showing the development of the Renaissance. Study Renaissance Art and Architecture and compare to a choice of other time periods. Read excerpts from Petrarch, Castiglione, Machiavelli, Erasmus, and More Research the doctrines of Luther, Calvin, and the Catholic Church Classify countries into government types – monarchies or provincial and tell why they developed that way
Instructional Resources	Higgins Armory, Worcester Isabella Stewart Gardner Museum, Boston <i>Here I Stand: A Life of Martin Luther</i> by Roland Banton Works of Petrarch and Shakespeare
Interdisciplinary Connections	Art Literature Religion
Essential Questions <i>(What you teach)</i>	Why do some Americans speak English, while others speak Spanish, Portuguese or French? How will studying the Explorers help us answer this question?
Content <i>(Topics covered)</i>	Westward Expansion and the Civilizations of Central and South America.
Skills/Standards <i>(Frameworks)</i>	WHI.12 Reasons for expansion – resulting growth in commerce. WHI.13 Identify and describe the societies of 3 major pre-Columbian civilizations in America. WHI.14 Identify the effects of the European colonial period in South America.
Assessments <i>(How you assess)</i>	Identify the influence of Europeans on the Americas. Map: European Colonies Hypothesize how colonial development may have impacted relations between the major European powers.
Activities <i>(Required)</i>	Make a flow chart showing the economic changes that resulted in Westward expansion. Write a journal entry from the point of view of a Native American during the Colonial Period. Write a journal entry from the point of view of a European ruler wanting to colonize. Draw and label “new” technology.
Instructional Resources	Mead Art Gallery, Amherst Peabody Essex Museum, Salem <i>Born to Die: Disease and New World Conquest, 1492-1650</i> (Excerpts from Columbus’ personal journal) by Bartholome de las Casas.
Interdisciplinary Connections	Foreign Languages English

Grade 9 World History I

November	
Essential Questions <i>(What you teach)</i>	Every time we hold an iPod or Cell phone – we hold science in our hands. But when did science as we know it begin?
Content <i>(Topics covered)</i>	The Scientific Revolution
Skills/Standards <i>(Frameworks)</i>	WHI.33 a) How the Scientific Revolution and the scientific method lead to new theories of the Universe WHI.33 b) The accomplishments of leading figures of the Scientific Revolution
Assessments <i>(How you assess)</i>	Compare the beliefs of Ptolemy with those of Galileo. List reasons why the printing press influenced the Scientific Revolution. Chart the Major thinkers and their influence.
Activities <i>(Required)</i>	Make a timeline of scientific advancements starting during the Scientific Revolution until now. Explore how new scientific thinking changed the world. Research changes in understanding of astronomy, physics, and anatomy.
Instructional Resources	Wenham Museum, Wenham Museum of Science, Boston <i>The Origins of Modern Science</i> Rousseau's <i>The Social Contract</i>
Interdisciplinary Connections	Science
Essential Questions <i>(What you teach)</i>	Today we know we have certain rights and expect them to be respected. When did this idea come to be? Who do we have to thank?
Content <i>(Topics covered)</i>	The Enlightenment in Europe
Skills/Standards <i>(Frameworks)</i>	WHI.34 Describe the concept of the Enlightenment in European History including the accomplishments of major Enlightenment thinkers. WHI.35 Explain how the Enlightenment contributed to the growth of democratic principles of government, a stress on reason and progress, and the replacement of a theocentric interpretation of the universe with a secular interpretation.
Assessments <i>(How you assess)</i>	
Activities <i>(Required)</i>	
Instructional Resources	Isabella Stewart Gardner Museum, Boston <i>The European Reformation</i> by Bryan Cameron Voltaire's <i>Candide</i>
Interdisciplinary Connections	Religion Philosophy
Essential Questions <i>(What you teach)</i>	Many Americans today have European heritage. How and why did Europe develop?
Content <i>(Topics covered)</i>	The Growth of the Nation State in Europe
Skills/Standards <i>(Frameworks)</i>	WHII.1 Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs. Next Page

Grade 9 World History I

Assessments <i>(How you assess)</i>	Describe the rise and decline of the Spanish Empire. Tell how the French Monarch increased under Henry IV, Louis XIII, and Louis XIV. Explain why the power of the Monarchy in England. Make a chart of three key people, in Russia and Central Europe, key events they were involved with and the role they played.
Activities <i>(Required)</i>	Maps: Charles V's Empire Write a memorandum to Philip on one of the following topics: Revolt in the Netherlands, Spanish Armada, or Spain's economic problems. Write an editorial commenting on the War of Spanish Succession. Make a set of five headlines to report the course of Louis XIV's policies and actions as King. Design a royal compound to house, feed, and entertain all members of the French Court. Make illustrated displays of daily life and include a budget. List in order the events leading to the establishment of Cromwell's Commonwealth. Write a "job evaluation", assessing Cromwell's performance as leader of England. Tell which rights we as Americans share with the English Bill of Rights. Chart the advantages and disadvantages of the Westernization of Russia under Peter the Great. Write a list of ten questions a journalist could ask Catherine the Great. Make a chart comparing and contrasting Maria Theresa and Frederick II.
Instructional Resources	<i>From Dawn to Decadence, 1500 to the Present: 500 Years of Western Cultural Life</i> English Bill of Rights
Interdisciplinary Connections	Economics Culture
Essential Questions <i>(What you teach)</i>	What happened in France that led to the fame of Marie Antoinette and Napoleon?
Content <i>(Topics covered)</i>	The French Revolution
Skills/Standards <i>(Frameworks)</i>	WHII.3 Summarize the important causes and events of the French Revolution WHII.4 Summarize the major effects of the French Revolution.
Assessments <i>(How you assess)</i>	List the causes and effects of the French Revolution. Give 5 ways the French Revolution affected the daily lives of the French people. Make a timeline showing Napoleon's rise to power. List two long-term results of each: French Revolution, Napoleon, Congress of Vienna
Activities <i>(Required)</i>	Compare maps of France in 1789 to France in 1812. Make a petition to the King of France of reforms that could avoid revolution. Tell how each of the following groups may have chosen to solve French problems: the monarchy, clergy, nobility, bourgeoisie, artisans, and peasants. Write a poem or song about the storming of the Bastille from the point of view of the mob, the commander, the prison guard, or a prisoner. After reading the "Declaration of the Rights of Man and of the Citizen," list the natural rights of man. Prepare a debate about the King of France for a trial v. against a trial. Compare the French government before the Revolution and after. Design a monument to the victims of the Reign of Terror. Include a speech introducing the monument. Make a timeline of Napoleon's life. Make a poster of powerful words that describe Napoleon. Make a map of Napoleon's Empire 1812 and after the Congress of Vienna in 1815. Make a graphic organizer of the Congress of Vienna.
Instructional Resources	<i>Citizens: A Chronicle of the French Revolution</i> Declaration of the Rights of Man and of the Citizen
Interdisciplinary Connections	Foreign Languages

Grade 9 World History I

	January
Essential Questions <i>(What you teach)</i>	Today Haverhill is a city with many factory buildings. It wasn't always that way. What changes occurred that transformed rural areas into cities?
Content <i>(Topics covered)</i>	The Industrial Revolution
Skills/Standards <i>(Frameworks)</i>	WHII. 5 Identify the causes of the Industrial Revolution WHII. 6 Summarize the social and economic impact of the Industrial Revolution WHII. 7 Describe the rise of unions and socialism, including the ideas and influence of Robert Owen and Karl Marx WHII.8 Describe the rise and significance of antislavery sentiment in Britain WHII.9 Explain the impact of various social and political reform movements in Europe
Assessments <i>(How you assess)</i>	Show the causes of the Industrial Revolution in the following categories: government, agriculture, land, labor and capital. Compare industry before and after the factory system. Tell how each economic theory proposed social change: Capitalism, Utopianism, Socialism, and Communism. Outline advances in power sources, transportation, and communication. Make a chart showing the effects of advances in science, medicine, and social sciences. Tell how and why urbanization occurred and its effects.
Activities <i>(Required)</i>	Choose a new device/method and write a magazine article about how it will change the textile industry. Design a series of web pages that explain the fifty factors of Britain's industrial success. Make a multimedia presentation on an inventor and one of his inventions. Script a radio talk show in which Lowell and Slater are interviewed. Write a journal entry from the point of view of a worker who was forced to switch from a cottage industry to a factory. Make a petition to Parliament for better working conditions in Manchester. Write the dialogue of a conversation that might take place between a group of discontented factory workers who wish to solve their problems in an organized way. Make a character analysis of a business leader or a woman during the Industrial Age. Make a map showing the industrial regions of Europe. Describe pictures showing various aspects of child labor. Make charts showing population changes in urban areas. Write a persuasive letter to Congress, asking for railroad funding. Plan an "invention proposal"; include the market for feasibility, sketches, and explanation. Write an editorial on one mode of transportation and its far-reaching effects. Make a before and after chart about internal combustion engines. Make a poster showing the effects of the telegraph. Role play a scene from an 1800's emergency room. Chart the changes in Social Sciences. Create a "myspace" profile for a teen in the 1800's. Make a timeline on waves of immigration. Make a brochure on leisure activities.
Instructional Resources	Tsongas Industrial History Center, Lowell <i>Industrialization in Nineteenth Century Europe</i> by Tom Hemp The Iron Law of Wages
Interdisciplinary Connections	Science Math Philosophy

Grade 9 World History I

	February
Essential Questions (<i>What you teach</i>)	As we watch the war in Iraq – we see a change in government. What is the history behind changing governments? Why do countries go to war?
Content (<i>Topics covered</i>)	Nationalism in Europe
Skills/Standards (<i>Frameworks</i>)	WHII.10 Summarize the causes, course and consequences of the unification of Italy and Germany.
Assessments (<i>How you assess</i>)	List causes and effects of Italian Unification. Make a notated timeline of German Unification. Describe how nationalism changed Austria, the Ottoman Empire, and Hungary.
Activities (<i>Required</i>)	Compare a map of Europe in 1815 to one in 1918. Describe what might have happened if Garibaldi and Cavour had not been able to agree. Make a multimedia presentation on a leader of Italian independence. Debate: Sardinians supporting unification v. Sicilians opposing unification. Compare and contrast the Unification with that of Germany. Draw political cartoons about Bismarck and Wilhelm I. Write a speech for Franz Josef to deliver to explain the benefits of the Dual Monarchy. Role play the Congress of Troppau. Compare the following topics of Austria Hungary to the Ottoman Empire: government, economy, ethnic groups, response to Nationalism. Write editorials about the situation in the Balkans from the point of view of the following countries: Ottoman Empire, Austria, Russia, Prussia, and France. Make a timeline of events that led to unrest in Russia. Compare the European serf system with American slavery. List the repressions/reforms of the following: Nicholas I, Alexander II, and Alexander III. Make a poster inspiring people to join the Revolution of 1905.
Instructional Resources	<i>The World and the West: The European Challenge and the Overseas Response in the Age of the Empire</i> by Philip D. Curtin Manzini's Young Italy
Interdisciplinary Connections	Foreign Language Philosophy

Grade 9 World History I

February (continued)	
Essential Questions <i>(What you teach)</i>	Why did so many countries enter the Great War?
Content <i>(Topics covered)</i>	The Great Wars
Skills/Standards <i>(Frameworks)</i>	WHII. 17 Describe the relative importance of economic and imperial competition, Balkan nationalism, German militarism and aggression, and the power vacuum in Europe due to the declining power of the Russian, Austrian and Ottoman Empires in causing WWI WHII. 18 Summarize the major events and consequences of WWI
Assessments <i>(How you assess)</i>	List and describe three major problems facing Russia. Rank their importance. Lay out the events leading to WWI in a flow chart. Compare and contrast the war on the western front with the war elsewhere. Explain why Lenin and the Bolsheviks took the actions they did. Use details to support your answer. Discuss three types of costs to WWI: Human, economic, and political.
Activities <i>(Required)</i>	Chart the number of troops each country sent to the Great War. Map the countries involved – show the troops on the map. Write a newspaper article describing the effects of the war: at home, on the battlefield or around the globe. Research tanks or aircraft; present findings. Describe the Armenian Genocide. Make a flow chart of events of the Russian Revolution. Choose two sentences from Lenin’s decree to rewrite in your own words. Compare and contrast how British military might plan for war to how German military might. Plan a presentation on BBC news; report on the retreat of the Allied. After reading Wilson’s goals for peace choose one of the following countries and write its goals: France, Russia, Great Britain, and Italy. Design a series of posters to inspire the French people to rebuild and reclaim their homes and lives.
Instructional Resources	<i>Guns, Germs and Steel: The Fates of Human Societies</i> Excerpt from Tolstoy’s <i>War and Peace</i>
Interdisciplinary Connections	Economics Foreign Language Science

Grade 9 World History I

World History I (Grade 9)	
	March
Essential Questions <i>(What you teach)</i>	Today we see gas prices rise. We also observe how some families have very little while others have a lot. What would it be like to live in a time when most people were poor? What was the Depression and how did it begin and end?
Content <i>(Topics covered)</i>	The Depression
Skills/Standards <i>(Frameworks)</i>	WHII. 20 Describe the various causes/consequences of the global depression of the 1930's and analyze how governments responded to the Great Depression?
Assessments <i>(How you assess)</i>	Compare and contrast the Depression in the US with the world.
Activities <i>(Required)</i>	Map the areas affected by the Great Depression Simulate the Depression economy – a manufacturer, a grocer and a worker. Increase the costs of the goods until the worker can no longer afford them.
Instructional Resources	Springfield Armory <i>The New Deal: The Depression Years, 1933-1940</i> by Ivan Dee Examples of Blues music such as “Worry Blues” by Jesse Lockett
Interdisciplinary Connections	Economics Music

Grade 9 World History I

	April
Essential Questions <i>(What you teach)</i>	The U.S. gets involved in wars in other countries, such as Iraq. Has the U.S. always felt the need to protect other countries? How can studying WWII help us understand: American foreign policy through the decades, reasons for involvement, military aspects, and plans for peace?
Content <i>(Topics covered)</i>	World War II
Skills/Standards <i>(Frameworks)</i>	<p>WH II. 21 Describe the rise and goals of totalitarianism in Italy, Germany and the Soviet Union and analyze the policies and ideas of Mussolini, Hitler and Stalin.</p> <p>WHII. 22 Summarize the consequences of Soviet communism to 1945.</p> <p>WHII. 23 Describe the German, Italian and Japanese drives for empire in the 1930s.</p> <p>WHII. 24 Summarize the key battles and events of WWII.</p> <p>WHII. 25 Identify the goals, leadership, and post-war plans of the allied leaders.</p> <p>WHII. 26 Describe the background course and consequences of the Holocaust, including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation and Nazi dehumanization of the Jews.</p> <p>WHII. 27 Explain the reasons for the dropping of atom bombs on Japan.</p> <p>WHII. 28 Explain the consequences of WWII</p> <p>WHII. 29 Describe the reasons for the establishment of the U.N. in 1945 and summarize the main ideas of the Universal Declaration of Human Rights.</p>
Assessments <i>(How you assess)</i>	<p>Tell how each man rose to power and kept his power: Mussolini, Stalin, Hitler</p> <p>Make a flow chart of events leading to WWII.</p> <p>Identify the turning points of WWII.</p> <p>Describe the events causing the Holocaust and why the Allies could have done more.</p> <p>Outline the events at the end of WWII.</p>
Activities <i>(Required)</i>	<p>Make a Venn diagram of Mussolini, Stalin, and Hitler.</p> <p>Do outside research on the effectiveness of Stalin's 5 year plan. Find one article in favor and one critical. Summarize the two points.</p> <p>Describe Kristallnacht and why it is remembered.</p> <p>Write an article stating why the Nuremberg Laws are unjust.</p> <p>Make a timeline of the War.</p> <p>Make a map of Europe before 1930. Write in the leaders of Spain, France, England, Germany, Italy, and the USSR.</p> <p>Take on the identity of a student in Czechoslovakia. Write to an American cousin about Sudetenland being taken over by Germany.</p> <p>Discuss the pros and cons of appeasement. Take a class vote on who is for it and who is against it.</p> <p>Write and act out a skit on the London Blitz from the point of view of RAF pilots, London civilians, or German pilots.</p> <p>After discussing the Battle of Britain, students write a journal entry describing Great Britain in the Germans had won.</p> <p>Create murals of the Pearl Harbor attack.</p> <p>Compare internment of Japanese to treatment of Middle Eastern/Islamic background post 9/11.</p> <p>Stage a Congressional hearing on whether U.S. should enter the war or isolate.</p> <p>Map the battles of WWII.</p> <p>Compare German Propaganda posters to American. Design your own poster.</p> <p>Create a journal entry, short story or political cartoon about the German invasion of USSR.</p> <p>After looking at a map of the War in the Pacific, make a graphic organizer showing the Allied lines of advance.</p> <p>Read an excerpt from Szyborska's poem, "Hatred" and draw a series of illustrations of her images or write an essay about an event that may have been inspired by hatred.</p> <p>Map the German advance across the USSR ending at the battle of Stalingrad.</p> <p>Compare and contrast the conditions in Stalingrad to conditions at Valley Forge.</p> <p>List the factors that allowed the Holocaust to happen. Write an opinion paper, "Could something similar to the Holocaust happen today"?</p> <p>Prepare a campaign in groups to convince the U.S. Government to take action to save the</p>

Grade 9 World History I

	<p>Jews. Each group should produce a speech, poster, letters to the editor, and a commercial.</p> <p>Map the allied advances 1944-1945.</p> <p>Describe a scenario if the Germans had been expecting the D-Day attack and been able to turn back the invasion.</p> <p>Do outside research on the Battle of the Bulge. Write an essay on either “the cold facts” or a personal account of an eyewitness.</p> <p>List pros and cons to ending the war in the following methods: traditional methods (air strikes followed by Marines) or dropping an Atomic bomb. Include long-range effects.</p> <p>Show students photos of pre-war and post-war: Hiroshima and Nagasaki, Dresden, London, Berlin, Warsaw, Manila, and Stalingrad. Write observations and conclusions.</p>
<p>Instructional Resources</p>	<p>Semitic Museum, Cambridge Rockwell Museum, Stockbridge <i>The Oxford Guide to WWII</i> by William O’Neill Poetry: “Hatred” by Wislawa Szymborska</p>
<p>Interdisciplinary Connections</p>	<p>Philosophy Science Religion</p>

Grade 9 World History I

	May
Essential Questions <i>(What you teach)</i>	Did you ever wonder why the relationship between the U.S. and Russia is so important? How will studying the Cold War, Democracy, and Communism help us understand?
Content <i>(Topics covered)</i>	The Cold War Era 1945-1989
Skills/Standards <i>(Frameworks)</i>	WHII. 30 Factors that contributed to the Cold War. WHII. 31 The policy of containment. WHII. 32 The development of the arms race, and key events of the Cold War. WHII. 35 Describe the global surge in economic productivity during the Cold War. WHII. 36 Post WWII population growth. WHII. 37 Work of 20 th century scientists.
Assessments <i>(How you assess)</i>	Make a flow chart of actions the Soviets took post WWII. Chart the causes and effects of the Cold War. List the five most important events of the Cold War and rank them in order of importance. Identify the ten most important events in North America, Western Europe, Eastern Europe and the USSR. Plot them on a timeline. <u>Write a three-way comparison of post Cold War U.S., Soviet Union, Europe.</u>
Activities <i>(Required)</i>	After analyzing the Cold War, write an opinion paper whether or not it could have been prevented. Map the Soviet Bloc. Tell why the “Iron Curtain” appeared where it did. Research the Marshall Plan. In groups, make a series of charts and graphs with economic data. Make a flow chart of events leading to the Korean War. List all regions involved in the Cold War and describe their rivalries. Make a set of two political cartoons about the Cuban Missile Crisis – one showing the Soviets removing their missiles from Cuba, the other showing Kennedy winning a fight against Khrushchev.
Instructional Resources	Kennedy Library, Boston <i>Russia and the Russians</i> by Geoffrey Haskine The Marshall Plan
Interdisciplinary Connections	Science Philosophy Economics

Grade 9 World History I

	June
Essential Questions (<i>What you teach</i>)	If you were living without any freedoms – how long would it take for you to act out? What happened to the Soviets? We know how we use computers in our own lives, but how are computers affecting the world-wide scene?
Content (<i>Topics covered</i>)	The Contemporary World
Skills/Standards (<i>Frameworks</i>)	WHII. 40 Identify the causes for the decline and collapse of the Soviet Union. WHII. 41 Explain the role of leaders in transforming the Soviet Union and Eastern Europe. WHII. 42 Consequences of the Soviet Union’s breakup. WHII.46 Explain how the computer revolution contributed to economic growth and advances in science, medicine, and communication
Assessments (<i>How you assess</i>)	Write an essay on the causes of the collapse of the Soviet Union. Compare and contrast two leaders of Soviet transformation. Describe the consequences of the Soviet breakup. Prepare an essay on how the computer has affected life today. Include a paragraph about what life today would be like without the computer.
Activities (<i>Required</i>)	After studying the Bay of Pigs invasion, develop five questions Kennedy may have asked military leaders about plans for the invasion. Make a chart showing Cuba, Angola, and the Congo – the Cold War conflicts and their results. After studying SALT I & II, write an essay in support of or against arms control treaties. Research to find three quotes from Martin Luther King, Jr. and from Mohandas Gandhi. Make a poster illustrating their quotes. Contrast command economies with market economies in a chart – the facts, advantages, and disadvantages of each. Choose one location where an uprising occurred in Eastern Europe. Imagining you were there, write an eyewitness account and include a map. After studying the end of the Cold War, write an op ed titled “Is the World Safer Now that the Cold War is Over”? Make a map of Russia and former Soviet Bloc countries after 1991. Write a summary of events about the division of Yugoslavia. Give students a list of members and candidates for the European Union. Place them on a map. Discuss the effectiveness of the European Union. Research one of the following: Afghanistan, 2001-present; Iraq, 2003-present; Haiti, 2004; South Asia, 2004-2005; Pakistan, 2005-2006. Find three articles to summarize and tell if the student sees bias in the article. Research uses of nuclear energy, the pros and cons. Stage a debate. Read some documents about the collapse of the Soviet Union. Make a series of political cartoons or stage a live television broadcast of the incident. Choose one scientific breakthrough and write a paragraph about how it has affected your own life. Make a chart showing the “Digital Divide” – differences in internet access. Choose an issue” cloning, genetic engineering, space exploration, the internet, deforestation, global warming, green buildings. Prepare a presentation; summarize, pros and cons, your own opinion. Make posters, charts, etc.
Instructional Resources	Decordova Museum, Lincoln <i>Modern Times: The world from the Twenties to the Nineties</i> by Paul Johnson Interview of Norman Borlaug
Interdisciplinary Connections	Philosophy Computer Technology