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World History

Credits: 1

Recommended: 9th

Test Prep: [AP World History](#) This is a broad, survey course; you will need to do additional study to take these exams: [Western Civilization I](#), [Western Civilization II](#) (Each is the equivalent of one year in high school.) Various tests, such as CLEP and AP tests may ask questions based on the non-biblical stance of the age of the earth and evolutionary topics. Those wishing to test for CLEP or AP levels are strongly encouraged to visit those websites for further study.

Course Description: This course is based on the [Georgia Virtual World History](#) curriculum. The student will learn about the time frame of civilization as we know it, beginning from the first civilizations of Mesopotamia through the Middle Ages, Renaissance, and Enlightenment, onward past the World Wars to modern times. Students will learn through online video lectures, readings and maps and be able to respond to questions with written work. Students will learn to evaluate information and become independent thinkers. This course is writing intensive, and tests are not utilized. Students will give oral presentations, which includes a final presentation of a student-created timeline.

Notes:

- **The assignments should be done on your own paper or computer document, ignoring the “dropbox” that Georgia Virtual uses for their own students and teachers.**
- There is a lot of printing for this course. Please plan accordingly. (If you really don't want to print, students can make their own notes based off of the course notes.)

- There are no answer sheets because a lot of the assignments are answering questions straight off websites or are opinion type questions. (ie: “What do you think is the greatest invention of x time period? Justify your answer.”)
- You will most of the time need to click on the numbered tabs at the top of the page on the GVL site to get to the page number given in the directions.
- This website uses Discovery Education Videos in some of the lessons. We do not have a passcode for this site, it is recommended that you search the topic of the video on youtube for something similar.
- This course requires a lot of writing. It’s great practice for you, especially to restate the question in the beginning of your answer. Follow the directions and form proper sentences, paragraphs and essays. If you lose points on your essays or paragraphs, edit and resubmit.

You can search for online resources if you don’t know what these things are: main idea, topic sentence, thesis sentence, introduction, body, conclusion. Use the grading guidelines below for the course.

- For grading sentence answers: 1 point for answering in a complete sentence that restates the question, 1 point for content – total is 2 points
- For grading paragraphs: 2 points for form: intro-main idea, body, conclusion, 2 points for clarity/flow-not just a list of facts, but connected thoughts, 6 points for content/details included – total is 10 points
- For grading essays: 5 points for the introduction paragraph-needs a thesis sentence and 5 points for the conclusion paragraph-needs to restate the thesis and tell us the why, the so what?, 10 points for each middle paragraph (see above on paragraphs) – total is 40 points

Reading List: Champion, Chaucer, Rudyard Kipling, Wilfred Owen, Anne Frank, Ruth

Carlson **Ancient River Valley Civilizations Day 1****

1. *Print out the [first quarter](#) grading sheet or use the [Excel](#) version.
2. *Print the [key terms](#) on ancient civilizations.
3. The materials used in this course are secular. They aren’t basing their history “facts” on the Bible. I personally believe the earth is actually near 6000 years old. What we know of history does fit in that time span, but only if you look at it from a biblical perspective. It didn’t take people thousands of years to develop language. Adam and Eve had a Father who spoke to them, who taught them. He made them clothing. He showed them. I’m sure many discoveries and advances were God-inspired. I will give you a basic timeline here, and if you ever get

confused about things, one place to search online for answers is...[Answers in Genesis](#).

Another place is the [Institute for Creation Research](#). They have articles and resources to help you understand how things fit together.

4. Here's a basic early BC timeline with rounded dates. We can't know exact dates even if we take the Bible for exactly what it says. When it says that someone was one hundred years old, we don't know if that was one hundred and one day or one hundred and three hundred and fifty days. Generation after generation that can add up to many years, so you could really add dozens of years onto any of my Bible dates and still be following the Bible literally. There are many different ideas out there about dates! Here's my best from my research and based on what I believe the Bible shows us. In the course, you won't be asked to memorize dates, but I want you to have a framework and a basic understanding of where things fit in time from a Creationist perspective.
 - 3966 Creation
 - Fall, forced out of Eden
 - Mesopotamia, Cradle of Civilization
 - 2910 Noah
 - 2310 flood, Tower of Babel, Sumerians, Egyptians
 - 2018 Abraham born
 - 1990 Pyramids first appear
 - 1950 Sumerians attacked by the Elamites and Amorites (the beginning of the decline of the Sumerians)
 - 1918 Isaac born
 - 1750 Hammurabi, king of the Amorites, writes code of law
 - In a more basic way, you could say creation was around 4000 BC and Abraham was around 2000 BC for a foundation.
5. Let's begin with the definition of civilization. It's the structure of society. It's how people organize themselves into groups.
6. Read through the [introduction](#) and listen to the module minute.
7. *Read the introduction on [Sumer](#) on page 2 and print the *[Sumer notes](#). Read the notes.
8. Read the [Tigris-Euphrates](#) civilization guide.
9. [Scroll down](#) and listen to the presentation on Mesopotamia and add to your notes as needed.

10. Take a look at this map of the [ancient world](#). Did you notice a city named Biblos? It means Bible. The name for the city in Hebrew is a combination of “origin” and “God.” Maybe that’s where the Garden of Eden was. It’s in modern-day Lebanon.

Day 2

1. Using your notes from Day 1, answer the following questions in complete sentences. (Your sentence MUST restate the question in some form.)
 1. What makes a civilization? (eg. “A civilization is made up of...”)
 2. Explain why the area was called the “fertile crescent?”
 3. What was it like to live in ancient Sumer?
 4. Why did the development of farming allow people to live in one place permanently? (eg. “The development of farming allowed people to live in one place permanently by...”)
 5. How do inventions improve people’s lives?
 6. How did people trade with each other?
2. Use the following website to assist you as needed: [Mesopotamia and the Fertile Crescent](#).
3. Score up to 2 points for each. They must be complete sentences and they must tell the question.
4. Record your score out of 12 points.
5. Begin a timeline. You will continue it all year. Your final will be presenting your timeline. You will put on the general time periods as well as some specifics from each time period. Each civilization should be on your timeline. Decide if you are going to do yours on paper or on the computer. Begin it today and put on what you decide from the beginning of the world to Sumer.

Day 3

1. Read about [ancient Mesopotamian society](#). Scroll down to the questions in bold (What is Mesopotamia?) and read from there. And again, you don’t have to learn these dates. This course is really about the post-flood world.
 1. People have lived in the fertile crescent since there were people. At one point they were wiped out and it began again. The article mentions how the Sumerians language is unusual since it didn’t originate from the same language family as other languages of the area such as Hebrew. Of course we know it’s because at the Tower of Babel new language families were formed.
2. Read about [Hammurabi’s Code](#).

3. Read some of [Hammurabi's Code](#) of laws.
4. Answer in a paragraph. What was Hammurabi's Code, what was the significance of the laws, and what was the impact of these laws on later civilizations?
 - Your introduction might be: "The development of Hammurabi's Code was very significant." Then explain what it was, its significance and its impact.
5. Score up to 2 points for form (intro, body, conclusion), up to 2 points for clarity/flow (not just a list of facts an idea and details to support it), up to 6 points for content/info.
6. Record your score out of 10.

Day 4*

1. Do the [self-assessment](#) on page 2.
2. *Print out the [Ancient Egypt notes](#).
3. Read about [Nile river civilizations](#).
4. Take a look at these maps: [one](#), [two](#). What do they show?
5. Read more about the "[Gift of the Nile](#)."
6. Watch the [presentations](#) on page 3 and add to your notes as necessary. (The second one uses shockwave.) Taking notes focuses you while you're watching and helps you pull out the most important information.

Day 5

1. Do the [self assessment](#) on page 3.
2. Answer the following questions. Write two as paragraphs and two in complete sentences. Make sure you restate the question in your answer.:
 1. Describe ancient Egypt's climate and geography.
 2. What was the role of the Nile River in the lives of Egyptians?
 3. Describe some religious beliefs of Egyptians and the significance of the pyramids.
 4. What kind of government existed?
3. Score up to 2 points for each question answered in complete sentences. (Your answer must restate the question to get 2 points.)
4. Score up 10 points for each question answered in a paragraph. (2 points for form, 2 points for clarity/flow, 6 points for content)
5. Record your score out of 24 total points.

Day 6

1. Read about [Egypt from 1500 BC to 1000 BC](#).

2. Play the [mummification game](#).
3. Based on what you have learned, how important was the process of mummification and the afterlife to Egyptians?
4. Answer in paragraph form and score up to 10 points. (You can refer to the grading guideline at the top of the page.)

Day 7*

1. *Print out the [notes](#) on the Indus River Valley Civilization. Make sure to read any notes you print out.
2. Read about the [Indus River Valley civilization](#).
3. Take a look at these maps: [one](#), [two](#). What do they show?
4. Watch the [presentations](#) on page 4, take additional notes if needed, verify Key Terms, and be prepared to explain the differences between Hinduism and Buddhism.

Day 8

1. Do the [self-assessment](#) on page 4.
2. Complete an essay answer based on the presentations and other internet sources. (This should be a paragraph of at least 8 sentences.)
 - Explain the major differences between Hinduism and Buddhism.
3. Record your score out of 10.

Day 9*

1. *Print out the [notes](#) on Ancient China.
2. Read about [Yellow River civilization](#).
3. Take a look at these maps: [one](#), [two](#). What do they show?
4. Watch [presentation](#) on page 5, take additional notes, verify Key Terms, and be prepared to explain the “Mandate of Heaven” idea and “Dynastic Cycle” of China.

Day 10

1. Do the [self-assessment](#) on page 5.
2. Explain the “Mandate of Heaven” idea and “Dynastic Cycle” of China. Write two paragraphs.
3. Each worth a possible 10 points.
4. Record your total for the day out of 20.

Day 11*

1. *Print the [Ancient Hebrew notes](#). Read them and watch this [slide show](#) (shockwave) on the ancient Hebrews.
2. Read today: [Confucianism](#), [Buddhism](#), [Mauryan Empire](#), [Gupta Dynasty](#).
3. Choose two [assignments](#). Must be complete on Day 13.

Day 12

1. Work on two [assignments](#). Must be complete on Day 13.
2. You will also be working on your timeline on Day 13.

Day 13

1. Complete your chosen [assignments](#).
2. Record up to 30 points.
3. Add to your timeline. Add the dynasties, the Indus River civilization, etc. If you include information and pictures on your timeline, it will be easier for you to present it on Day 180. You are going to have to tell something about each thing on the timeline.
4. What is a civilization? Write or tell your answer. You should be able to define it.

Ancient Greeks and Romans Day 14*

1. *Print the [Greek](#) and [Roman](#) key terms and read through them. It defines apostle as a follower of Jesus. Of course they did follow Jesus but the term means “sent one.” They were sent out to share the gospel.
2. Read the [introduction](#) and listen to the module minute.
3. Read the [introduction to the Bronze Age](#) at the top of page 2.
4. *Print the notes on the [Minoans](#) and the Bronze Age. Make sure you always read the notes you print.
5. Take a look at the [map](#). Do you know where in the world that is? Use these maps:[one](#) and [two](#) (and additional research if necessary) to place it in the world.
6. Read about the [Minoans and the Bronze Age](#).
7. Read about the [Trojan War](#).
8. What were some major accomplishments of these civilizations? Answer in a paragraph.
9. What was the significance of the Trojan War? Answer in a paragraph.
10. Record up to 10 points.

Day 15

1. Read [HistoryWiz: Homer and the Mycenaeans](#).
2. Use the links (over on the left) on the above site to learn more.

3. Describe the relationship between Homer and the Trojan War.
4. Record up to 10 points.

Day 16**

1. Complete the [crossword](#) on page 2.
2. *Print out the notes of the [Golden Age of Greece](#). Go over the notes.
3. Read about [Athens and Sparta](#).
4. *Complete this [chart](#) based on the information.
5. Record up to 12 points for completion.
6. Take a look at the [map](#). What is it showing?

Day 17

1. Watch the presentations. (shockwave) Take notes.
 - [Persian Wars](#)
 - [Greek city-states](#)
 - [Golden Age of Greece](#)
2. Watch the large [Ancient Greece presentation](#) in the middle of page 3.
3. Take a look at this [map](#). What is it showing?
4. Complete the [Quiz Me](#) exercise on page 3.

Day 18

1. Read about [ancient Greece](#). Click on the different icons and take notes.

Day 19*

1. Print the [Alexander the Great notes](#).
2. Watch the presentations (shockwave) and take notes.
 - [Alexander the Great](#)
 - [Hellenic Greece](#)
 - [Greek Achievements](#)
3. Skim for important information from this page. Learn what the [Peloponnesian War](#) was.
4. Read about the [results of the war](#).
5. Tell someone (or write) about what the war was and its impact.

Day 20

1. Complete the [crossword](#) on page 4.
2. Write a five-paragraph essay (or prepare a power point presentation) on a famous person from ancient Greece. It is due on Day 21.

Day 21

1. Finish your essay or presentation.
2. Show your presentation or read your essay to an audience.
3. Score up to 10 points for form/visual, 25 points for content, 5 points for the presentation (how well you spoke, poise, clarity,...)
4. Record your score out of 40.

Day 22*

1. *Print notes on the [Roman Republic](#).
2. Read “[The Founding of Rome](#).”
3. Read this page on the [Roman Empire](#). You can just close the video.
4. Look at the [maps](#) on this page. What do they show?

Day 23

1. Read about [Roman Society](#) through “The Client System”.
2. Read about [The Roman Army](#) through “The Early Legion.”

Day 24*

1. *Print the notes on the [rise of Christianity](#).
2. Read [Acts 2-5](#). Here’s the real story of the rise of Christianity. Finish the book of Acts to read the rest! Paul is arrested by Roman soldiers. He testifies to kings. He’s sent to Rome. These aren’t just stories. These were real people creating history!

Day 25

1. Go through the [terminology](#) on the flashcards on page 6.
2. Read about [Roman Religion](#) through “Countryside Festivals.”
3. Scroll down and continue reading “Rome’s Relationship with the Early Christians” and through the rest of the page.
4. In the last section it says, “Christian church as it resumed its role as the religion of the power. In AD 380 emperor Theodosius took the final step and made Christianity the official religion of state. Severe punishments were introduced for people who disagreed with the official version of Christianity.” This is the period of history when the *Roman Catholic Church* began and came to power. It is a religion of power. Jesus was homeless, but the Pope has his own city. Please remember that Christianity is not a religion. There are many forms of the Christian religion, but they aren’t the true Church, the one body of Christ. It says that there

were “severe punishments” for disagreeing with the official church. We will come to see the “official” church killing true Christians for the offense of owning a Bible!

5. On that page it also says that Constantine’s conversion should “change the fate of Christianity for good.” There are different versions of the story told, but it’s something like this: Constantine saw a vision of a flaming cross with the Latin words “in this name conquer.” So, he killed in the name of Jesus, whereas Jesus taught it was murderous to even tell someone you hate them. Anyone who knows church history can tell you that it’s persecution that’s good for Christianity; it purifies the church and spreads it. It’s official religion that kills it, which is what it became under Constantine. Constantine and the Roman Catholic Church are responsible for us worshipping on Sundays. It was known as the “venerable day of the Sun.” It was the day they went to the sun god’s temple. *Sunday*, get it? It was kept that way for the people. They would be more accepting of this new religion if they were allowed to keep many of their practices.
6. Use the three [interactive maps](#) to explore Italy, the Roman empire, and the city of Rome. Use the drop-down menu to take a look around.

Day 26*

1. *Print out the notes on the decline of the [Roman empire](#).
2. Read about [causes of Rome’s decline](#). Take notes.
3. Write a paragraph stating what you think was the biggest cause of Rome’s decline and why.
4. Record up to 10 points.

Day 27

1. Read about the beginning of the end. Read the first paragraph on the page called “[Collapse](#).”
2. Learn the [key terms](#) on page 7.
3. Use [this website](#) or any other resource to choose a famous Roman to learn about. Read what it has to say and then find another source to learn more about your chosen person.
4. Tell someone about what you learned.

Day 28

1. You have learned about the ancient Greeks and Romans. To solidify what you have learned, compare and contrast the ancient Greek and Roman civilizations. Include achievements, famous leaders, and reasons for decline.
2. You have two days.

3. Include introductory paragraph, three paragraphs comparing and contrasting each of the three points listed, and conclusion paragraph.
 1. Intro should start with an interesting sentence and end with your thesis statement—the point you will make in your essay
 2. Your three body paragraphs should each show ways the societies were similar and different (for instance in religion, in social structure, government, etc.).
 3. Your conclusion should restate your thesis (in different words) and sum up with a “so what” statement. Let us know why it matters.

Day 29

1. Finish your essay.
2. Record up to 40 points. (5 points each for intro and conclusion paragraphs, 10 points each for each paragraph of the body, see Day 28 for details of what should be included)

Day 30

1. Add to your timeline for what we’ve covered so far. You can decide what form it should take (long on the wall, online, in your binder...). Hold onto it! As I said before, you will be working on this all year. Your final will be a presentation of your timeline. Add info and pictures to help you be able to remember something about each civilization and time period to be able to share something about it on Day 180.
2. Add the general headings such as Ancient Rome and Greek Civilization and some specific events. What do you think should be included?

Byzantines, Islam, and the Mongols Day 31*

1. You will begin the third unit, Byzantines, Islam, and the Mongols.
2. Read [page 1](#) and keep the Essential Questions in mind as you complete the chapter.
3. *Print the notes on the [Byzantine Empire](#). (What should you do with them? Read them over!)
4. Study the maps. What do they show? (Some of them have moving parts. Play around in a scholarly fashion.)
 - [one](#)
 - [two](#)
 - [three](#)
 - [four](#)
 - [five](#) (Look at the name of this last map—the end of its website address.)

5. What do these maps show? Write a list of things you can learn about the time period and about the Byzantine Empire from these maps. One point for each point you make.
6. Record your score out of 5. If you can find more than five points to make, you can get extra credit.
7. Now go through this history as shown in maps.
8. What did these [maps](#) show you? Keep clicking on next and reading the text with each map.
9. Write a paragraph to answer the question.
10. Record up to 10 points.

Day 32

1. Watch these short presentations on the Byzantine Empire (shockwave).
 - [Byzantine Empire](#) the “New Rome”
 - [Byzantine map](#)
 - Read about the [Justinian Code](#).
 - Read about the [Great Schism](#). This is what map five on Day 31 was showing.
 - Read about the [Byzantine Empire](#)’s rise and fall. Just exit any media and read the article.
2. Answer [questions 1-5](#) in complete sentences. Your answer should let the reader know what question you are answering. (eg. The impact of the blah blah blah could be seen in the... That answered the question: Where could the impact of the blah blah blah been seen?)
3. Record up to 10 points. (up to 2 points for each question – must restate the question for 2 points)
4. Do [crossword](#) for review.

Day 33*

1. *Answer the Byzantine Empire [questions](#). Use course links or online resources as necessary to answer the questions.
2. Record up to 12 points, 2 points per answer.
3. Answer the following essay question. What were the three most important contributions of the Byzantine Empire to world history? Do not just list the contributions; justify your answers. This can be written as a paragraph.
4. Record up to 20 points. (3 points for form-intro, body, conclusion, 2 points for clarity/flow, 15 points for content-must be three contributions each with a reason why)

- Don't over complicate this. An intro can be just like restating the question when answering. (eg. While the Byzantine Empire produced many contributions to the world, the three most important were their...)
- Then you just go through each thing you just listed and give a reason why it was so important.
- Wrap up stating something about them being important!

Day 34**

1. *Print the notes on the [Mongols](#).
2. Take a look at these maps. What do they show?
 - [one](#)
 - [two](#)
3. Watch the [Mongol presentation](#).
4. Watch the [Mongol video clip](#). (shockwave)
5. *Answer the questions on the [Mongols](#). Answer in complete sentences. You can type in your answers and then print it for a nice addition to your portfolio.
6. Record up to 12 points (2 points each-1 point form, 1 point content).
7. Complete [crossword](#).
8. Follow [Marco Polo's journey](#) on this map. What continent and what ocean did he cross?

Day 35

1. Watch this [presentation](#) on Islam. (shockwave) As someone who has lived and ministered among Muslims for more than a decade, may I say a few words on this? It is said that the angel Gabriel gave Mohammed the revelation of the Koran. As Christians we do not believe the angel Gabriel, as we know him as a messenger of the one true God, was the one who gave the revelation of the Koran. We do not believe it is from God. It also says that Muslims believe that the Bible is also the word of God. While this is true, they don't believe what the Bible says. They believe the Bible has been changed. (The Dead Sea Scrolls prove it hasn't.) The god of Islam is not the God of Christianity. The god of Islam says you must work for your salvation. You have to do more good than bad so that when your deeds are weighed they will tip in the favor of the "good side" and you'll get to heaven which is about satisfying the flesh. The presentation talks about praying in the mosque on Fridays. This is only for the men and it's the noonday prayers that are most important. Stores close midday on Friday so employees can go pray. Being clean is VERY important. While Muslims are clean on the

outside to show their godliness (while they can be full of sin), Christians emphasize being clean on the inside. The God of Christianity is holy and cannot have sin in His perfect presence. He offers salvation free, as a gift, an extension of His grace and mercy. It's impossible to earn salvation. One sin is enough to send you to hell. The only chance of heaven is to have our sin cleaned away by Jesus' sacrifice on the cross and by His gift of His Spirit to free us from the power of sin. We long for heaven to live in God's presence. The god of Islam also commissions the killing of Christians in the end times. Another point the presentation makes is that they are to give 2.5% of their income. For some reason the presenter says this is because Muslim countries are poorer than Christian countries. This makes no sense. One, the tithe was instituted before there was such a thing as a Christian. Two, Christianity doesn't teach the tithe. It's an Old Testament teaching. Christianity teaches giving generously and that God provides and blesses us. Maybe that's why Christian countries have been wealthier... However, it's easier to be a Muslim if you are rich. You can afford to go on the pilgrimage. You can afford to give alms. Rich Muslims even go to "easier" countries for the Ramadan fast. You have to fast from sun up to sun down. People go to countries where the days are shorter. Or even if you are sitting in an air-conditioned office, that's much easier than working in a field on a long July day. Remember they aren't supposed to even drink. Even nursing mothers aren't supposed to drink during the day. On the other hand it's easier to be a Christian if you are poor. The Bible says that it's impossible for a rich man to enter heaven and that the poor are rich in faith. I'll stop preaching now.

2. Read more on [Islam](#).
3. Read about [Ibn Sina](#), a famous Iranian philosopher.
4. Watch the presentation from page 4 on Islam and the [Islamic Empire](#).
5. Try the [crossword puzzle](#) on page 4.

Day 36

1. Answer the following Islam questions. At least two must be answered in paragraph form. Use your notes, the sites given or other research. The other two (maybe number 1 and 3) could be answered in complete sentences. You can receive up to 5 points extra credit for any additional answers given in paragraph form.
 1. How, where, and when did Islam begin?
 2. Explain the differences in Sunni and Shiite beliefs.
 3. Give two major accomplishments of the Islamic community.

4. What countries are majority Sunni? What countries are majority Shiite? What is the relationship between modern-day Sunnis and Shiites?
2. Score up to 10 points for 2 paragraphs and 2 points for each answered in complete sentences.
3. Record your score out of 24. (potential for 10 points extra credit)

Day 37

1. Read the [Crusades overview](#).
2. Watch the [Crusades presentation](#). (shockwave)
3. Read about the [effects of the Crusades](#).
4. Watch the short video of the [outcome of the Crusades](#).
5. Try the [crossword](#) on page 5.

Day 38*

1. *Print [Crusade activity](#). Complete it.
2. Record up to 12 points for completion.
3. Write a paragraph or two describing some of the lasting effects of the Crusades on modern history.
4. Hint: Think about current events in the Middle East and Northern Africa. Visit various news websites with parental guidance.
5. Record up to 10 points.

Day 39

1. Complete the [quizzes and self assessment](#) on page 7.
2. Get the Byzantine Empire, the Mongols and some dates for Islam on your timeline. Again, put them on generally, such as Byzantine Empire, and then maybe some specifics for what you think is important to include.
3. Go through your timeline and recall something about each thing you've put on there.

Early African and Meso-American Societies Day 40**

1. You will now begin the next unit, Early African and Meso-American Societies.
2. Read through the [introduction](#).
3. *Print the notes on the [development of Africa](#). (What are you supposed to do with notes?)
4. *Print the Development of Africa [questions](#). Read these over and answer them as you are able to as you learn about the development of Africa.
5. Watch this presentation on the [Kingdoms of Africa](#). (shockwave)
6. Take a look at these maps linked on page 2.

- [Bantu migration](#) (shockwave)
 - [Ghana empire](#)
 - [Mali empire](#)
 - [Swahili city-state](#)
7. Read about the [Songhai Empire](#).
 8. Read about [Sundiata](#), the Lion King.
 9. Read about [Mansa Musa](#).
 10. Are you taking notes? You don't need to write down all the facts, but jotting down names, places and something significant about them can help you recall the information later.

Day 41

1. Watch the [presentation and videos](#) on page 2.
2. Answer the Development of Africa questions that you are able to.
3. Complete the [crossword puzzle](#) on page 2.

Day 42

1. Essay question: What were some of the accomplishments and achievements of Sundiata and Mansa Musa? (Essay questions don't require a full essay as an answer. It means to answer in paragraph form, instead of just jotting down the answer. Remember that your first sentence needs to restate the question in some way, such as: The African leaders Sundiata and Mansa Musa accomplished many achievements during their reigns. Your last sentence should sum up your point.) (3 points for form-intro, body, conclusion, 2 points for clarity/flow, 15 points for content)
2. Record your score out of 20.
3. Read the intro to the [Olmecs and the Mayans](#).
4. Take a look at these maps. What do they show?
 - [Olmecs](#)
 - [Mayans](#)
5. Watch the [presentation](#) on page 3 on pre-Columbian people.
6. Don't read this page right now. Just look at the map and then scroll through and look at the [pictures](#).

Day 43

1. Take notes on the accomplishments and the influences of these cultures.
 - [Olmec Civilization](#)

- [The ancient Olmec Civilization](#)
- [The Preclassic or Formative Period](#)
- [Mayans](#)
- [Mayan Civilization](#)

2. Answer the relevant questions from the printed questions from Day 40.

Day 44*

1. *Print the notes on [Aztecs](#). (You read them, right?)
2. *Print the notes on [Incas](#).
3. Take a look at these maps. What do they show?
 - [Aztec](#)
 - [Inca](#)
4. Be taking notes on the accomplishments and influences of these societies.
5. Watch these presentations. (shockwave)
 - [Aztec](#)
 - [Inca](#)
6. Read about the [Aztecs](#).
7. Don't read this whole page. Glean from it important information on [Inca Civilization](#).
8. Answer the relevant questions from the printed questions from Day 40. These questions should now be complete.
9. Record up to 23 points. Take a point off for any left blank (or better yet, go find the answer!)

Day 45*

1. *Print and complete the [Meso-American Societies Chart](#) found on page 2.
2. Use the given links, the links in the previous assignments and your notes to help you.
3. Score 2 points for each box.
4. Record your score out of 40. (potential for extra credit)

STOP This is the end of the first quarter. Time to figure out your first quarter grade: total score / total possible. Your goal is to get an A. Where did you lose points? What can you do differently next quarter to score higher? Save all of your written materials for your records.

Day 46

1. *Print the [second quarter](#) grading sheet or use the [Excel](#) version.

2. Choose a Meso-American culture and write an essay (five-paragraph essay) on its accomplishments and influence. Try to write it all today, but it will be scored on Day 47. (Intro, three main-body paragraphs, conclusion—Each paragraph should have at least three sentences. The introduction should end with the thesis statement, a statement of what you are going to show in your essay. Each main-body paragraph should begin with a topic sentence and the body of the paragraph should support that point and provide details. The conclusion sentence of the paragraph can transition to the next topic. The conclusion should begin with a restatement-in new words-of your thesis. It should end with telling us “so what?,” why it matters.)

Day 47

1. Edit your essay. This is something to hold onto. Make it your best work.
2. Score up to 40 points. See Day 46 for some guidelines.
3. Try to [answer the questions](#) on page 6 yourself before scrolling over the answer.
4. Play the [Tribes of Mesoamerica Game](#) in the sidebar.
5. Add African and Meso-American cultures onto your timeline. Add each empire and society from Day 40-47.
6. Think about it: Think about how development is happening on each continent. What’s similar? What’s different? What do you think contributed to the similarities and the differences?

The Middle Ages Day 48*****

1. *Print out the key terms for [The Middle Ages](#).
2. Read the introduction to the [Middle Ages](#) on page 1.
3. Look at this [map](#). What does it show?
4. *Here are all the overview notes for this unit to give you, well, an overview before you begin. Print them out.
 - [The Dark Ages](#)
 - [The Power of the Church](#) (Remember that the *real* church is the body of Christ, those united in Christ Jesus, not a political structure or organized religious institution.)
 - [Feudal Society](#)
 - [Developments of the Middle Ages](#)
5. You are going to write a paragraph on each event in this timeline ([fromhttp://members.tripod.com/~mr_sedivy/med_hist.html](http://members.tripod.com/~mr_sedivy/med_hist.html)). We’ll do two each day.

- **324** – Constantine became Emperor of the Roman Empire. **455** – Vandals sacked Rome. (**476** – Fall of the Roman Empire. **We’ve already written on this. Skip this one.**) **481** – Clovis became King of the Franks. **570** – Birth of Muhammad. **732** – Battle of Tours. **800** – Charlemagne is crowned Holy Roman Emperor. **896**– Alfred, King of England, defeats Danish invaders. **988** – Christianity reaches Russia. **1066** – William of Normandy conquers England. **1096** – First Crusade to the Holy Land. **1206** – Genghis Khan founds the Mongol Empire. **1337** – Start of Hundred Years’ War between France and England. **1347 – 1351** – Black Death (plague) in Europe.

Day 49

1. Today research and write about these first two events, each in its own paragraph. Tell what it was and its significance. Why is it on an “important events” timeline?
 - **324** – Constantine became Emperor of the Roman Empire. **455** – Vandals sacked Rome. (**476** – Fall of the Roman Empire. **We’ve already written on this. Skip this one.**)
2. Here’s one [website](#) to help you, but you can feel free to search the internet. Don’t just get it done. Learn! That’s the point-to learn.
3. Score 2 points for structure, 2 points for clarity/cohesiveness, 6 points for content.
4. Record your score out of 20.

Day 50

1. Today research and write about these first two events, each in its own paragraph. Tell what it was and its significance. Why is it on an “important events” timeline?
 - **481** – Clovis became King of the Franks. **570** – Birth of Muhammad.
2. Here’s one [website](#) to help you, but you can feel free to search the internet.
3. Record your score out of 20.

Day 51

1. Today research and write about these first two events, each in its own paragraph. Tell what it was and its significance. Why is it on an “important events” timeline?
 - **732** – Battle of Tours. **800** – Charlemagne is crowned Holy Roman Emperor.
2. Here’s one [website](#) to help you, but you can feel free to search the internet.
3. Record your score out of 20.

Day 52

1. Today research and write about these first two events, each in its own paragraph. Tell what it was and its significance. Why is it on an “important events” timeline?

- **896** – Alfred, King of England, defeats Danish invaders. **988** – Christianity reaches Russia.
2. Here's one [website](#) to help you, but you can feel free to search the internet.
 3. Record your score out of 20.

Day 53

1. Today research and write about these first two events, each in its own paragraph. Tell what it was and its significance. Why is it on an “important events” timeline?
 - **1066** – William of Normandy conquers England. **1096** – First Crusade to the Holy Land.
2. Here's one [website](#) to help you, but you can feel free to search the internet.
3. Record your score out of 20.

Day 54

1. Today research and write about these first two events, each in its own paragraph. Tell what it was and its significance. Why is it on an “important events” timeline?
 - **1206** – Genghis Khan founds the Mongol Empire. **1337** – Start of Hundred Years' War between France and England.
2. Here's one [website](#) to help you, but you can feel free to search the internet.
3. Record your score out of 20.

Day 55

1. Watch the following video on the [Black Plague](#). Notice the period artwork and how societies used the plague in a grotesque manner to their advantage in battles.
2. Write a paragraph on the Black Plague and its significance to the era. Use external websites as needed.
3. Record your score out of 10.

Day 56

1. Watch the following [video](#) on the High Middle Ages. It is a long video. Take notes on the Magna Carta. Be aware of the church and state power struggle that existed on a continual basis.
2. Write a paragraph on the Magna Carta. Use other websites as necessary.
3. Record your score out of 10.

Day 57

1. Write on Feudalism. Explain what it is and how it is structured. Also include the tasks for which each class was responsible. Write at least 10 sentences. (2 points for form, 2 points for clarity/flow, 16 points for content)
2. Record your score out of 20.

Day 58*

1. *Print and complete this chart on the [Middle Ages](#).
2. Record up to 12 points (need at least three points in each box). Score up to 1 point extra for a any box with a fourth item listed, giving you the potential to earn four extra credit points.

Day 59

1. Answer the multiple-choice [questions](#).
2. [Explore](#) everything.

Day 60

1. Play the [Medieval Game of Life](#). (shockwave)
2. Add Middle Ages dates to your timeline. Add general dates for the Middle Ages and as usual whatever specifics you think are important.

Day 61

1. Before the next unit, watch the following documentary over the next two days. It follows a historian and two archaeologists attempting to live as tenant farmers at a monastery. Remember, monasteries were places where Catholic monks worshiped God, and since their lives were devoted to him, they required outside help to feed them and take care of the property. Take note of the role of the church in everyday life. [Tudor Monastery Farm](#) (if that link does not work you can search youtube for episode 1 of Tudor Monastery Farm and spend the next two days watching it. It should be approximately an hour long total.)
2. Click on the other episodes in the sidebar and read the extended episode descriptions only. Feel free to watch the episodes in your free time if you are interested.

Day 62

1. Finish watching [Tudor Monastery Farm](#). (If that link does not work you can search youtube for episode 1 of Tudor Monastery Farm.)

The Renaissance and the Protestant Reformation Day 63**

1. You will begin the next unit-The Renaissance and the Protestant Reformation.
2. *Print the [Key Terms](#). (Have you read through them?)
3. Read the [introduction](#) and module minute on page 1.

4. *Print the [Renaissance Notes](#). (It is 10 pages long. Yes, read them.)
5. Look at this [map](#). What does it show?
6. Watch the [videos](#) on page 2 on the Renaissance, The Medici Family, and Machiavelli.
7. Read this [Machiavelli](#).

Day 64

1. Read the following poem by Thomas Campion, poet and author during the Renaissance.
 - [What is a day, what is a yeere?](#)
 - It should be easy to read, even with the spelling differences of the day.
2. The poem talks about how time in this world goes quickly and if one wants to get to heaven, one must be virtuous. Folly, vain pleasure, and worldly treasure disappears like a vapor. Religious beliefs at the time focus on works and behavior to get to heaven. Contrast this to the free gift of God's grace in Christianity today.
3. Record up to 5 points for a complete answer.
4. Read about [Florence](#).
5. Read about [art and architecture](#) in Florence.
6. Do the self-assessment and [crossword](#) on page 2.

Day 65

1. Read about [Johan Gutenberg](#) and the printing press.
2. Here's another [biography](#).
3. Did you catch that his major work was the Bible?
4. Write a paragraph about Johan Gutenberg and the printing press and how his invention impacted and changed the world in the Renaissance period.
5. Record up to 10 points.
6. Read the first stanza of the General Prologue of [The Canterbury Tales](#). Chaucer was another famous writer of the times. Try to read the stanza in Middle English on the right. Big difference!

Day 66

1. Read about [Miguel de Cervantes](#). He is a Spanish writer of the period who makes fun of the feudal system.
2. Read the [intro](#) on the Renaissance artists on page 3.
3. Read about [art in the Renaissance](#).
4. Read about each [artist](#).

Day 67*

1. Read about [humanism](#). (If you are taking [Foundations](#), on Day 86 you will start listening to a [sermon](#) which talks about humanism-If you aren't taking that course and want to hear that part, you can jump to minute 16.)
2. Do the [self-assessments](#) on page 3.
3. *Print and complete the [Artist and Writer Chart](#). Here are some links that might help.
 - [Petrarch](#)
 - [Dante](#)
 - [Erasmus](#)
 - [Michelangelo, Raphael, DaVinci](#)
4. Record up to 24 points for filling in all the squares-2 points a square.

Day 68*

1. *Print the [Protestant Reformation notes](#).
2. Read about the early [persecution](#) of those involved in printing the Bible and putting it into the hands of the people.
3. Why were they persecuted? Why was it dangerous to those in authority to have people know what the Bible said? (Just for thinking over.)
4. Read about the [Reformation](#).
5. Read the top of the page on the [Protestant Reformation](#).
6. Scroll down and watch the two videos on the page on [Martin Luther and the Reformation](#).
7. Watch the presentations and visit the link in the sidebar.

Day 69

1. Use the links to learn about the [Counter Reformation](#).
2. Do the [self-assessments](#) on page 4.
3. On Day 70 you will be writing an essay. You might want to write your introduction today to get going on it.

Day 70

1. Write a five-paragraph essay on Martin Luther and the Reformation. How did he change the world he lived in?
2. Record up to 40 points.

Day 71

1. Here is a list of [Martin Luther's 95 Theses](#). They were an attack on how the Roman Catholic Church ran things. It was a fight to uphold what the Bible taught as opposed to what the Roman Catholic Church taught that the Bible taught. This is why owning a Bible was so important. People had knowledge for themselves about what the Bible said. This is why the Roman Catholic Church political organization had people killed for just owning Bible and for teaching the Bible to their children!
2. Reading over this list, a few things stand out as particular points: the Catholic teachings of penance, indulgences and purgatory. Take one of those and write an essay answer on what it is, what the Bible says about, what you think about it. Write at least 12 sentences. Use the internet for some Bible research. Include verses in your response.
3. Record up to 24 points. (2 points a sentence)

Day 72

1. Read about [Henry VIII](#).
2. In your own words, explain how the attitude of King Henry VIII and his views of marriage and the need for a royal successor assisted in promoting the English Reformation.
3. Write a paragraph.
4. Record up to 10 points.

Day 73

1. Visit the following website about [Queen Elizabeth I](#), daughter of Henry VIII.
2. Write a paragraph on her relationship with her sister, Mary, and how Elizabeth supported the Reformation during her reign.
3. Record up to 10 points.

Day 74

1. Take these quizzes and play the games. Use them as learning tools. If you get something wrong, then you get the chance to learn, so do it! Learn from your mistakes.
2. Take the [Renaissance quiz](#).
3. Take the [Renaissance quiz](#).
4. Play [Fling the Teacher](#).
5. Play [Walk the Plank](#).
6. Play [Shoot the Duck](#).

Day 75

1. Again!

2. Take the [Reformation quiz](#).
3. Take the [Reformation quiz](#).
4. Take the [Reformation quiz](#).
5. Play duck shoot, [Tudors](#).
6. Play the game on [King Henry the VIII](#).
7. Play [Fling the Teacher](#), Reformation.

Day 76

1. Visit this website, [Humanism and Science and the Renaissance](#).
2. You can also use other links on this site about the [Renaissance](#).
3. Write a paragraph about what you think is the greatest invention/discovery/etc. of the period- apart from the printing press. Make sure you explain why!
4. Record up to 10 points.

Day 77

1. Play this game on [Tudor schools](#). (shockwave)
2. Learn more about [objects](#) from the time. Use flash or text depending on computer capabilities. Do all of the objects and learn!
3. Add the Renaissance and Reformation dates to your timeline.

Day 78

1. Before we begin the next unit, watch this [video](#) if it's available. It is episode one of a documentary following archaeologists and historians attempting to duplicate life on an English farm in this time period. Note the labor intensive work daily by the men and women. Also note how religion does not seem to take as primary role in life as in Tudor Monastery Farm from day 54-55.
If my link isn't available search youtube for Tales From the Green Valley Full Episode 1.

Age of Exploration Day 79*

1. *Print the [Age of Exploration Key Terms](#).
2. Read the [introduction](#) and module minute.
3. *Print the [Reasons for Exploration](#) notes.
4. *Print the [Explorers Chart](#) and complete it as you go through the module.
5. Watch this video on some Portuguese explorers, [Age of Exploration Begins](#). Begin to fill in your chart.
6. Watch this brief video on Bartholomew [Diaz](#).

7. Watch this brief video on Vasco [da Gama](#).
8. Answer the following questions in complete sentences (remember to restate the question in your answer):
 1. Give an important invention of Prince Henry and his school of Navigation and why it was important. (2 points)
 2. Why was Bartholomew Diaz important to Portugal? (2 points)
 3. What was Vasco da Gama important to Portuguese exploration? (2 points)
 4. What was da Gama's reasons for exploration? (2 points)
9. Record up to 8 points.

Day 80

1. Read about Christopher Columbus [here](#). Be sure to read all the pages.
2. Watch this brief presentation on how Columbus was finally hired by Spain. [here](#)
3. Did Columbus believe he reached Asia? (2 points)
4. What were some of his accomplishments? (6 points)
5. Record up to 8 points.
6. View this [map of Columbus' voyages](#). What does it show?
7. Fill in the Columbus boxes on your chart.
8. Take a look at these maps. What do they show?
 - [Triangle Trade](#)
 - [Columbian exchange](#)

Day 81

1. Watch this brief [video](#) on Italian Amerigo Vespucci.
2. How was Vespucci credited with naming the New World "America?" (2 points)
3. Watch this [video](#) on Italian Giovanni de Verrazano.
4. What was Verrazano's accomplishment to exploration? (2 points)
5. Record up to 4 points.
6. Complete more of your explorer chart. Do this each day as you learn about explorers.

Day 82

1. Watch the brief biography of [Ferdinand Magellan](#).
2. Why did Magellan give the Pacific Ocean its name? (2 points)
3. How did Magellan die? (2 points)
4. Did the remaining ships make it back to Spain? (2 points)

5. Give a rough estimate of how long the entire journey was. (2 points)
6. What are the accomplishments of the journey? (8 points)
7. Record your score out of 16.

Day 83

1. Watch the brief biography on [Vasco Nunez de Balboa](#).
2. What was his major accomplishment? (2 points)
3. Watch this brief biography of [Francisco Pizarro](#).
4. How did he conquer the Incan people? (2 points)
5. Watch this biography of [Francisco Vazquez de Coronado](#).
6. What are his accomplishments? (8 points)
7. Watch this brief biography of [Hernan Cortes](#).
8. How did he defeat the Aztecs? (2 points)
9. What was Cortes's lasting effect on the region? (2 points)
10. Record your score out of 16.
11. Are you remembering your chart?

Day 84

1. France also sent explorers abroad. Watch this biography on [Jacques Cartier](#).
2. Where did Cartier explore? (2 points)
3. Watch this biography on [Samuel de Champlain](#).
4. Where did de Champlain explore? (2 points)
5. Watch this biography on [Robert de La Salle](#).
6. What are his accomplishments? (2 points)
7. Record your score out of 6.

Day 85

1. Watch this presentation on [James Cook](#).
2. What are his accomplishments? (2 points)
3. Watch this biography on [Sir Walter Raleigh](#) done by a fourth grade homeschooler.
4. Discuss his accomplishments. (2 points)
5. Record up to 4 points.
6. Make sure your chart is complete. Score one point for every filled square. (36 squares)
7. Record your score out of 35.

Day 86

1. Do the [self-assessment crossword puzzle](#) on page 2.
2. Read about the [Gunpowder Empires](#). What are they?
3. Take a look at this [map](#). What does it show? (Don't just say the Gunpowder Empires. What modern countries do they intersect, etc.)
4. Take a look at these maps. What do they show?
 - [Safavid](#)
 - [Mughal](#)
5. Read about science and technology and [Safavid Empire](#).
6. Watch the [videos](#) and presentations on page 3.

Day 87

1. Read about the [Qing Dynasty](#).
2. Read about the [Kangxi emperor](#).
3. Read about [Zheng He](#).
4. Watch the presentation on [feudal Japan](#). (shockwave)
5. Watch the [Tokugawa](#) presentation on page 4.
6. What are the two answers to the [crossword puzzle](#) on page 4?
7. What are Zheng He's accomplishments? (2 points)
8. Record up to 2 points.

Day 88

1. Answer the questions on the [Tokugawa](#). Use this website for [information](#).
2. Record up to 20 points. (2 point per answer)

Day 89

1. Write a paragraph on each empire answering the following questions:
 - For each of the empires; Ottoman, Safavid, and Mughals, who were the key leaders of each?
 - Talk about the influence on religious practices in their empires.
 - Discuss the structure of government under each empire.
2. Record up to 30 points.

Day 90

1. Islamic Empires [quiz](#) — Remember to use these as learning tools. Grow your brain.
2. [Mughal quiz](#)
3. [Exploration and discovery quiz](#)

4. Another exploration and discovery [quiz](#)
5. Exploration and settlement [quiz](#)
6. Age of exploration [quiz](#)
7. Now go through the [questions and answers](#) on page 6. Answer to yourself before looking at the answer.
8. Add the age of exploration to your timeline. What do you think is significant to add? What event or person do you think had the most impact on exploration? Tell someone who/what and why.
9. This is the end of the unit and end of the quarter. Determine your grade for this quarter. Hold onto all of your written work for your high school records.

The Age of Enlightenment and The Age of Revolutions Day 91*

1. *Print off the third quarter [grading sheet](#) or use the [Excel](#) version.
2. Read through page 1 of the new unit, [The Age of Enlightenment and The Age of Revolutions](#).
3. *Print a copy of the [key terms](#). Learn about these terms as you go through the unit.
4. *Print the [Enlightenment Thinkers Chart](#). You can work on this if you come across pertinent information. You'll be completing this on Days 92 and 93.
5. Read these overviews of the time period.
 - [Scientific Revolution](#)
 - [Enlightenment](#)
 - Always remember that when reading about "the church," there is the political, organized religion and the one body of Christ. They aren't the same thing. They are often opposed to one another! Remember that it was organized religion that sought to kill Jesus and Paul and the others. God wants us to be thinkers. Organized religion wants us to be followers of the status quo.
6. Part of the scientific thought that developed from this time period put an end to a belief in magic and fairy tales. This led many to disbelief in the Bible since it was full of miracles. They thought those stories were passed down and changed over the years like the tales of knights slaying flying, fire-breathing dragons. In the 20th century the Dead Sea Scrolls were found which showed that the Bible hadn't been changed over time. It was still the same as when it was recorded by eye witnesses.

Day 92

1. Work on the Thinkers chart using [page 2](#). (52 points-one point each blank)
2. Here's a website on the [Enlightenment](#) to learn from. You can fill in the chart as you are able.

Day 93

1. Complete the Thinkers chart using [page 2](#). (52 points-one point each blank)
2. Here are some more websites to learn from and to help you fill in the chart.
 - [Scientific Revolution](#)
 - [Hobbes vs. Locke](#)
 - [People of the Scientific Revolution and Enlightenment](#)

Day 94

1. Try to answer the questions at the bottom of [page 2](#) without looking at the answers. Check your answers as you go.
2. Complete the [crossword puzzle](#) on page 2.
3. Watch this [video](#) on the Enlightenment, eight minutes.
4. How did the Enlightenment affect the development of the government of the United States? (Essay answer – Write a paragraph.)
5. Record your score out of 10.

Day 95*****

1. *Print the four sets of notes. (12 pages total)
 - [Age of Absolute Monarchs](#) (This one is for today.)
 - [French Revolution](#)
 - [Napoleon](#)
 - [Latin American Revolution](#)
2. Watch the presentations and visit the websites for the Age of Monarchs. Follow along with your notes. Take additional notes if you feel the need.
 - [English Civil War](#) (shockwave)
 - [English Civil War](#) (shockwave)
 - [video](#) on page 3
 - Causes of the [English Civil War](#)

Day 96

1. Read about the [Causes and Effects of the American Revolution](#).
2. Use the links at the bottom of the page to review/learn more. (timeline, people, events, etc.)
3. Write a paragraph on either the causes or effects of the American Revolution.

4. Record up to 10 points.

Day 97

1. Watch the presentations and visit the websites for the French Revolution and the French Revolution and Napoleon sections. Follow along with your notes and take additional notes if needed.
 - Watch the [video](#) on page 3.
 - French Revolution [part 1](#) (shockwave)
 - French Revolution [part 1](#) (shockwave)
 - Read about [Napoleon Bonaparte](#).
 - [Napoleon](#) – Continental System and Napoleonic Code (shockwave)
 - [Napoleon](#) (shockwave)

Day 98

1. Watch the presentation and visit the websites for the Haitian Revolution and Latin American Revolution. Again, follow along with your notes and take additional ones.
 - Read about the [Hatian Revolution](#).
 - Watch the [presentation](#) on the Hatian Revolution (shockwave).
 - Watch the video on [page 3](#).
 - Read about the [Latin American Revolutions](#).
 - Make sure you read the notes you printed for these revolutions.
 - Watch the [video](#) on page 3 on the Latin American Revolutions.

Day 99*

1. Do the key terms [crossword puzzle](#) on page 3.
2. *Print the [Age of Revolutions questions](#). Spend today and Day 100 completing the 31 questions. You may also use the links provided in the pdf (also listed below).
 - [English Civil War](#)
 - [American Revolution](#)
 - [American Revolution](#)

Day 100

1. Complete the [questions](#).
2. Record up to 62 points-2 points per question.

Day 101*

1. *Print notes on [China and Japan](#).

2. Read the introduction on page 4, and then complete the page, watching presentations and visiting websites.
 - [Imperialist China](#) (shockwave)
 - [Imperialist Japan](#) (shockwave)
 - Watch the video on [China and the Opium War](#) on page 4.
 - Watch the video on the [Decline of Tokugawa](#) on page 4.
 - Answer the questions at the bottom of the page.

Day 102

1. Complete the [Opening of Japan and China](#) assignment.
 - Here are the links given in the assignment.
 - [Opening of Japan](#)
 - [Opium Wars](#)
 - [Causes of the Taiping Rebellion](#)
2. You should be writing at least 24 sentences.
3. Record your score out of 24. (1 point for each great sentence that contributes to the whole in a meaningful way-up to 24 sentences. Add up to 2 extra credit points for proper form and great structure.)

Day 103

1. Write a paragraph (or give your answer orally-but still must be structured!) on who you think was one of the most influential leaders of the period.
 - (Example of how to get started on writing it: _____ was one of the most influential leaders of the Age of Revolutions. He led..... His impact is seen... etc.
 - Record up to 10 points.
2. Add to your timeline.
3. Try at least four [games and quizzes](#) on page 6 to review what you have learned. You don't have to know all the answers. Use mistakes to learn.
 - [England from 1660-1714 Fling the Teacher](#)
 - [On the Road to the US Revolution](#)
 - [American Revolution Practice Quiz](#)
 - [English Civil War game Fling the Teacher](#)
 - [Stuarts and the English Civil War Duck Shoot](#)
 - [The US Colonial War Walk the Plank](#)

The Industrial Revolution, Nationalism, and Imperialism in the 19th Century Day 103*

1. You will begin a new unit today.
2. Before you begin, search youtube for any episode or several clips from Victorian Farm. Note any technological advances. It again follows historians during a simulated 19th century English farm. There is a mark in the center of the screen, but please watch anyway.
3. *Print the [key terms](#) on the Industrial Revolution, Nationalism and Imperialism in the 19th Century.
4. Read the [introduction](#) and module minute.

Day 104*

1. Watch additional clips from Victorian Farm. Again note technological advances. Notice the technological advances in each episode.
2. *Print out the notes on the [Industrial Revolution](#).
3. Look at the [map](#). What does it show?
4. Visit the websites and watch the presentations about the Industrial Revolution and Development of Capitalism (linksfromGVL are below).
 - Read about the [Industrial Revolution and capitalists](#).
 - Watch the [presentation](#) on the Industrial Revolution.
 - Watch the [presentation](#) on capitalism.
5. Define capitalism.

Day 105

1. Search youtube for Hidden Killers The Victorian Home season 1 episode 1. Watch the first 38 (or so) minutes today.
2. Begin a brief chart with the invention and the risk (ie. food preservation, illness).

Day 106

1. Watch the rest of Hidden Killers: The Victorian Home. Complete your chart.
2. Record up to 10 points for completion. (Did you record at least 5 pairs on your chart?)
3. Complete the [Industrial Revolution project](#).
4. Record up to 15 points. (There are 5 parts to this; score up to 3 points each.)

Day 107

1. Read about [growing urbanization](#) during the Industrial Revolution.
2. Read about [Karl Marx and socialism](#).
3. Read a summary of the [Communist Manifesto](#).

4. Complete the [Question for Thought](#) on page 2 in a paragraph.
5. Record up to 10 points.

Day 108*

1. Do the self-assessments on [page 2](#) for review. Click on “Quiz Group” and complete the crossword.
2. *Print the notes on [nationalism in Europe and Russia](#).
3. Look over those notes. You already did, right? Read the introduction on [page 3](#).
4. Look over this “[flow of history](#)” chart. Follow it as best you can.
5. Look at these maps. What do they show?
 - [unification of Italy](#)
 - [unification of Germany](#)
6. Read about [nationalism and its impact in Europe](#).
7. Read about the [rise of nationalism in Europe](#).

Day 109

1. Do the [Nationalism Assignment](#).
2. There are [two videos on page 3 on the unification of Italy and Germany](#) which may help you with this.
3. Record up to 20 points. (Score up to 10 points per paragraph.)

Day 110

1. Read about the [Boxer Rebellion](#). (An interesting missionary biography that talks about the Boxer Rebellion is on Jonathon Goforth.)
2. Read about the [Meiji Restoration](#).
3. Complete the rest of page 3 on [Japan and China](#). Take additional notes if needed. Watch the videos and do the self-assessments.

Day 111

1. Write an essay explaining how events such as the rise of the Young Turks, the Russo-Japanese War, and the Boxer Rebellion are tied to nationalism.
2. Record up to 40 points.

Day 112*

1. *Print the [Imperialism](#) notes.
2. Read the [introduction on imperialism](#) on page 4.

3. Read the poem by Rudyard Kipling “[The White Man’s Burden.](#)” Be sure to read the interpretations, history, and explanations found on the page. The poem was pro-imperialism and attempted to paint those living in many foreign countries as lesser people, in need of help from more “civilized” societies.
4. Describe the [political cartoon](#) based on the poem and what statement it is making.
5. The poem was written just before the Boxer Rebellion and gives a glimpse into how some people viewed foreigners. Write a paragraph about what peoples Kipling was disparaging and what he was saying about them. You can use the website or additional research.
6. Record up to 10 points.

Day 113

1. Read about [imperialism](#).
2. Watch the videos on Imperialism and the Imperialism in Africa on [page 4](#).
3. Look at the map of China on [page 4](#) as well as these maps. What do they show?
 - [African imperialism](#)
 - [Africa in 1914](#)
 - [Asia in 1914](#)
4. Why were African tribes, colonies, and countries easy to conquer? (2 points-Answer these in complete sentences.)
5. What were the views of the Europeans to justify conquest? (2 points)
6. What kinds of goods came from Africa? (2 points)
7. Read some quotes from the book [Heart of Darkness](#) by Joseph Conrad.
8. Write how these quotes make you feel about imperialism in Africa. (5 points)
9. Record your score out of 10 points. (There’s a potential for one point extra credit.)

Day 114

1. Watch the presentation on [imperialist Japan](#). (shockwave)
2. Watch the presentation on [imperialist China](#). (shockwave)
3. Explain in a few sentences some of the effects of imperialism on Japan. (5 points)
4. What is the “Open Door Policy” promoted by Commodore Matthew Perry? Explain. (5 points)
5. Who was Sun Yat-sen and what did he accomplish? (5 points-Use a complete sentence.)
6. What type of government was created in China after he stepped down? (2 points)
7. Record your score out of 15 points. (There’s a potential for 2 points extra credit.)

Day 115

1. Complete the [Imperialism Analysis Assignment](#).
2. Record up to 25 points. (Score up to 5 points for each thoughtful answer.)
3. Add to your timeline.

Day 116

1. Try your hand at the games and quizzes on [page 6](#). Remember to use them as learning tools if you get a wrong answer.
 - [Agricultural Revolution, Fling the Teacher](#)
 - [Industrial Revolution Quiz](#)
 - [Industrial Revolution Quiz 2](#)
 - [European Colonialism in Africa](#)
 - [European Colonialism in Africa 2](#)
 - [The British Raj](#)
 - [Later Imperial China Quiz](#)

Day 117

1. Before beginning the next unit, watch this partial episode of [Edwardian Farm](#) or search youtube for Edwardian Farm Ep3 p1/4 if the link is no longer working. It also follows the historians during life at the beginning of the 1900s. Take note of the gas engines and other technological advances of the day.
2. Search youtube for Hidden Killers The Edwardian Home and watch half of this video. Begin a chart of the invention and the problems (ie. Electricity, electrocutions/fires)

Day 118

1. Watch the rest of Hidden Killers The Edwardian Home and complete your chart.
2. Record up to 10 points.
3. Write a brief paragraph on how the inventions of the videos, once mastered, would change the way people lived during the times.
4. Record up to 10 points.

World War I Day 119*

1. In this unit, you will learn about the events that led up to World War I, the war itself, and the aftermath. Visit this BBC website and go through the timeline by clicking on four dots per day (or simply scroll down). This site covers the [events 37 days prior to war beginning](#). Do

June 28, 29, 30, and July 5 today. There are links to click on for each day and some videos there to watch as well as audios to listen to. Make sure you do all of the parts.

2. *Print the [key terms](#) on WWI. Become familiar with the terms as you work through the unit.
3. Read through the [introduction](#) and module minute.

Day 120

1. Visit days July 7, 9, 19, 21 of [37 Days](#).

Day 121

1. Visit days July 23, 25, 26, 28 of [37 Days](#).

Day 122

1. Visit days July 29, 30, 31, Aug 1 of [37 Days](#).

Day 123

1. Visit days Aug 2, 3, and both 4th days of [37 Days](#).

Day 124

1. View this [map](#) from before the war. What does it show?
2. Read this page on the [causes](#) of war.
3. Use this page to make sure you understand the [alliances](#).
4. Answer the questions at the bottom of page 2. Click on [Quiz Group](#) if you don't see the questions. Check your answers.

Day 125

1. Watch the [two videos](#) found on page 2 on the origins of WWI.
2. Start writing an essay (due Day 126) describing how Balkan nationalism, entangling alliances, and militarism led to World War I. Be sure to define and explain the terms. Give examples. Include the specific names of the two major alliances, which countries were involved, and why they allied with one another. Use your notes or other sources you have used. (Your three middle (body) paragraphs will be one on Balkan nationalism, one on entangling alliances and one on militarism. Your thesis statement, the last sentence of your introduction, will be something like: There were many factors contributing to the onset of WWI, but three of the most inciting were Balkan nationalism, entangling alliances, and militarism.)

Day 126

1. Work on essay, edit, and finalize for grade.
2. Record score out of 40.

Day 127

1. Read the [introduction](#) on page 3.
2. What does this [map of Europe in 1914](#) show?
3. Read about the [Schlieffen Plan](#).
4. Take the [quiz](#). Get one point for each you got right on the first try. Get a half a point for any you got right on the second try.
5. Record your score out of 15. (potential for one point extra credit)
6. Explain this plan. (5 points-Write in complete sentences.)
7. Explain if the Germans were able to fulfill this plan. If not, what circumstances prevented them? (5 points)
8. Watch the video on page 3 on [trench warfare](#).

Day 128

1. Look at this map on the [western front](#). What does it show? (Make sure you advance the timeline.)
2. Read about [trench warfare](#).
3. Visit the website [Trench War](#). There are too many to read them all. Choose some that interest you.

Day 129

1. Wilfred Owen is a famous poet of World War I. Read his "[Dulce Et Decorum Est](#)"[here](#) and his "[Anthem for Doomed Youth](#)."
2. Why does Owen say "Dulce et decorum est pro patria mori" is a lie? Look up the translation to answer this question. (2 points)
3. What imagery does he use to convey the conditions of warfare? Provide a list for each poem. (20 points-list at least 20 total-you can list up to 5 more for extra credit)
4. Record out of 22 points. (Add up to five points extra credit for listing more than 20.)

Day 130

1. Watch the video on the [Battle of Verdun](#) video.

Day 131*

1. Watch [America Enters the War](#) video.
2. *If you are able to work at a computer with a printer, complete this page, filling in the sections on the [US becoming involved in the war](#). Write in complete sentences. If you aren't

able to complete the assignment where you can print it, you can write a paragraph with at least twelve sentences about the main reasons the US entered the war.

3. Record up to 12 points. (Score up to three points for each section for including at least two facts – 2 points – and writing complete sentences – 1 point.)

Day 132

1. Watch these videos on the US and WWI.
 - [US Marines at Belleau Wood](#)
 - [US Army Battles in France](#)
2. Visit the [Major Topics of WWI](#) and spend 20-30 minutes reading things from this site that interest you. Make sure to use at least one primary-source document.

Day 133(*)

1. Do the [Quiz Group](#) at the bottom of page 3.
2. Watch the five-minute presentation on the [end of the war](#) on page 4.
3. Watch the three-minute video on the [Treaty of Versailles](#) and its impact on page 4.
4. How will the Treaty of Versailles in some way contribute to World War II? (2 points)
5. President Wilson urged the creation of the League of Nations. Did the United States join? Why or why not? (2 points)
6. Compare these two maps. What new countries have formed?
 - [Europe in 1914](#)
 - [Europe after the Treaty of Versailles](#)
7. (*)Complete the [Treaty of Versailles Assignment](#). You can type your answers on the last page if you like or print it out. They are the same questions as in the reading.
8. Record your score out of 14. (Score 2 points for each complete answer written in a complete sentence.)

Day 134

1. Do the [Propaganda Assignment Sheet](#). You do not have to do a powerpoint, but copy the pictures on a document and follow the other directions from the assignment- except the dropbox, of course.
 - Propaganda websites
 - [Wake Up America](#)
 - [Germany and other countries](#) – In the right-hand side bar you can click on other countries to see their posters.

- If you can't save the image, use your keyboard's print screen option.
2. There were 5 things to include for each cartoon, including the cartoon. Score up to 2 points for each part completed according to the directions.
 3. Record your score out of 20.
 4. Add WWI events and dates to your timeline. Go over your timeline. Do you know something about each thing on there?

Day 135

1. Do the [crossword puzzle](#) on page 6 and try the quizzes and games.
 - [The Outbreak of WWI – Walk the Plank](#)
 - [Countdown to the First World War](#)
 - [Causes of WWI](#)
 - [Impact of the War](#)
 - [WWI Review – Walk the Plank](#)
 - [WWI – Penalty Shot](#)
2. This is the end of the unit and the third quarter. Calculate final grade for the quarter.
3. Hold onto all of your written materials in your portfolio for your course record.

The Years Between the Wars Day 136*

1. *Print the [grading sheet](#) for the fourth quarter or use the [Excel](#) version.
2. *Print the [key terms](#) for the new unit: The Years Between the Wars.
3. Read through the [introduction](#) and module minute.
4. Watch the following [video on Mahatma Gandhi](#) OR [read](#) about him. Take notes on his life and philosophical views.

Day 137

1. Read the [introduction](#) on page 2 and watch the first [presentation](#). (shockwave)
2. Watch the first video and read about [Albert Einstein](#).
3. Read about [Pablo Picasso](#). (Parental warning: There is an abstract nude on this page at the bottom. It's the best I could find as he did many such paintings and they are shown on all his bios. He was involved with many women in his life and obviously didn't have a sacred view of them.)

Day 138

1. Watch the [Ataturk](#) video on page 2 and [read](#) about him.
2. Watch the video on [Sun Yat Sen](#) on page 2 and [read](#) about him.

3. Take notes on their accomplishments/views.
4. Summarize for someone how each changed their country.

Day 139(*)

1. Read about [Sigmund Freud](#). You can watch the first video that plays as well.
2. Try to answer the questions in the [Self-Assessment](#) at the bottom of page 2.
3. Answer the questions in the [Nationalism in China, Turkey and India Assignment](#).
4. (*)Record your score out of 20. (Score up to 2 points each for a complete answer written in a complete sentence.)

Day 140*(*)

1. *Print the [Russian Revolution Reading Notes](#). (Have you read them yet?)
2. (*)Look over the [Russian Revolution Chart](#) so that you can fill in answers as you are able.
3. Read about the [Russian Revolution](#). Jot down notes. Remember not to copy sentences. Just right down important words/names/dates to help you remember them.
4. Use these “interactive diagrams” to help you get an outline of the events, causes, outcomes of this time period in Russia.
 - [Russia 1914-1917](#)
 - [Impact of WWI on Russia](#)
 - [Who Ruled after the Tzar?](#)
 - [1917 October Revolution](#)
 - [The Russian Civil War](#)

Day 141

1. Watch the first [Russian Revolution presentation](#) (in the white box) on page 3.
2. Read about [Joseph Stalin](#).
3. Try the [Self-Assessment](#) at the bottom of page 3.
4. Complete the [Russian Revolution Chart](#).
5. Record up to 23 points for 23 completed answers (out of 20 – potential for extra credit).

Day 142

1. Read about the [Great Depression](#). You can just close down the video.
2. Watch the following presentations. Take notes while you watch to stay focused and to pull out key information. (shockwave)
 - [Fascism](#)
 - [Mussolini](#)

3. Watch this video on the [Spanish Civil War](#). Learn about Francisco Franco. Take brief notes.

Day 143 (As we head toward WWII, there are some graphic pictures and descriptions due to the Holocaust and other issues of wartime.)

1. Learn about [Adolf Hilter](#). You can watch the first video and read the page. What was his goal?
 - It is said that he “uncannily” knew how to speak to the most basic fears of the people. His rise and rule and death seem very influenced by Satan in that he came from nothing with the only real goal of killing all Jews. Satan has been out to destroy God’s people from the beginning, from the Garden, but there will *always* be a remnant, a group of God’s true people left. I believe there will always be a remnant of Jews and there will always be a remnant of believers.
2. Learn about [Emperor Hirohito](#).
3. What was the rape on [Nanjing](#)?

Day 144

1. Read about the [League of Nations](#).
2. What was the policy of appeasement of the League of Nations and what was the consequence of this inaction? (Answer in a paragraph.)
3. Record up to 10 points.
4. Search youtube for The Rise and Fall of Adolf Hitler documentary. It is a little over an hour long. You may watch part of it today and the rest tomorrow. (Note that the video may contain graphic pictures and racist speech due to the Jewish persecution, talk of suicide, degradation of women, etc.) Take notes only on how this man was able to take control of Germany. (for example-intimidation, persuasion, and so on)

Day 145

1. Finish watching the Hitler documentary.
2. Add to your timeline.

World War II Day 146

1. During this new module, you are going to watch Wartime Farm, videos with our historian friends attempting to live as though during World War II. There are 8 videos, each an hour long. They give insight into trying to survive, spy on the enemy, government pressure to increase their harvests for country and troops, and other issues.
2. Watch [episode 1](#). (If this link disappears, you can search for it on youtube.)

Day 147*

1. Read through [page 1](#) of the World War II unit.
2. *Print the [Key Terms](#).
3. *Print the [WWII Reading Notes](#). This is a review and a look at WWII. (The blue link looking things aren't links. You can look back at the preview unit if you want to review any of those things.) I do want to point out that Hitler did not only target Jews. Gypsies, otherwise known as the Roma, were also targets and millions were killed for their ethnicity. (The Roma are an ethnic group, originally from India. Gypsy isn't just a descriptive term for people of a certain lifestyle.) The Roma are often overlooked in history, even in modern history. When Serbs were systematically targeting Albanians in Kosovo in 1999, the US stepped in. Then the Albanians just turned around and did the same to the Roma but no one came to their defense.
4. Go through this British [WWII site](#). Click on each pamphlet about homefront preparations and read the pages. Then click on the next topic in the list on the left, evacuation, and do the same. Continue through the list.

Day 148

1. Watch [episode 2](#) of Wartime Farm.

Day 149

1. Read about [Pearl Harbor](#).
2. Watch [episode 3](#) of Wartime Farm. Watch how the group set fires to confuse Nazi bombers.

Day 150*

1. Read the [extended video description](#) of episode 4 of Wartime Farm and the rest of the videos' descriptions accessed at the right. Only watch the rest of these episodes on your own time and if interested.
2. Read through the [timeline](#). Use any links you are interested in. What do you think is worthy of adding to your timeline?

Day 151

1. *Print the [Holocaust notes](#).
2. Visit the [United States Holocaust Museum](#) website. Spend the rest of your history time perusing the site. Be sure to read about the victims and survivor stories. (Warning: some stories have graphic or anti-Semitic language.)

Day 152

1. Learn about [Anne Frank](#) and read what's included of her writings.

2. Learn about [Nazi ideology](#).

Day 153

1. What was the Nazi ideology that led to its decision to eradicate Jews? (5 points – Answer in a complete sentence.)
2. How have the writings of Anne Frank impacted history? (5 points-Answer in a complete sentence.)
3. Why should we remember the Holocaust? Write an essay answer to the question. (20 points – That means write a long paragraph. You should write at least 10 sentences.)
4. Record your score out of 30. (Remember that you can always fix up something you didn't do perfectly on to get a better score.)

Day 154

1. Discuss the main reason the United States entered the war. How and why did this happen? (10 points-Write a paragraph of at least five sentences.)
2. Discuss why El-Alamein, Stalingrad, Midway, and D-Day were considered turning points of the war. Include the result of each battle. (20 points-Score up to 5 points for each.)
3. Record your score out of 30.

Day 155*

1. *Do the [World War II Timeline Assignment](#). Create a timeline using a Word document or handwritten. Find the dates using the websites listed below and write them on the page. Then put them in order.
 - [Pacific](#)
 - [Europe](#)
2. Record up to 10 points for completion.

Day 156

1. Read about these three conferences.
 - [Tehran](#)
 - [Yalta \(the actual agreement\)](#)
 - [Potsdam](#)
2. Create a chart listing the three conferences and the decisions made at each. (15 points)
3. Record up to 15 points for completion of the chart.

Day 157

1. Learn about the [Marshall Plan](#) and [MacArthur's Plan](#) for Japan.

2. Watch [The United Nations: History and Functions](#) (Note: There is controversy on many aspects of the United Nations, from global warming issues to being able to enforce laws in other countries. We will NOT get into any of these issues here.)
3. Complete the [Results of WWII Activity](#). Feel free to revisit websites if needed. (Score up to 2 points per answer.)
4. Record your score out of 20.
5. BTW, the soldier in that picture didn't know the woman he was kissing. He was kissing everyone as he came down the street. The photographer noticed and prepared for the shot. It's become an iconic photograph.

Day 158

1. Do the Self-Assessment [crossword puzzle](#) on page 6.
2. Try the review activities also on page 6.
 - [Road to WWII](#) – Fling the Teacher
 - [D-Day](#) – Walk the Plank
 - [Evacuation and Rationing](#) – Matching
 - [WWII Quiz 1](#)
 - [WWII Quiz 2](#)
 - [WWII](#) – Fling the Teacher

Day 159

1. Add to your timeline. Add WWII in general and add specific events. For your final you need to be able to speak about each event on your timeline. You can review your timeline today to begin preparing. For each time period it should show the general time period and some specifics that you deemed worthy of your timeline.

The Cold War Day 160*

1. *Print the [Key Terms](#) on The Cold War.
2. Read the [introduction](#) and module minute.
3. *Print the [Cold War Reading Notes](#).
4. Look at the map of [Cold War Europe](#). What does it show?
5. Watch the first video on the [early years of the Cold War](#). (shockwave)
6. Read about the [Cold War](#).
7. Use this map on [Berlin Airlifts](#). (This might require shockwave.)

Day 161

1. Watch the first video on page 2 about Cold War “hot spots.” (shockwave)
2. Read about the [nuclear arms race](#).
3. Watch this Khan Academy video on the [Korean War](#).

Day 162

1. Watch the Khan Academy video on the [Cuban Missile Crisis](#).
2. Watch the second video on Cold War “hot spots” on page 2. (shockwave)
3. Watch the Khan Academy video on the [Vietnam War](#).

Day 163

1. How did the interference by the Soviet Union and the United States affect Korea, Cuba, and Vietnam? Use what you have learned and the resources. Write a paragraph of at least 11 sentences.
2. Score 1 point for introduction and 1 point for conclusion and 2 point for clarity and flow. Score up to 16 points for content-completely answering the question with details.
3. Record your score out of 20.

Day 164*

1. Watch the [first 3 minutes](#) of this video about the creation of Israel.
2. Watch this brief video on [Indian Independence](#).
3. Watch this brief video on [Ghana’s Independence](#).
4. *Print or take notes from the [Chinese Communist Revolution](#) notes.
5. Watch this brief video on the [Communist takeover of China](#).

Day 165(*)

1. (*)Complete the [Revolution Activity](#).
2. Record up to 40 points. (4 paragraphs)

Day 166

1. I want you to pause here and read about [communism](#).
2. Why do many people like the sound of communism? What other ideologies kill?
3. Orally present your views on communism and why you hold those views.

Day 167

1. Watch the video on the [end of the Cold War](#). (shockwave)
2. Read about the [Berlin Wall](#). Be sure to read the poem by Ruth Carlson at the bottom of the page.
3. Visit the [End of the Cold War](#) site.

4. Read the biographies on [Nikita Khrushchev](#) and [Mikhail Gorbachev](#). (You don't have to read everything. Choose some important parts.)

Day 168

1. Read a brief [history of Apartheid](#) in South Africa. Fortunately, it was defeated after many protests and involvement from other nations. Read about [anti-apartheid movement](#).
2. Read about [Tiananmen Square](#).
3. Begin writing an essay on what or who you feel contributed the most to the collapse of the Cold War. Justify your answers. Use all the information you have available.

Day 169

1. Complete your essay.
2. Record your score out of 40.

Day 170

1. Try the [Cold War quiz](#) on page 6 and complete the Self-Assessment crossword puzzle.
2. Go through the cold war "[smart sheet](#)."
3. Add the Cold War to your timeline. Again, add the main time period and some specific events.

Global Issues Day 171*

1. *Print the [Key Terms](#) on global issues. We could add ISIS to the list.
2. Read the [introduction](#) and module minute.
3. Look at this map on the [break up of the Soviet Union](#). What does it show?
4. Learn about the [breakup of the Soviet Union](#).
5. Watch the presentation on the [fall of the Soviet Union](#). (shockwave)
6. Read about genocide in [Bosnia](#).
7. Read about the [genocide in Rwanda](#).

Day 172

1. You are going to learn about some famous women world leaders.
2. Watch this brief video on [Margaret Thatcher](#).
3. Read about [Indira Gandhi](#).
4. Read about [Golda Meir](#).
5. Write a few sentences about each woman and their accomplishments. (Score up to 5 points each.)
6. Record up to 15 points.

Day 173

1. Pick a current female leader in the world and write a paragraph about her accomplishments.
2. Record up to 20 points. (2 points form, 2 points clarity/flow, 16 points content)

Day 174

1. We're going to learn about the Rise of Terrorism.
 - Read about [Al-Queda](#).
 - Read about [Hamas](#).
 - Read about [Isis](#).
 - Watch this [presentation on terrorism](#). (shockwave)
2. How does Terrorism affect the world today? (2 points)
3. Why do Terrorists attack? (2 points)
4. There is controversy on how countries have dealt and should deal with terrorists and terrorism. What are your thoughts on how countries should prevent attacks? (2 points)
5. Record up to 6 points.

Day 175

1. Read about the role of the [United Nations](#).
2. Read about [globalization](#).
3. Read about [global warming](#).

Day 176

1. Write a brief essay on what you think is the most important current issue that we need to deal with on a global level. Why? How?
2. Record up to 40 points.

Day 177

1. Try the [quiz](#) on page 6.
2. Think about this: What are reasons that conflict/wars between two nations or peoples occur? Make a list of at least 6 different reasons. Think about wars and conflicts you have learned about. Use your past notes if you need ideas.
3. Record up to 12 points (2 points each)

Day 178

1. Prepare for your final exam/presentation. You will present your entire timeline. You will show it to an audience and read and explain each segment. Give at least a sentence overview of the time period and each item included.

Day 179

1. Prepare for your final exam/presentation. You will present your entire timeline. You will show it to an audience and read and explain each segment. Give at least a sentence overview of the time period and each item included.

Day 180

1. Present your timeline.
2. Score up to 100 points for including each time period and specific events from each period with an explanation of each. There were 15 time periods-5 points each is 75 points. Up to 25 points can be award for the presentation-poise, volume, clarity.
3. Record your score out of 100.
4. Congratulations! You have completed this course.
5. Calculate your grade for this quarter and the entire year. Be sure to include it on your high school transcript.
6. [AP World History review video](#)