

EAST HADDAM PUBLIC SCHOOLS

WORLD CULTURE: WESTERN
CURRICULUM

Approved by the
East Haddam Board of Education

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Course Description

This course is designed to complete the high school student's two-year study of the various cultures of the world. It encompasses the study of Western Culture embodied in the areas of the Middle East, Europe (Eastern and Western), and Latin America and Canada. The sophomore social studies course is designed to further address the issue of multiculturalism and also reinforces and teaches some of the primary values of Western Civilization. This year will emphasize the development of the cultural and historical tenets of Western tradition. This will be done historically beginning with the development of Egyptian and Mesopotamian civilization, and trace the logical progression to modern Europe and the Americas.

There will be a strong emphasis on Arab, Latino, and some Canadian culture as part of Western tradition. We will emphasize the development of Judaism, Christianity, and Islam as prime ingredients of Western tradition. It will look at the development of our artistic, scientific, political, philosophical, social, and economic beliefs as the possible cause of, and potential solutions to, conflict.

Curriculum Contents

This curriculum is divided into units of study:

Unit I – Geography and Historical Traditions of the Middle East

Unit II – The Rise and Spread of Islam

Unit III – The Middle East in the World Today

Unit IV – European Geography and Classical Traditions

Unit V – The Winds of Change (Renaissance, Exploration, Reformation, Scientific/Industrial/Political/Social Revolutions)

Unit VI – The Eastern Connection (Byzantine/Ottoman Influences on Eastern Europe)

Unit VII – East Vs. West – Cold War and Victory for Democracy

Unit VIII – Geography and Historical Traditions of Latin America

Unit IX - Colonialism, Exploitation and Independence

Unit X – Latin America in the Modern World

Unit XI – A Canadian Overview

Each unit contains:

- Applicable content standards adapted from the Connecticut Social Studies Curriculum Framework
- The Unit Goal
- Learner outcomes
- Suggested classroom illustrations
- Suggested evaluation/assessment activities

Content and Performance Standards

UNIT I – GEOGRAPHY AND HISTORICAL TRADITIONS OF THE MIDDLE EAST

Content Standards 1, 2, 3, 4, 9, 10, 11, 12

Unit Goals

The student will explore, examine and understand the geography, resources (and lack of) and their impact on the formation of a unique culture in the Middle East.

Learner Outcomes

The students will:

- define the geographical setting of the Middle East;
- describe the resources available to inhabitants of the area;
- describe the impact of scarcity on the culture(s) of the area;
- explain how this scarcity created a culture of conflict going back to ancient Mesopotamia and the Fertile Crescent;**
- explain how resources have defined settlement patterns;**
- explain how a lack of resources has affected relationships both past and present;**
- describe how life changed with a new resource, petroleum;
- describe how this resource has made the area a very strategic location for a multitude of nations; **
- describe the major cultural contributions of early cultures (Sumerian, Babylonian, Persian, Hebrew, Egyptian, Phoenician, Etc . . .) and how many are still actively a part of our world today; ** and
- explain how the area has, for centuries, been a strategic location for trade routes.

Suggested Classroom Illustrations

- Students will be asked to use research information to make connection between a harsh environment, with a lack of essential resources and the formation of violent/confrontational personality.**
- Students will create a list of ancient civilizations and to recognize the cultural contributions they have made to the modern world-that this is the seat of Western Civilization.**
- Students will research the role of women in the Middle East from the early Berber tribesmen and then compare and contrast these defined roles with those of western women and to present-day Muslim culture and recognize the roots are cultural and not particularly religious.**
- Students will research the development of oil resources, the formation of OPEC, and the strategic importance of this natural resource to countries of the Middle East and the rest of the world.

Suggested Evaluation/Assessment Activities

- Essay tests on topics such as describing distinct geographical areas, connecting resources and aggressive behavior, strategic location of trade routes, contributions of ancient civilizations to our modern world, the rise of Judaism and later Christianity, the differences in the role of women here and in the Middle East (and the wide differences even from one country to another).**
- Written preparation and/or a discussion/debate as to what may have been the greatest contributions from the ancients. **
- An ongoing assignment to maintain a current events folder each quarter, to be collected for a test grade and one essay question on both the midterm and final exams. This will also be used for frequent discussions of current events pertinent to the area being studied.

UNIT II – THE RISE OF ISLAM

Content Standards 1, 2, 3, 4, 6, 8, 9

Unit Goals

The students will follow the development of the faith of Islam, the emergence of Fundamentalism in Egypt (the Muslim Brotherhood) and the emergence of leaders such as Sheik Omar Abdel Rahman, Dr. Ayman AlZawahiri, Osama Bin Laden and groups such as Al Qaeda, Hezbollah, and ET. Al.

Learner Outcomes

The students will:

- describe the emergence of Mohammed as the leader/founder of the faith of Islam;
- connect the life of Mohammed with the Five Pillars of Islam;
- list and describe many of the Muslim rules of behavior from the Five Pillars to rules for relationships, marriage, diet and drink, and behavior of children and women;
- review and analyze information about the development of terrorism and will be able to trace the development from fundamentalist groups first located in Egypt, to the first world trade center attack in 1993, to present forms such as Al Qaeda;
- review and analyze the lives of Shah Reza Pahlavi and Osama Bin Laden and connect them to further development of militant Muslim Fundamentalism; and
- analyze the Palestinian/Israeli conflict.

Suggested Classroom Illustrations

- Ethnocentrism-Gather and compare information about the positive accomplishments of the Muslim Faith to contrast the negative images many of us seem to have developed.**
- Students will study textual and audiovisual information to understand, and distinguish between, the splinter groups of mainstream Muslims, Fundamentalism, Wahabism in Saudi Arabia and anti-Americanism and terrorism.**
- Students will make a concerted effort to keep up with current affairs concerning the Middle East, and well beyond the war on terrorism here in the U. S.
- Students will examine videotaped biographies of Mohammed Reza Pahlavi, Osama Bin Laden and “Beneath the Veil” and understand their connection to the growth of terrorist states and organizations.

Suggested Evaluation/Assessment Activities

- Essay tests on topics such as the relationship between lack of resources and aggressive personalities, understanding the multitude of rules for the Muslim faith, describing the growth of militant fundamentalism and terrorism, the causes of the Palestinian/Israeli conflict. **
- Preparation of research and writing descriptive essays on the growth of terrorism and its acceptance in the Middle east
- To maintain a current events folder to be collected and graded each quarter and include a current events question on both the midterm and final exams

UNIT III – THE MIDDLE EAST IN THE WORLD TODAY

Content Standards 7, 8, 9, 10, 11, 12, 13, 14, 15

Unit Goals

The student will explore the status of the Middle East in the modern World, examine both its physical and human resources, and attempt to see where this strategic region could be headed.

Learner Outcomes

The students will:

- analyze the strategic importance of the World's largest oil reserves being in the area;**
- describe the successes and failures of attempts at regional solutions to problems;
- examine the evolving role of women in the Middle East today;
- examine the relative lack of multi-party democracies in the area and whether or not more could be a possible solution to problems;**
- analyze the lack of literacy and its connection to religious fanaticism and potential economic growth as well as a possible stumbling block to more widespread democratization; ** and
- research the history of the Palestinian/Israeli conflict and attempt to identify some possible solutions.**

Suggested Classroom Illustrations

- Students will research the changing role of women using multi-media resources available in the media center, classroom, Internet, their viewing of and notes taken from “Beneath The Veil” and whatever else can be found. They should create a list of similarities and differences between modern Muslim women and their ancestors. **
- Students will investigate, using multiple resources, whether more democratic states would truly help Arab nations to solve some of their economic and social issues. Look closely at Turkey, Egypt, Jordan and Pakistan as models of states at least partially democratic and whether they have made sufficient progress, relative to the remainder of the Middle East, to warrant such dramatic reform.**
- Students will gather information and investigate whether fundamentalist theocracies benefit people by elevating lifestyles, feeding the needy, providing more employment opportunities.**
- Students will examine information available about the status of human rights violations in many countries of the Muslim World and submit written proposals about how to attempt to alleviate some of this through international agencies such as the International Red Cross, UNICEF, Amnesty International or the United Nations. **

Unit III – The Middle East In The World Today (Cont'd)

Suggested Classroom Illustrations (Cont'd)

- Students will prepare a U. N. resolution to try to address a peaceful solution to the Palestinian/Israeli conflict.**
- Students will assess the progress of the U. S. War on Terrorism on a constant basis through current events.**

Suggested Evaluation/Assessment Activities

- Essay tests on topics such as women's rights, the importance of oil as a resource, the importance of education, the importance of finding a solution to the Palestinian question, and display some understanding of the progress of the U.S. War on Terror.
- Project preparation of a position paper dealing with an understanding of what it would be like to actually live in a country in the Middle East.**
- Presentation of a debate on the topic of potential peaceful solutions to the Palestinian/Israeli Conflict. **
- Ongoing current events assignments.

UNIT IV – CLASSICAL TRADITIONS

Content Standards 1, 2, 7, 8, 11, 12, 13, 15

Unit Goals

The student will explore the historical, cultural, scientific and technological developments of Greek and Roman Culture and their immense contributions to Western Civilization.

Learner Outcomes

The students will:

- discuss the variety of geographical diversity in Europe in sharp contrast to the Middle East;
- research and then describe the cultural contributions of the Classical world as the rock bed of Western Civilization; **
- clearly define the varieties of governance that the Greeks experimented with including, but not limited to democracy, theocracy, aristocracy, dictatorship, totalitarian;
- compare and contrast the Roman republic to the emergence of our own form of republican government; **
- research the origins of Roman Common Law and the connection to English Common Law and our own legal system; **
- describe and examine the development of Greek drama as a medium of both entertainment and education – a means of reinforcing societal values; **
- compare and contrast our use of the media to do the same types of reinforcement of social values; ** and
- examine the concept of “arête” the idea that one should always strive for perfection, and the value of both a sound mind and body.

Suggested Classroom Illustrations

- Groups of no more than four students will create charts and maps the diversity of geographical features, settlement patterns, natural and human resources.
- Students will research in groups of no more than five and then debate the most important contributions of the Greeks and Romans to Western (including American) culture. **
- Students will create charts that compare and contrast our present government and legal system with that of the Greeks and Romans
- Students will carefully examine Greek Drama for its educational value; its ability to reinforce widely accepted values of Greek society and generate lists of the ways that we do this today. **
- Students will research and list the common components of Greek, Roman, Renaissance and American culture of the last century and recognize the commonality of “free” societies and the accomplishment of genius it can bring – what is absent in more “controlled” societies. **

Unit IV – Classical Traditions (Cont'd)

Suggested Classroom Illustrations (Cont'd)

- Students will carefully examine the attitude (arête) and its contribution to their tremendous accomplishments, the reasons for the demise of Greek and Roman culture and the implications for ourselves. Generate lists of comparative behaviors and examine how close we come to their work ethic today. **

Suggested Evaluation/Assessment Activities

- Essay test on topics of European geography, topography, demographics and natural resources, Greek cultural contributions, Roman cultural contributions, attitude necessary for success, importance of a free society in the role of creativity, inventiveness and genius.**
- Project completion of a written analysis, in both group and individual dynamics, of importance of Classical World in relationship to our own “modern” world. This should include government, religion and philosophy, medicine and science, drama and literature and athletics and warfare. **
- Continuing collection of current events (with the emphasis now being placed on European events-mostly the struggle of Eastern Europe or the European Union and N. A. T. O.

UNIT V – THE WINDS OF CHANGE

Content Standards 1, 2, 3, 4, 7, 8, 11, 12, 13, 14, 15

Unit Goals

The student will explore, examine and understand the periods of dramatic change that transported Western man into the modern era.

Learner Outcomes

The students will:

- describe how family changed during the period of the Middle Ages;
- describe the effects of the crusades on technology and the ability to accomplish such modernization from goods and ideas that came originally from China; **
- define the Classical roots of the Renaissance - the true rebirth; **
- define the artistic changes made during the Renaissance;
- examine how the need for realism would lead to further advances in science and medicine; **
- describe the changes made to belief systems during the Renaissance;
- describe how the new Renaissance mindset (similar to the Classical Greeks) led to the “Age of Exploration”; **
- define the changes in how Europeans did business as a result of what can be referred to as the “Economic Revolution” (the growth of banking and investment);
- define the Industrial Revolution and how inequities would eventually lead to social unrest and political reforms; **
- define the Political revolution of the 18th and 19th Centuries that led to the demise of monarchy and autocracy and the formation of constitutional democratic governments; **
- define the period of the “Enlightenment” that would create eventual democratic revolutions throughout much of Western Europe;
- define and describe the artistic periods of Medieval, Renaissance, Baroque, Romantic, Impressionist, Expressionist, Surrealist, Cubist, Modern and Pop Art, and be able to tie these to many of the aforementioned “Revolutions”;** and
- define and describe the evolution of music from Medieval to Techno and Rap.

Suggested Classroom Illustrations

- Students will complete a study of Heraldry as an indicator of changes in settlement patterns and population growth. Each student will research and then produce a copy of their actual family crest or create one if unable to locate the actual crest.
- Students will work in small groups and generate some lists that help compare and contrast the state of technological development before and after the crusades. **

Unit V – The Winds Of Change (Cont'd)

Suggested Classroom Illustrations (Cont'd)

- Students will listen to and view a series of CD ROM's for each artistic period and compare and contrast Medieval, Renaissance and Modern art and Music and their effects on society (similar or dissimilar to the Greeks and Romans?) **
- Students will view and listen to a series of CD ROM's for each artistic period and compare and contrast the both the development of social, economic and political conditions and their influences on art and music form 1500 to 2003. **
- Students will work in small groups and generate lists that help compare and contrast the laws that were present during the Renaissance and Industrial Revolution and present day protections. **
- Students will research and define the connection between our American Revolution and the philosophers of the Enlightenment.

Suggested Evaluation/Assessment Activities

- Being a study of many forms of creativity, the main means of evaluation will not necessarily be essay tests but rather a series of project allowing for a variety of expressions of creativity. There will be opportunities for essays, sketches, paintings, diagrams, photographs, constructing websites, power point presentation, music and/or dance presentation, etc . . . **
- A required music presentation either individually or in a small group that may use contemporary music (I do not consider Rap to be music because of sexist, violent and vulgar lyrics-and because nobody sings nor do they very often play musical instruments) as long as there is a direct tie to some form of classical music (as you can see with Bond or Transiberian Orchestra). **
- A continuing emphasis on current events with emphasis now on Europe still

UNIT VI – THE EASTERN CONNECTION

Content Standards 1, 2, 3, 4, 7, 11, 13, 14, 15

Unit Goals

The student will understand the connection between Eastern Europe and the Byzantine and Ottoman Empires and thus more emphasis on Middle Eastern values.

Learner Outcomes

The students will:

- describe how Russia, the unquestioned leader of Eastern Europe, developed a culture that was so molded by Byzantine values; **
- describe how Eastern European political, economic and social institutions differ from those of the West; **
- examine how and why Western democratic values never quite made it to the East;
- explain why the area was so open to the communist revolutions of the 20th Century; **
- describe the reasons why the area, even today, struggles with a free market economy; ** and
- examine the political, economic and social institutions of Eastern Europe with those of the West. **

Suggested Classroom Illustrations

- Students will research and describe the role of the monk Cyril in the establishment of Russian/Eastern European culture.
- Students will generate lists of reasons that allow them to examine the myriad reasons why Eastern Europe appeared to be much more “backward” than the West. **
- Students will work in small groups and generate lists that compare and contrast the political, economic and social institutions of Eastern and Western Europe. **
- Students will explain how and why the Democratic revolutions of the 19th century never reached Eastern Europe. **
- Students will explain why there seem to have been so few technological inventions or any major scientific breakthroughs in Eastern Europe. And then revisit the previous question of the connection to democratic pluralism and freedom as an “accelerant” to the creative process. **

Unit VI – The Eastern Connection (Cont'd)

Suggested Evaluation/Assessment Activities

- Essay tests on the topics of Eastern political, economic and cultural values, technological progress, the struggle with democratic pluralism, a comparison to Middle Eastern society/values, the role of Cyrillic reform on Russia and Eastern Europe. **
- A project/group presentation comparing and contrasting the political, social and economic values of Eastern and Western Europe. The students should emphasize the effects that stem from the basic differences between the Eastern (Byzantium) and Western (Rome) Roman Empire and its resultant differences in faith, economic systems, legal codes, and a wide variety of customs. **
- Continuing current events assignments with collection at the end of each quarter

UNIT VII – MODERN EUROPE/20TH AND 21ST CENTURIES

Content Standards 1, 2, 3, 7, 8, 11, 12, 13, 14, 15

Unit Goals

The student will examine the last great international conflict and their impact on our world today. The student will also examine the lives of the 3 great “monsters” of the 20th Century, Mussolini, Stalin and Hitler.

Learner Outcomes

The students will:

- describe the conditions that led to WWI;
- examine the treaty of Versailles and describe how it was considered to be a cause of WWII;
- compare and contrast the dictators Benito Mussolini, Adolph Hitler and Joseph Stalin;
- calculate the tremendous cost, in human lives, of both World Wars;
- describe the rise of communism and the state it created in the U.S.S.R.;
- explain how the treaty after WWII helped prevent another massive war;
- describe the post-WWII era that became known as the “Cold War”;
- describe the arms race, production of weapons of mass destruction, and eventual treaty limits such as S.A.L.T., ABM treaty, S.T.A.R.T., Nuclear Nonproliferation etc . . . ; and
- describe how and why communism eventually failed.

Suggested Classroom Illustrations

- Students will compare and contrast success/failure of treaties ending both WWI and WWII.
- Students will compare and contrast the number of lives lost because of aggressive political policies carried out by Stalin, Mussolini and Hitler.
- Students will research new information being found that will alter the original figures rather dramatically.
- Students will research the Internet and try to find out how widespread Anti-Semitism is today in Europe.
- Students will examine information about life in the Soviet Union by observing and responding to the film Red Hot.
- Students will research the major technological breakthroughs of the 20th Century and explain why so, many occurred here in the U.S. and since a significant number were done by immigrants-why did they come here.
- Students will reflect on all we have learned and try to explain why, and how Democracy has managed to survive and remains the obvious choice for progress.
- Students will describe the recent events that have led to many European countries joining. Or wanting to join the European Union.

Suggested Evaluation/Assessment Activities

- Essay tests concerning the rise and fall of communism, causes and effects of WWI and WWII, success of our Marshall Plan after WWII, life behind the Iron Curtain, the Arms Race and the Cold War.
- Debate or group presentations debating the merits and demerits of democracy versus communism.
- Projects using both current events and further research examining the move to a solidified European Union.
- Continuing the process of collecting, and using, current events

UNIT VIII – GEOGRAPHY AND EARLY HISTORY OF LATIN AMERICA

Content Standards 1, 2, 3, 4, 9, 11, 12, 13, 14, 15

Unit Goals

The students will examine the origins of domestic Latino Culture by examining the geographical features and studying the ancient cultures of the Maya, Aztec and Inca.

Learner Outcomes

The students will:

- describe in detail the varied topography and mineral resources of Latin America;
- recognize that geographic barriers have often impeded unity and progress by creating regionalism;
- describe, in some detail, the lifestyles of the Maya, Aztec and Inca peoples;
- describe, in some detail, the technological advances accomplished by these same peoples;
- describe, in some detail, the variety of natural and human resources available;
- define the Columbian Exchange and some of the goods and ideas that were exchanged with Europe;
- describe the Spanish “conquest” of Latin America.

Suggested Classroom Illustrations

- Students will compare and contrast the three major native cultures of early Latin America.
- Students will clearly show how the Spanish, primarily, exploited the area for its wealth and showed little concern for the people occupying the land they “discovered”.
- Students will research the typical American or European diet to see how much of it is goods that originated in Latin America.
- Students will study the topography of Latin America and correlate natural barriers with the development of regional isolation.
- Students will research to compare and contrast Spanish colonial objectives and those of the British in North America.

Suggested Evaluation /Assessment Activities

- Students will have essay tests such as Spanish Colonialism, regionalism, compare and contrast the Maya, Inca and Aztec cultures, Spanish conquistadors, the Columbian Exchange, exploitation and mineral and human resources.
- Projects that clearly demonstrate knowledge of Spanish colonialism, exchange of goods, the sophisticated nature of early natives.
- Continuing collection of current events on Latin America for classroom discussion

UNIT IX – COLONIALISM, EXPLOITATION AND INDEPENDENCE

Content Standards 1, 2, 3, 7, 11, 13, 14, 15

Unit Goals

The student will explore the social, political and economic structure of colonial Latin America, and the eventual revolutions seeking independence.

Learner Outcomes

The students will:

- discuss the reasons why Spain set up colonies in the New World;
- explain the “Economienda” system and how it created a very exclusive small and powerful upper class;
- explain and describe the various racial mixtures that have become a fixture in Latino Culture;
- discuss how the absence of a middle class eventually leads to discontent and conflict (revolution);
- describe, in detail, the regional revolutionary movements in Latin America; and
- identify the revolutionary significance of Simon Bolivar, Jose De San Martin, Father Morellos, Toussaint L’Ouverture and other revolutionary leaders.

Suggested Classroom Illustrations

- Students will compare and contrast colonialism under Spanish rule and North America under the British.
- Students will explain why ethnicity was such an issue and why “purebred” Spanish settlers were important.
- Students will explain why the Spanish colonial system was so much more exploitative of its colonists.
- Students will compare and contrast social, economic and political conditions in pre-revolutionary France and Latin America.
- Students will compare and contrast revolutionary movements in Haiti, Venezuela, Brazil and Mexico.

Suggested Evaluation/Assessment Standards

- Essay tests on the topics of colonialism, economic conditions leading to revolution, revolutionary groups and their leaders and ethnicity as an indicator of status.
- Research essay projects comparing the revolutions.
- Continuing current events assignment now centering on, but not exclusive to

UNIT X – LATIN AMERICA IN THE MODERN WORLD

Content Standards 1, 3, 7, 8, 11, 12, 13, 14, 15

Unit Goals

The student will examine the Latino struggles to adapt to pluralism, democracy and (free) market capitalism.

Learner Outcomes

The students will:

- describe the wealth of natural resources present in many parts of Latin America;
- compare and contrast these to the Middle East;
- explain that in today's world pluralism, democracy and free market capitalism give people the greatest opportunities for economic progress;
- examine the correlation between literacy rates and progress in a 21st century economy;
- research and describe the substantial number of dictatorships and how they can increase corruption and impede progress;
- be aware of the economic and political struggles in many Latin American countries;
- identify the regional economic and political powers (leaders) in Central and South America.

Suggested Classroom Illustrations

- Students will explain how the Spanish colonial system did so little to aid Latin America in its struggles either before or after independence.
- Students will gather information on resources available to help bolster capitalist economies in Latin America.
- Students will compare and contrast the various governments of Latin America.
- Students will make educated determinations of which countries seem to have the most realistic chance of democratic, capitalist reforms (and understand they go hand in hand-except in China).
- Students will compare and contrast schools here and in Latin America, levels of education and the effectiveness with which it is delivered.
- Students will compare and contrast the abilities of Argentina, Brazil, Mexico and Venezuela to assume the mantle of political and economic leaders of their respective regions of Latin America.

Unit X – Latin America In The Modern World (Cont'd)

Suggested Evaluation/Assessment Activities

- Essay tests on topics such as colonialism, democracy and free market capitalism, natural resources, human resources, economic struggles throughout the area, lack of a middle class and the potential for the future.
- Group presentations of comprehensive study of Argentina, Brazil, Mexico and Venezuela using power point as the medium of choice as audio-visual aid.
- Continuing current events assignment that is expected to also be used in the presentations as well as graded at the end of the quarter and has at least one question on the exam.

UNIT XI – A CANADIAN OVERVIEW

Content Standards 1, 2, 3, 4, 8, 9, 10, 12, 13, 14, 15

Unit Goal

Students will become more familiar with our northern neighbors by examining their politics, economics and culture.

Learner Outcomes

The students will:

- describe the geographical setting of Canada and its differences with the U. S.;
- detail the Canadian wealth of natural and human resources;
- describe the industrial and agricultural productivity of Canada;
- research and describe the workings of the Canadian government;
- describe the cultural and linguistic variations of the peoples of Canada; and
- detail their historic and cultural ties to the British Commonwealth.

Suggested Classroom Illustrations

- Gather pertinent information and compare apparent similarities between Canadian and American economic systems
- Gather pertinent information and compare and contrast the government systems of the U. S. A. and Canada
- Gather information and try to create a regional plan to help insure economic and security issues.
- Compare and contrast the divergent needs of Mexico, Canada and the U. S. including N.A.F.T.A., drug traffic and immigration (along with other potential security issues).

Suggested Evaluation/Assessment Activities

- Essay test on topics such as geography, resources, ethnic issues, coexistence with U.S., trade and other regional cooperation issues.
- Project preparation and classroom presentations for further examination of regional cooperation issues.
- Continuing current events coverage as a continuation of a yearlong project.
- Essay tests on topics such as colonialism, democracy and free market capitalism, natural resources, human resources, economic struggles throughout the area, lack of a middle class and the potential for the future.

Suggested Evaluation/Assessment Activities (Cont'd)

- Group presentations of comprehensive study of Argentina, Brazil, Mexico and Venezuela using PowerPoint as the medium of choice as audio-visual aid.
- Continuing current events assignment that is expected to also be used in the presentations as well as graded at the end of the quarter and has at least one question on the exam.

Resource Media

Textbook(s):

World Cultures a Global Mosaic, Ahmad,/Brodsky/Crofts/Ellis, Prentice Hall, 2001, Upper Saddle River, New Jersey, 07458

Classroom Library:

A History of Western Architecture, 2000, David Watkin, Watson-Guption Publications, New York, New York 10003.

A Complete Guide to Heraldry, 1993, A. C. Fox Davies, Gramercy Books, Avenel, New Jersey 07001.

A Dictionary of Heraldry, 1987, Harmony Books, New York, New York 10023.

A Short History of African Art, 1991, Werner Gillon, Penguin Books, London, w85tz, England.

Art Book: Bosch, 1999, John Gilbert, D K Publishing, Inc. London, WC2E 8PS, England.

Art Book: Durer, 1999, Anna Bennett, D K Publishing, Inc. London, WC2E 8PS, England.

Art History, 1995, Marilyn Stokstad, Harry N. Abrams, Inc. New York, New York 10011.

Baroque, 1964, Ed. Henri Stierlin, Editions Office du Livre, Lusanne, Printed in Germany.

Catherine Empress of all The Russias, 1978, Vincent Cronin, William Morrow and Co. New York, New York, New York, 10016.

Catherine The Great, 1977, Henri Troyat, translated by Joan Pinkham, E. P. Dutton, New York, New York 10013.

Cezanne: His Life and Works, 1994, Edmund Swinglehurst, Paragon Shooting Star Press Inc. New York, New York 10001.

CNN: War In The Gulf, Thomas Ballen, F. Clifton Berry, Norman Polmar, Turner Publishing Company, Atlanta Georgia 30348.

Consatble: His Life and Works, 1994, Clarence Jones, Paragon Shooting Star Press Inc. New York, New York 10001.

Dali, Salvador: Life and Work, 2000, Frank Weyers, Barnes & Noble, New York, New York 10003.

Resource Media (Cont'd)

Classroom Library (Cont'd):

Dali, 2000, Gilles Neret, Barnes & Noble Books, New York, New York 10003.

Degas: Impressions of a Great Master, 1994, Gerhard Gruitrooy, Smithmark Publishers, New York, New York 10023.

Essential Michelangelo, 2000, Kirsten Bradbury, Parragon, Bath BA1 1HE, UK.

Fear, 1992, Anatoli Rybakov, Little, Brown and Co. Boston, Mass.

France, 1991, John Ardagh & Colin Jones, Time-Life books, Alexandria, Virginia 23261

Great Artists of the World, 1997, Larissa Branin, Smithmark Publishers, New York, New York 10016.

Heraldry: Decoration and Floral Design, 1998, Hebert Cole, Crescent Books, New York, New York 10003.

History of The Arab Peoples, 1991, Albert Hourane, M.J.F. Books, New York, New York 10023.

Impressionists, A Retrospective, 1991 Edited by Martha Kapos, Beaux Art Editions, Printed in China.

Lenin: Genesis and Development of a Revolutionary, 1973, Rolf H. W. Theen, J. B. Lipincott Company, Princeton, New Jersey 07967.

Leonardo da Vinci, 1999, Elke Linda Buchholz, Barnes & Noble Books, New York, New York 10003.

LOST CIVILIZATIONS; *Aztec: reign of Blood and Splendor, Early Europe: Mysteries in Stone, Egypt: Land of Pharaohs, Inca: Lords of Gold and Glory, Persians: Masters of Empire, Pompeii: The Vanished City.*

Magritte, 1985, A. M. hammacher, Harery N. Abrams Incorporated, New York, New York 10007.

Manet, 1993, Patricia Wright, National Gallery Publications, New York, New York 10016.

Manet, A Visionary Impressionist, 1994, Henri Lallemand, Todri Productions Limited, New York, New York 10023.

Man Ray, 2001, Manfred Heiting Editor, TASCHEN GmbH, Hohenzollernring 53, D-50672 Koln.

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Clearvue EAV: European Unification.

CNN Video: Beneath the Veil.

Time-Life Video: Lost Civilizations, Ancient Greece, Ancient Rome, The Maya, The Inca.

Museum Without Walls: Picasso, War, Peace, Love and The Cubist Epoch.

Charlie Rose Interview: Billy Joel.

Resource Media (Cont'd)

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Individual CD_Rom Titles:

Leonardo the Inventor, Starry, Starry Night: Vincent Van Gogh,
Classical music: Live With Chopin, Classical Music: Vivaldi, The Four Seasons, A Love of Art: Painters Painting.

Websites:

We use a variety of Websites for the year. They may vary due to the nature of breaking news in areas we study during the course of the year. The following list represents the most useful sites we use at present.

www.image.google.com

www.google.com

www.aljazeera.org

www.cnn.com

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