

*Second  
edition*

# World History

Teacher's Guide



**Kells**  
EDUCATION



# World History

Teacher's Guide

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*World History Teacher's Guide*



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# To the Teacher

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## Dear Teacher

This book is intended to help you teach many interesting things about the world and its history. *World History* presents us with the great events of the past and the lives of those who shaped the world we live in today.

You will teach and explain the economic, political, social and cultural events that affected people and their everyday lives. And it does not mean students will be memorizing dates, names and places; it means they will be examining in depth the events that took place in the past. This information is illustrated by the images throughout the book that will help you and them see the places and the important moments that make us world citizens.

There are recommendations of books, websites and videos to help you expand students' learning. There are also multiple activities that were designed to enhance their knowledge to learn beyond the book and be better prepared for their classwork.

We are certain that through your guidance and leadership, students will participate in and enjoy the activities and lessons we offer in the book. And you, too, will enjoy leading the students on a journey through *World History*.

*The authors*

**Unit 1** presents the timeline from the early sixteenth to the early eighteenth centuries. It begins with a look at the Asian and European contexts, the end of the medieval order and the cultural renovation and resistance in Europe. The unit ends with artistic expressions and geographical discoveries.

**Unit 2** covers the period from the mid-eighteenth century to the mid-nineteenth centuries. In this unit, industrial and social revolutions are highlighted, as well as the technological, social and economic changes that occurred during this period.

**Unit 3** comprises the period between the mid-nineteenth century to the beginning of 1920, where causes and consequences of Imperialism are emphasized. The unit looks at the conflicts in the transition from the nineteenth century to the twentieth century and ends with a look at World Fairs and birth control.

**Unit 4** studies historical processes between 1920 and 1960 and includes the international conflicts, scientific and technological advances that took place during this period. The focus is on the period between the great wars, World War II and the Cold War.

**Unit 5** provides information about the events in recent decades, the world's integration processes, social movements and technological advances. The unit looks at contemporary conflicts as well as social and political orders.

# How to use this book

**Session information:** In this section, you will see the course pacing, week and session. Consider each session is fifty minutes long to cover a 40 week course and you also have the expected learning outcome per session.

**Content Delivery:** In this section, you will see recommendations to deliver information in class.

## SESSION INFORMATION

**Week:** 1

**Session:** 4

**Expected learning outcome:** Value the contributions made by the Ancient and middle ages civilizations to the early modern world.

## CONTENT DELIVERY

**Start:** Students should name some of the civilizations that were studied in the previous session.

**Development:** Tell your students that you will be briefly talking about one of the most important ancient civilizations. Have them read "The Roman Empire" (it begins on page 12 and ends on page 13).

**Closing:** Students should make a cartoon narrating the Roman Empire history.

## Individual Work

Research using a dictionary, the Internet or encyclopedias, what the domestication of plants is and the importance it had for the evolution of agriculture. Create a mind map and share with the class.

The civilizations that settled on the banks of the Mediterranean have been considered the basis of western culture due to their great contributions and historic heritage.

Around the year 1200 B.C., a people with abundant traders, the Phoenicians, conceived navigation that enabled them to carry out commercial exchanges.

The Greeks formed one of the biggest civilizations in history. They settled at the end of the third millennium B.C., building independent city-states called "polis" (Fig. 1.2).

The most important ones were Sparta and Athens. Towards the year 330 B.C., Alexander the Great spread the Greek Empire up to India. The Greek legacy is comprised of their vast knowledge of philosophy, democracy, rational thinking, perfection in sculpture and other arts, as well as in theater.



Fig. 1.2 The Parthenon is a Greek temple dedicated to the goddess Athena. It was built between the years 447 and 432 B.C.

## The Roman Empire

The founding of Rome dates back from the first half of the 8th century B.C. The Romans were great conquerors who for over five hundred years dominated the whole Mediterranean basin, part of Europe, the Near East and northern Africa. Their main contributions to the world are engineering, legal systems and urban planning techniques, as well as on the expansion of Latin, the root of Romance Languages.

They had several forms of government: monarchy, republic and empire. By the year 395 A.C., the Empire was divided into two parts: West and East. In the 5th century, in the year 476 A.C., Rome

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## SKILLS DEVELOPMENT

**Critical thinking skills:** Analyzing, summarizing.

**Visual/Spatial skills:** Developing a cartoon.

## EVALUATION OF CONTENT

Students should get their cartoon checked by the teacher.

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**Skills Development:** This is the list of strategies you will be using in the session.

**Evaluation of content:** This is the description of how you should evaluate learning outcomes.





# Student book U1

## SESSION INFORMATION

**Week:** 1

**Session:** 1

**Expected learning outcome:** Students will identify the content of the unit.

## CONTENT DELIVERY

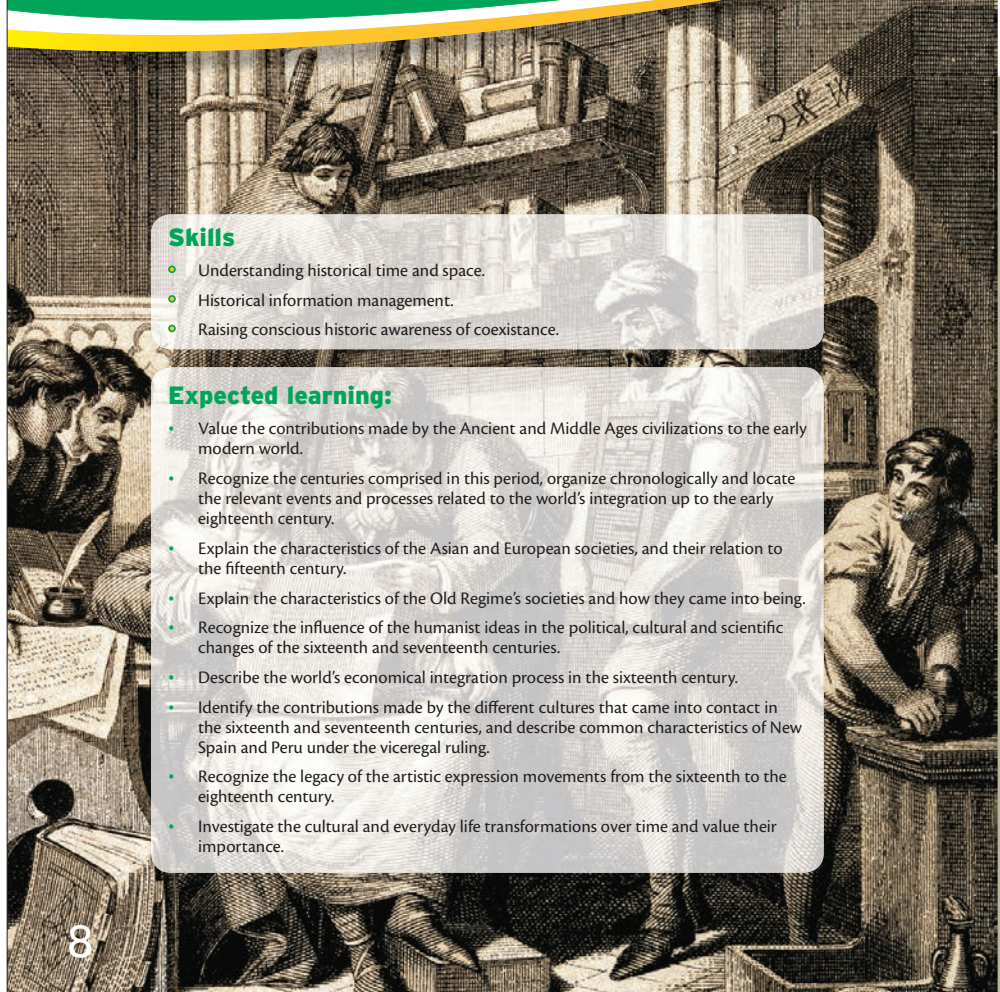
**Start:** The teacher should introduce himself, the subject, the class schedule, and the grading criteria.

**Development:** Students should read the objectives. Check how familiar they are with the topics in order to activate prior knowledge and identify how clear the information is for your students.

**Closing:** Students should identify the topics in the unit they consider will be hard to understand. Then, they should make a studies plan. Ask them: What do you think you need to do in order to understand those topics? Maps? Mind maps? Quizzes? Talk to your partners? Make timelines? Students should write down their plan.



## From the Early Sixteenth Century to the Early Eighteenth Century



### Skills

- Understanding historical time and space.
- Historical information management.
- Raising conscious historic awareness of coexistence.

### Expected learning:

- Value the contributions made by the Ancient and Middle Ages civilizations to the early modern world.
- Recognize the centuries comprised in this period, organize chronologically and locate the relevant events and processes related to the world's integration up to the early eighteenth century.
- Explain the characteristics of the Asian and European societies, and their relation to the fifteenth century.
- Explain the characteristics of the Old Regime's societies and how they came into being.
- Recognize the influence of the humanist ideas in the political, cultural and scientific changes of the sixteenth and seventeenth centuries.
- Describe the world's economical integration process in the sixteenth century.
- Identify the contributions made by the different cultures that came into contact in the sixteenth and seventeenth centuries, and describe common characteristics of New Spain and Peru under the viceregal ruling.
- Recognize the legacy of the artistic expression movements from the sixteenth to the eighteenth century.
- Investigate the cultural and everyday life transformations over time and value their importance.

## SKILLS DEVELOPMENT

**Reading skills:** Scanning, skimming, sequencing, reading for detail.

**Interpersonal skills:** Introducing themselves.

**Metacognitive skills:** Identifying areas of opportunity.

## EVALUATION OF CONTENT

Ask students to say which topics sound new to them.

# Introduction

History is one of the courses that complements the Secondary Education curriculum. This book looks forward to helping in the knowledge of this specific subject and to giving you, the student, the necessary tools to make your understanding of the development of humanity easier.

Teaching of this material is no longer a matter of memorizing names, events and chronological data; it intends to give you a collection of knowledge and concepts that can guide you through the historical processes and help you understand the present.

The world as we know it today did not suddenly appear, it is indeed a result of the development of several peoples and cultures which have coexisted through time. The study of these events is known as history. Its principal field of study is the past of man, from the most distant to the most recent facts; there are different definitions of its meaning, but if: "History is the science which studies the origin and development of human society", then, it is a social science.

In order to understand these processes, historians use historic times by dividing certain periods called periodization, since the history of man comprises several millennia. Every time period shows us the duration of an era: the events and the changes that took place are called Human History.

The time periods are divided into three:

- **Short term:** is a determined event or incident, for example, the discovery of America.
- **Midterm:** includes a period comprising several decades, for example, the Renaissance.
- **Long term:** periods including slow changes, they can last up to several centuries, for example, the Old Age.

One of the most useful tools to observe historical time is the timeline, which allows us to visually locate different time periods, and helps us to identify the most relevant events and processes in the history of man. The timeline analysis guides us to find causes and consequences of every past event.

In order to properly use this tool it is important to consider the following points:

- The line is divided into sections representing the periods that can consist of years, decades, centuries or millennia; as an example, the sections of the timeline in Fig. 1.1 encompasses 500 years each.
- The brown bar shows the periods or eras in which history is divided: Prehistory, Old Age, Middle Ages, Modern Era and Globalized Era.
- The red boxes stand for the events of great importance.
- The purple text connected by arrows, shows us some specific events or incidents.
- The abbreviations B.C. (before Christ) and A.D. (Anno Domini) are used to divide time in two great eras. The abbreviations B.C.E. (before the common era) and C.E. (common era) can also be used to mark a turning point.
- The historic events and processes can be classified in different fields: political, social or cultural, each one of them is selected with a different color.

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## SESSION INFORMATION

**Week:** 1

**Session:** 2

**Expected learning outcome:** Students will identify main features and components of the subject.

## CONTENT DELIVERY

**Start:** Set teams of three or four students. They should read pages 9 and 10.

**Development:** Students should do the section *Team Work* described on page 10.

**Closing:** Ask them comprehension-check questions at random to make clear features and components of the subject.

## SKILLS DEVELOPMENT

**Reading skills:** Scanning, reading for detail.

**Critical thinking skills:** Mind mapping.

## EVALUATION OF CONTENT

Students should be able to respond accurately to your questions.

## SESSION INFORMATION

**Week:** 1

**Session:** 2

### Expected learning

**outcome:** Students will identify main features and components of the subject.

## CONTENT DELIVERY

**Start:** Set teams of three or four students. They should read pages 9 and 10.

**Development:** Students should do the section *Team Work* described on page 10.

**Closing:** Ask them comprehension-check questions at random to make clear features and components of the subject.

**Project preparation:** Students should do research on the domestication of plants and how agriculture evolved.

**FIG. 1.1** This timeline shows events from old to middle age.

- While reading the timeline it is important to:
  - Identify the addressed subject or topic.
  - Find the period in which the events and processes indicated in the timeline took place.
- Observe the simultaneity in time of the different happenings and check if they are located in the same geographical place.
  - One same outcome can belong to different fields (economic, political, social or cultural); however, the predominant field must be identified as well.

**Team Work**

Get in teams of three and answer the following questions. Make a conceptual map to present your answers.

- What kind of science is history?
- What is history's object of study?
- What is the point of history?
- What is a timeline?
- Why is it important to know and manage a timeline?

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## SKILLS DEVELOPMENT

**Reading skills:** Scanning, reading for detail.

**Critical thinking skills:** Mind mapping.

## EVALUATION OF CONTENT

Students should clearly name the states and countries that Mesoamerica used to be in.

# Historical Background

## The First Civilizations in America, Europe, Asia and Africa; the Middle Ages and the Modern World

### → Expected Learning

Value the contributions made by the Ancient and Middle Ages civilizations to the early modern world.

The history course begins in the sixteenth century, but it is essential to know the legacy left by ancient civilizations in order to understand man throughout the different historic periods.

### Ancient Civilizations

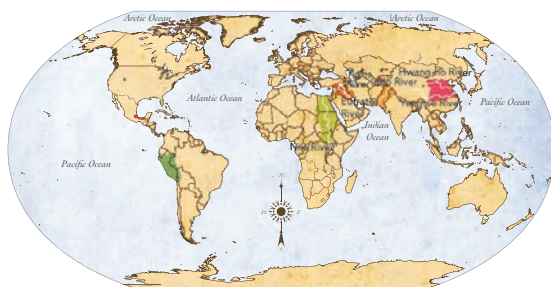
One of the greatest processes that changed primitive man's life was the domestication of plants, which caused the emergence of agriculture and also turned human beings from nomadic to sedentary.

By being sedentary, man had the opportunity to develop other skills such as tools and the crafting of utensils from different materials, including metal. Later on, their abilities were extended to the astronomical and the season cycle observation, so there was a consolidation of mathematical knowledge and artistic representations. In other words, this allowed them to start the core of civilization.

The first civilizations that emerged took place in Mesopotamia, approximately 4000 B.C. to 1500 B.C., and in Egypt, 5000 B.C. to 400 B.C. It is important to highlight that in both regions there are important rivers that nurtured and allowed agriculture to evolve.

It was around the year 2400 B.C., that two more civilizations flourished: China and India. Meanwhile, on the other side of the world, in The Americas, the first Mesoamerican and Andean societies appeared around the year 1400 B.C. (Map 1.1).

The economic basis of all these cultures was agriculture and the main means of survival. Another relevant feature was the fact that religion or conventional beliefs and political régimes were closely related, creating a shared impact.



MAP 1.1 Ancient Civilizations.

### To Know More

Egyptology, the science that studies Egypt, dates from the nineteenth century when the French Egyptologist Jean-François Champollion deciphered the Rosetta stone and managed, to understand the Egyptian writing that used hieroglyphs.

### SESSION INFORMATION

Week: 1

Session: 3

**Expected learning outcome:** Value the contributions made by the Ancient and middle ages civilizations to the early modern world.

### CONTENT DELIVERY

**Start:** Show students pictures of ancient Egypt, Mesopotamia, ancient China, ancient India, Mesoamerica the Incas, the Greek, the Phoenicians. They should tell you the name of the civilization. If they do not identify any, help them out with questions like: What's the name of the civilization that had gods called Osiris, Ra and Isis?

**Development:** Students should read "Ancient Civilizations." Check for vocabulary problems; help them make word-reference associations by giving them synonyms or antonyms.

**Closing:** Students should write a seven-question quiz about it. Check a few questions at random. Then, they should exchange notebooks and answer each other's quizzes.

**Homework:** Ask students to take color pencils, cardboard or a large piece of paper.

### SKILLS DEVELOPMENT

**Reading skills:** Scanning, reading for detail, word referencing.

**Critical thinking skills:** Formulating questions.

### EVALUATION OF CONTENT

Students should be able to name some of these civilizations contributions.

## SESSION INFORMATION

**Week:** 1

**Session:** 4

**Expected learning outcome:** Value the contributions made by the Ancient and middle ages civilizations to the early modern world.

## CONTENT DELIVERY

**Start:** Students should name some of the civilizations that were studied in the previous session.

**Development:** Tell your students that you will be briefly talking about one of the most important ancient civilizations. Have them read “The Roman Empire” (it begins on page 12 and ends on page 13).

**Closing:** Students should make a cartoon narrating the Roman Empire history.

### Individual Work

Research using a dictionary, the Internet or encyclopedias, what the domestication of plants is and the importance it had for the evolution of agriculture. Create a mind map and share with the class.

The civilizations that settled on the banks of the Mediterranean have been considered the basis of western culture due to their great contributions and historic heritage.

Around the year 1200 B.C., a people with abundant traders, the Phoenicians, conceived navigation that enabled them to carry out commercial exchanges.

The Greeks formed one of the biggest civilizations in history. They settled at the end of the third millennium B.C., building independent city-states called “polis” (Fig. 1.2).

The most important ones were Sparta and Athens. Towards the year 330 B.C., Alexander the Great spread the Greek Empire up to India. The Greek legacy is comprised of their vast knowledge of philosophy, democracy, rational thinking, perfection in sculpture and other arts, as well as in theater.



FIG. 1.2 The Parthenon is a Greek temple dedicated to the goddess Athena, it was built between the years 447 and 432 B.C.

### The Roman Empire

The founding of Rome dates back from the first half of the 8th century B.C. The Romans were great conquerors who for over five hundred years dominated the whole Mediterranean basin, part of Europe, the Near East and northern Africa. Their main contributions to the world are engineering, legal systems and urban planning techniques, as well as on the expansion of Latin, the root of Romance Languages.

They had several forms of government: monarchy, republic and empire. By the year 395 A.C., the Empire was divided into two parts: West and East. In the 5th century, in the year 476 A.C., Rome

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## SKILLS DEVELOPMENT

**Critical thinking skills:** Analyzing, summarizing.

**Visual/Spatial skills:** Developing a cartoon.

## EVALUATION OF CONTENT

Students should get their cartoon checked by the teacher.

was invaded by Germanic tribes from the north, resulting in the fall of the empire. This crucial date marked the end of the period known as Old Age and the beginning of the Middle Ages.

For 400 years, the Roman Empire provided unity and security to the Mediterranean world as well as to the part of Europe bordering the Rhine river, and even to lands beyond those boundaries. After the fall of Rome in the year 476 A.C., the Christian Church bestowed a similar unity in Europe for the next thousand years.

### Middle Ages

After the fall of the Roman Empire, Europe was fragmented into different kingdoms and territories. There were immigration flows and the arrival of several foreign groups to the eastern part of the continent. They were considered "barbarians" and brought new elements to the culture.

The lack of true political unity in kingdoms and radical territories led to Kings not having control society, but over feuds and lordships and seigneuries, governed by nobles. These feudal lords had servants who worked their lands in exchange for protection. The economy was based on self-supply agriculture, the majority of which was carried out by the servants who lived in the fiefdom. Generally, there was little commerce, because people produced their own goods and most business transactions were based on trading.

The Catholic church and its papal structure was the strongest institution during this period. It managed to give certain political and religious stability to Europe. On the other hand, it monopolized monasteries, written culture and knowledge.

It was during these years that the different regions on the European continent were shaped. Different languages were born, and kingdoms began to form and the Christian, Greek and Latin cultural trends and those from the barbarian groups integrated.

Throughout the Medieval period, the State's power and the Pope's authority formed alliances, some were beneficial and others troublesome. A stern society model appeared in which every man knew and held a specific mandatory role (Fig. 1.3).



FIG. 1.3 Medieval society was clearly divided in different social groups, every one of them with specific rights and responsibilities. Here are shown two of these groups: the clergy and the workers.

### Team Work

Form groups of four and follow the next instructions:

- Draw up a summary table including the societies from the Old Ages to the Middle Ages.
- Highlight at least two of the contributions of each age that contributed to the development of western culture.

Share your work with your group.

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## SESSION INFORMATION

Week: 2

Session: 5

**Expected learning outcome:** Value the contributions made by the Ancient and middle ages civilizations to the early modern world.

## CONTENT DELIVERY

**Start:** Ask students to name a few ancient civilizations and relevant information about each one.

**Development:** Students should read about "The Middle Ages". Help as necessary with any vocabulary question they have.

**Closing:** Students should do the section *Team Work* described at the bottom of the page.

## SKILLS DEVELOPMENT

**Critical thinking skills:** Remembering, summarizing.

## EVALUATION OF CONTENT

Students should get their summary table checked by the teacher.

## SESSION INFORMATION

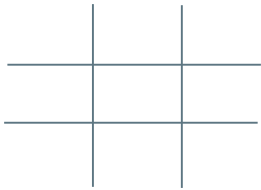
**Week:** 2

**Session:** 6

**Expected learning outcome:** Value the contributions made by the Ancient and middle ages civilizations to the early modern world.

## CONTENT DELIVERY

**Start:** Organize a tic-tac-toe. Write nine cards with questions regarding previous sessions and paste them on the board, like this:



Divide the group in two teams. They should ask for a card to respond to the question you prepared. The team that can get a straight line across, down or diagonal is the winner.

**Development:** Students should read the page. Help as necessary with any vocabulary question they have.

**Closing:** Students should do the section *Individual Work* described at the bottom of the page.

**Homework:** Students should take a picture of Ottoman or Mughal artwork the following session.

## Period Overview

### Temporal and Spatial Location of the Modern World and the Emergence of the World's Integration Process

The transition from the Middle Ages to the Early Modern Era changed people's way of living. There were very important economic, political and social transformations. Thus, it was a time in which human thinking of the literate elite were ruled by reason.

The Turkish-Ottoman expansion caused the suspension of the trade routes between Asia and Europe. Due to this blockade, Europeans looked for new routes and risking taking maritime expeditions that led them to navigate farther from the coasts than ever before. This was also accomplished thanks to the technological and scientific improvements achieved in the fifteenth century.



FIG. 14 Maritime exploration led to the building of new ships.

#### GLOSSARY

**Counter-Reformation.**

Religious and cultural movement carried out by the Catholic Church aimed to fight the Protestant Reformation.

The various maritime expeditions ended up in the discovery of a new continent, which was called America. Because of its geographical location, Spain and Portugal were the first European countries to conquer new lands in the Americas and Africa. Later on, other nations such as Holland, England and France also managed to colonize territories outside of Europe. Therefore, a globalization process started through the exchange of products between Asia, the Americas and Europe (Fig. 14).

The outstanding increase in commercial exchange brought the creation of a new social class: the bourgeoisie. Opposed to what happened during the Middle Ages, many people in this new period stopped making their living from agriculture. Cities grew enormously because people migrated to work in manufacturing, commercial and banking activities. This new unique social class became the ally of kings and resulted in absolute monarchies and the creation of nation states.

The colonization of different territories revolutionized European ideology. There were new conceptions that came out during the fifteenth and the sixteenth centuries; as a consequence, humans became the center of everything. Art, Literature and scientific knowledge were modified to give rise to the Renaissance.

Freedom of thought led some people to ask themselves about the strength of the Catholic Church. As a result of the new perceptions, a great religious movement took place, the Protestant Reformation, which severely questioned the Pope's authority. Faced with this movement, the Church reacted with the **Counter-Reformation** that enabled the institution to retake the religious control of some countries.

#### Individual Work

Based on the information you just read, explain in your notebook the causes and consequences of the maritime expeditions, and explain how these voyages modified the relationships between the Asian and the European societies during the fifteenth century.

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## SKILLS DEVELOPMENT

**Critical thinking skills:** Recycling information.

**Reading skills:** Scanning.

**Critical thinking skills:** Summarizing.

## EVALUATION OF CONTENT

Students should get their summary checked by the teacher.



# Topics to Understand the Period

Read and Discuss:

- How did societies change after the European expansion?

## The Asian and European Contexts

### → Expected Learning

Explain the characteristics of the Asian and European societies, and their relation to the fifteenth century.

### The Ottoman Empire, the Mughal Empire and China

During the fifteenth century, some regions of Asia started to have more power in the fields of politics and economy, this activated the creation of great empires as a social reaction that lasted until the nineteenth and the twentieth centuries.

#### The Ottoman Empire

The strong Ottoman Empire appeared in the northwest of Anatolia, a current part of Turkey, towards the year 1300. In the fifteenth century, the Ottoman Turks dominated the western and northern region of Anatolia, as well as a good part of the Balkan peninsula. In the year 1451, prince Mehmet II ascended the throne. He was determined to take over Constantinople, the capital city of the Byzantine Empire. In 1453, Mehmet's army was finally able to conquer the mentioned city. After the conquest, Constantinople name was changed to Istanbul and became the capital city of the Ottoman Empire (Map 1.2).

### To Know More

The famous Spanish writer, Miguel de Cervantes Saavedra, whose main known piece is *The Ingenious Gentleman Don Quixote of La Mancha*, fought as a brave soldier in the Lepanto Battle. In was in this tragic event that he lost his hand, and was later called "the cripple of Lepanto".

MAP 1.2 The Ottoman Empire lasted approximately from the year 1300 until 1922. During the period of great territorial expansion, it covered part of three continents.



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## SESSION INFORMATION

Week: 2

Session: 7

**Expected learning outcome:** Explain the characteristics of the Asian and European societies, and their relation to the XV century.

## CONTENT DELIVERY

**Start:** Have students show some Ottoman period or Mughal Empire art works. Ask them to describe the pictures.

**Development:** Students should work in pairs. One of them will read *The Ottoman Empire* and the other will read *The Mughal Empire and China*.

**Closing:** In pairs, they should make a comparative list in which they describe similarities and differences of the three societies.

## SKILLS DEVELOPMENT

**Interpersonal skills:** Working as a team member.

**Critical thinking skills:** Comparing and contrasting.

**Visual/Spatial skills:** Charting.

## EVALUATION OF CONTENT

Students should get their chart checked by the teacher.

## SESSION INFORMATION

**Week:** 2

**Session:** 7

**Expected learning outcome:** Explain the characteristics of the Asian and European societies, and their relation to the XV century.

## CONTENT DELIVERY

**Start:** Ask students to show some Ottoman period or Mughal Empire artwork. Ask them to describe the pictures.

**Development:** Students should work in pairs. One of them will read The Ottoman Empire and the other will read The Mughal Empire and China.

**Closing:** In pairs, they should make a comparative list in which they describe similarities and differences of the three societies.

The Ottoman Empire was to expand its territories to the west of Europe, Africa and Asia and started conquering more lands. Finally, in Europe their expansion began to end due to the defense of Vienna in 1529. By 1571 they confronted the Ottoman Turks in the Battle of Lepanto, that involved the Muslim religion, against a Christian coalition called the Holy League. The Ottomans were beaten by the Christians, which stopped their expansion in this continent, but despite this, by the mid-sixteenth century the Ottoman Empire had expanded to the eastern part of Europe, Asia and Africa.



FIG. 15 During Emperor Akbar's ruling period, a great economic and cultural progress was achieved.

### The Mughal Empire

The early sixteenth century produced a new civilization that started to gain significant power, focusing its actions in the actual territory of India, part of Pakistan and Afghanistan. This cultural group is known as the Mughal Empire (or Moghul Empire) and it was founded by Babur in the year 1526. The golden age of this imperial society took place during the period of Emperor Akbar, which began in the year 1556. It was he who started the task of dignifying the inhabitants of this territory, when he abolished the old Hindu practices that promoted inferiorities between people. Akbar tried over and over to bring peace to the people while creating an alliance between Islam and Hinduism (Fig. 15).

From the seventeenth century the empire started to weaken. Europeans, taking advantage of its decadence, tried to colonize India. Finally, in the early nineteenth century, Mughals accepted the British protection and the so-called Hindu subcontinent became an English colony in 1858.

### China

In the Far East a new dynasty arose by the early seventeenth century. A native barbarian group from Manchuria defeated the old Ming dynasty. The new dynasty was named Qing or Manchu. The newly created form of control was defined by China's geographical isolation from the rest of humanity. However, within the territory many social and economic reforms were carried out; in addition, a new bourgeois class mainly dedicated to trading and banking, appeared in the oriental scenario.

The newborn Manchu dynasty expanded its power when it doubled its territory. As a tragic consequence, China's population grew up to three hundred million inhabitants. This caused a food shortage, provoking a significant population decrease.

This ruling class started fading by the end of the nineteenth century. European dealers put a lot of pressure on the Chinese government, seeking to open their market to the western world. The last Chinese emperor fell in the year 1911, ending the imperial era of this country.

### Individual Work

Write two characteristics of each one of the Asian cultures.  
Explain the similarities and differences between the features of the Asian societies.

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Kells

## SKILLS DEVELOPMENT

**Interpersonal skills:** Working as a team member.

**Critical thinking skills:** Comparing and contrasting.

**Visual/Spatial skills:** Charting.

## EVALUATION OF CONTENT

Students should get their chart checked by the teacher.

### The Emergence of the Bourgeoisie

Due to the boisterous decay of feudalism, as well as to the pinnacle of maritime expeditions carried out by the Europeans, the world's **economy** abruptly changed.

As trading activities increased, many people were able to leave the lands they worked to engage in their own businesses, exchanging goods and becoming free men or getting hired in workshops where the items to be sold were manufactured. Thus, the economic exchanges were modified and produced a transition regarding the place where this people lived.

Europe's population grew and many individuals became formal citizens after migrating from the country fields to the cities, where they could work out commercial transactions. These trading centers were known as boroughs. Hence, the name of the inhabitants was bourgeois.

A new social class was derived from the mentioned events: the bourgeoisie. The surge of the this group, affected other areas. Among them, the notorious increase in the use of money became an indicator, so the creation of banks was promoted. The number of landowners also increased, and common people became the holders of their fields or lands. Individuals working in commercial activities or even those owning banks started accumulating a considerable wealth or capital. These facts became the basis of the economical system that rules up to this day, known as **capitalism**.

Social classes were modified, people who had noble titles, as well as the clergy, had the most predominant positions after the growth of wealth. At that time the amount of money every person had, determined their social prestige. In addition, while having more access to buying things, these people lived more comfortably.

Cities enjoyed more benefits thanks to their commercial and manufacturing happenings or simply, by becoming industrialized seaports, such as Venice, Genoa, Bruges, Florence, Seville and Marseille.

### The Trading Routes between Europe and Asia

During the fifteenth century, the trading routes between Europe and Asia were very busy. Assorted items, such as silk, spices, ivory, incense, luxury goods, rugs and other items coming from the Orient, were traded. The Silk Road and the Spice Route turned out to be more popular due to the product demand.

The Silk Road started in Xian, China, and continued through the territories of Antioch, modern Syria, Iran and Iraq, it was meant to reach the city of Constantinople, and finally, Genoa, from where these oriental merchandises were distributed to different parts of Europe (Map 1.3 p. 18).

In their apogee, the spices, like cinnamon, pepper and cloves, among others, were greatly sought-after in Europe. There were two main routes to exchange spices: the one that ran from India to Alexandria in Egypt, and the one that ran from Baghdad to Constantinople.

Trading regulation was mainly held by the Arabs or the Chinese and the Europeans only had control over these goods once they had arrived to Constantinople or Genoa.

#### Individual Work

In your notebooks explain the main characteristics of the bourgeois societies of the fifteenth and sixteenth centuries.

You can base your work by answering the following question:

- How did the every-day life of a family who migrated from the country to the city change during the fifteenth and sixteenth centuries?

Share your work with the class.

Kells

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#### GLOSSARY

**Economy.** Selection of goods and activities that bring wealth to a group of people or an individual.

**Capitalism.** Economical regime based in the predominance of money as a production and wealth-creation element.

## SESSION INFORMATION

**Week:** 2

**Session:** 8

**Expected learning outcome:** Explain the characteristics of the Asian and European societies, and their relation to the XV century.

## CONTENT DELIVERY

**Start:** Students should name two facts about the Ottoman Empire, the Mughal Empire and China. Elicit information at random.

**Development:** Students should read the page. Help as necessary with any vocabulary question they have.

**Closing:** Students should write a short essay (100 – 150 words) answering to the question in the section *Individual Work* at the bottom of the page. Remind students of the writing process: Pre-writing, drafting, revising, editing, proofreading and publishing.

**Project preparation:** Divide the group into six groups. Each group will present one of the following topics explained on pages 18, 19, 20: Explain what you will evaluate in their presentations: See the projects rubrics on page 163 for further information.

## SKILLS DEVELOPMENT

**Critical thinking skills:** Analyzing.

**Writing skills:** Writing process.

## EVALUATION OF CONTENT

Students should get their essay checked by the teacher.

## SESSION INFORMATION

**Week:** 3

**Session:** 9

**Expected learning outcome:** Explain the characteristics of the Old Regime's societies and their creation process.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, comprehension-check questions and further information.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.



MAP 1.3 The Silk Road was a network of trading roads between Asia and Europe that ran from former Chang'an, actual Xi'an, in China; continued to Antioch in Syria and Constantinople, in modern Istanbul, Turkey and ended in the border of Europe. By the fifteenth century, this international way also comprised the Hispanic kingdoms.

## The End of the Medieval Order and the Societies of the Old Regime

### → Expected Learning

Explain the characteristics of the Old Regime's societies and their creation process.

### The Formation of the National Monarchies: Spain, France, England and Russia

Many changes occurred within the fourteenth to the sixteenth centuries. Major transformations in the political, economic, social and cultural orders took place in the European nations. These facts facilitated the transition from the Middle Ages to modernity, as well as the formation of national monarchies.

Through these centuries, this type of government started strengthening the link between the bourgeoisie and the kings, declining the feudal lords. The disintegration of fiefdoms allowed European monarchs to unify their territories and turn them into national States. While gaining more power, royal leaders succeeded in forming national monarchies. These societies from the Old Regime were characterized by having a developing bourgeoisie. The societal stratum got economically stronger and reflected new flows of money by paying taxes.

This process had its peak during the sixteenth and seventeenth centuries. Absolute monarchies became a reality by the end of the seventeenth century.

18

Kells

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT


Follow the projects rubrics, Teacher's Guide page 163.

**Basic Society**


```

graph TD
    BS[Basic Society] --> PM[Privileged Minority]
    BS --> UPT[Underprivileged, Third Stratum]
    PM --> F1[First Stratum]
    PM --> S2[Second Stratum]
    UPT --> B[Bourgeoisie]
    UPT --> A[Artisans]
    UPT --> F[Farmers]
    UPT --> M[Marginals]


```




Clergy




Nobility




Bourgeoisie



Artisans



Farmers



Marginals

Representative social variations of the period, happened mostly in Spain, France and England. As well as in Eastern Europe and Russia (Fig. 1.6).

**Spain**

Catholic Monarchs, Isabella of Castile and Ferdinand of Aragon, set out to unify their kingdoms, that where the most powerful, since their marriage in 1469. They expelled Jews and Muslims from their southern territories. They also established the Tribunal of the Holy Office of the Inquisition, seeking to prevent any religious practice that was not formally Catholic.

The discovery of the Americas expanded their power. The most influential monarch in Europe during the sixteenth century was Charles V from Germany and Phillip I of Spain. He owned territories in Europe, the Americas and Asia. By the seventeenth century, facing the increasing power of England and France, and also by becoming prey to their own bad administration by their monarchs, the Spanish Empire started its descent.

**France**

Towards the middle of the fifteenth century, France managed to overcome the crisis created by the Hundred Years' War against England. The monarch proceeded to subdue the nobles, control the capitals and form a well structured army, integrating these qualities to France.

In the eighteenth century, France was one of the main supremacies in Europe; the finances were well administrated, and the political affairs were under control, since the monarchs' power had succeeded in subduing the nobility and the Crown had the support from the bourgeoisie.

**England**

After its defeat against France in the Hundred Years' War, the families from York and Lancaster in England fought against each other in the Wars of the Roses for the Crown. From this conflict the Tudor family emerged, represented by Henry VII, who ruled during the sixteenth century. The sovereign weakened the feudal system and was successful in the formation of England as a nation state.

**FIG. 1.6** Scheme depicting the societies' organization from the Old Regime.

19

## SESSION INFORMATION

**Week:** 3

**Session:** 10

**Expected learning outcome:** Explain the characteristics of the Old Regime's societies and their creation process.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, comprehension-check questions and further information.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring and self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

**Week:** 3

**Sessions:** 11, 12

### Expected learning

**outcome:** Explain the characteristics of the Old Regime's societies and their creation process.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, comprehension-check questions and further information.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

**Homework:** In teams of four, students should get pictures of: *La Gioconda*, *La Pieta*, *La capella sistina*, *Baco Et Ariadna*, *Il Duomo* and *La Primavera*.

### GLOSSARY

**Hegemony.** A state's supremacy over others.

### ICT

To increase your knowledge, visit the Website: <http://historcodigital.com/la-guerra-de-los-100-anos.html>

where you will find out the reasons for the so-called Hundred Years' War between England and France.

Henry VIII, the successor, separated his kingdom from the Catholic Church. He created the Anglican Church, originally directed by him. His daughter Elizabeth I kept the accomplished kingdom's stability by her predecessors and started the consolidation of the navy.

### Russia

The Russian prince Ivan III, known as Ivan the Great, defeated the Mongols during the fifteenth century. He and his successor, Ivan IV, called "the Terrible", centralized the royal power in Moscow. However, the Romanov Tsars were the ones who consolidated the Russian monarchic state, especially Peter I (1682-1725) and Catherine II, "the Great" (1762-1796).

Throughout the seventeenth century, all these national monarchies started a period of competition among themselves and confronted each other in different warlike encounters. The monarchies sought **hegemony** among the powerful nations of Europe. During the sixteenth century, Spain succeeded thanks to the resources it had accumulated that mainly came from the possession of its colonies, especially silver. Then, France attained power and in the seventeenth century. On the other hand, England, that had vanquished Spain in 1588, retook power again due to its naval and commercial authority.

The fight for European hegemony was made evident in the Thirty Years' War (1618-1648), which, in spite of having started as a religious conflict, concluded being a war involving several monarchies. This struggle ended with the Peace of Westphalia treaties.

### Individual Work

In your notebook draw a diagram where you point out similarities and differences in the creation process of the monarchies from Spain, France, England and Russia. Once you have the diagram, review if there are links in the processes and consequences that show a clear relation between these monarchies.

### The European City-States

At the end of the Middle Ages, farmers and traders who left the feuds, looking for freedom, established themselves around the fortified cities, called boroughs, creating a new social force.

In these cities the main activities were trading and administrative ones, even though due to the arrival of goods and products from different regions, a strong cultural exchange happened, modifying people's way of looking at life.

During the fifteenth century, some cities attained the category of city-States and Republics or principalities. A process that came back from the eleventh century, when a strong development of commerce and the bourgeoisie ruled by a group of wealthy nobles, gained authority and respect. Among the groups who acquired the greatest wealth and progress were the Italians, whose country had great trading centers strategically well positioned in important geographical locations. At the beginning of the Early Modern Era, these cities were governed by influential noble families who practiced tyranny, such as the Houses of Sforza, Medici and Visconti, among others.

In the north of Europe very important cities arose forming a trading network in the Baltic Sea and the North Sea, known as the Hanseatic League, where Hamburg stood out.

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Kells

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive Skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## The Cultural Renovation and Resistance in Europe

### → Expected Learning

Recognize the influence of the humanist ideas in the political, cultural and scientific changes in the sixteenth and seventeenth centuries.

### Renaissance, Humanism and the Spreading of the Printing Press

During the fifteenth and sixteenth centuries a profound renovation of the arts, the literature and the scientific knowledge took place, called the Renaissance. This "rebirth" was related to the retaking of Greek and Roman classic cultures as guidelines for society. Its origins took place in Italy and extended to the rest of Europe. This movement, mainly focused on the study of the arts, the literature, the history and the sciences was called **humanism**. Man became the center of this way of thinking reflected by a group of the literate elite. This ideology was opposite to the medieval philosophy, in which the perception and thoughts were focused on God. Humanism's goal was that man guided his own destiny, that he was free and directed by reason.

Literature drifted away from religious subjects and concentrated on nature as an inspiration. Italians Dante Alighieri, Francesco Petrarch, Giovanni Boccaccio, and the Dutch Erasmus of Rotterdam were the most important figures.

The British Thomas More and the Florentine Niccolò Machiavelli were outstanding political characters.

The art movements were most prominently in Italy, where painting, sculpture and architecture stood out with Michelangelo, Leonardo da Vinci, Raphael, Tiziano and Brunelleschi works (Fig. 1.7).



#### GLOSSARY

**Humanism.** Intellectual, philosophical and cultural movement that emerged in Europe. It sought the return of the Greek and Latin culture and set man as the center of thinking.

FIG. 1.7 The Sistine Chapel in the Vatican was painted by Michelangelo and commissioned by Pope Julius II.

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## SESSION INFORMATION

**Week:** 4

**Sessions:** 13, 14

**Expected learning outcome:** Recognize the influence of the humanist ideas in political, cultural and scientific changes in the XVI and XVII centuries.

## CONTENT DELIVERY

**Start:** Students will describe the art works they should have gotten. Select a student to describe each one.

**Development:** Students should read the sequence introduction. Then, they should find how the art works represent humanism.

**Closing:** Students should name three characteristics of humanism.

## SKILLS DEVELOPMENT

**Speaking skills:** Picture description.

**Critical thinking skills:** Comparing and contrasting, observing, classifying.

## EVALUATION OF CONTENT

Students should be able to recognize three characteristics of humanism.

## SESSION INFORMATION

Week: 4

Session: 15

### Expected learning

**outcome:** Recognize the influence of the humanist ideas in political, cultural and scientific changes in the XVI and XVII centuries.

## CONTENT DELIVERY

**Start:** Elicit for characteristics of humanism. Write them on the board.

**Development:** Students should read the page. Help as necessary to clarify vocabulary problems.

**Closing:** Students should answer the questions in the section *Individual Work*. Elicit answers.

**Homework:** In groups of four, students should take a large piece of bond paper, images of the Guttenberg printing press, Isaac Newton, Martin Luther, Henry VIII, Charles I, Dante Alighieri, Michelangelo, Vesalius, The first bourgeois revolution, Galileo Galilee. Glue stick, scissors, and markers.

### GLOSSARY

**Movable types.** Pieces containing a symbol, a letter, for example. They are arranged in order to form a text and they are printed. Before the use of movable types, the molds to print consisted on carved blocks of wood.

### Scientific Revolution.

Movement in which the new ideas and knowledge were related to science, physics, astronomy, biology, medicine and chemistry, they changed the concept people had about nature and set the basis for modern science.

**FIG. 1.8** Even when there was a certain kind of printed press in China before the one in Europe, Gutenberg is considered as its inventor because he came up with the movable types that allowed the printing of a greater number of books.

### The Spreading of the Printing Press

In the fifteenth century, a new invention gave a different perspective to the world: the printing press (Fig. 1.8). In the Middle Ages, books were handcrafted and although Xylography became another form of reproduction, it wasn't until 1440 that Johannes Gutenberg introduced the use of metal **movable types** for printing, which lasted longer and could generate thousands of copies of the same text. As of 1455, the first book was printed: The Bible.

As a consequence, more people learned to read, allowing the spreading of ideas, which lead to great changes in the way of thinking of the population.

### The Beginning of the Scientific Thinking and the Technological Advances

At the beginning of the Modern Era, the European population grew significantly. In addition, there were great technological advances of different artifacts such as the astrolabe, the compass, the use of gunpowder and, of course, the printing press.

During the Renaissance, scientific thinking gained freedom from the religious ideas and this practice led to a **scientific revolution**.

After this movement, there were great discoveries. In 1543 Nicolaus Copernicus published the book, *On the Revolutions of the Celestial Spheres*, in which he stated that the Earth revolved around the Sun and not the other way around as it was thought. Andreas Vesalius (1514-1564) carried out important studies in human anatomy, which helped the progress in the knowledge of the blood circulatory system in the body. He published a work about it called *On the Fabric of the Human Body*. Galileo Galilei (1564-1642) sought to separate scientific opinions from faith and developed the scientific method which became the basis of modern science. He improved the telescope and was able to observe the stars accurately. He also formulated the first law of motion and agreed with Copernicus' heliocentric theory despite the Church's rejection of this idea.

Based on Galilei's scientific method, Isaac Newton (1642-1727) conceived the law of universal gravitation. He proved that the force of gravity force that makes objects fall is the same one that keeps the stars moving in uniform orbits. He also contributed to science with the three laws of motion. His discoveries were published in his work *Mathematical Principles of Natural Philosophy*.



### Individual Work

Research and answer the next questions and share your work with the rest of the class:

1. What do you understand by scientific revolution?
2. Name Newton's first Law of Motion.
3. Which are Isaac Newton's three Laws of Motion?
4. Which was Andreas Vesalius' contribution to human anatomy?
5. What is modern science based on?

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Kells

## SKILLS DEVELOPMENT

**Critical thinking skills:** Remembering.

**Reading skills:** Scanning, reading for detail.

## EVALUATION OF CONTENT

Students should get their questionnaire answers checked by the teacher.

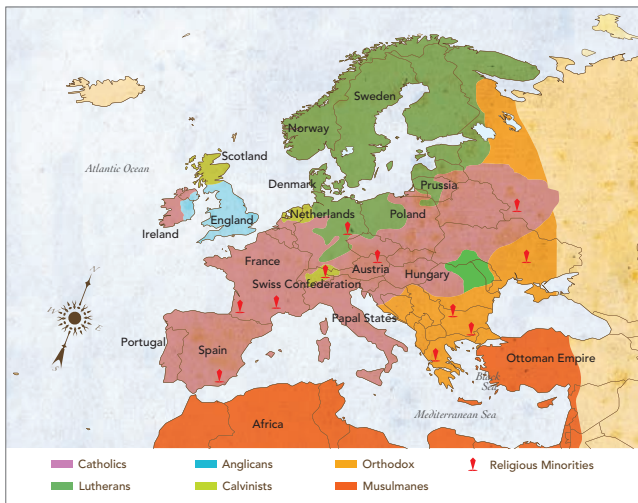


## The Protestant Reformation and the Counter-Reformation

By the early sixteenth century, a noticeable corruption had increased inside the Catholic Church, which had great power since the Middle Ages. The sale of **indulgences**, that had the goal of gaining absolution of sins, originated the Protestant **Reformation**. In 1517 Martin Luther wrote the Ninety-Five Theses against the Catholic doctrine and nailed it on the door of the Wittenberg Castle Church in Germany.

As a consequence, Pope Leo X **excommunicated** him. Luther organized a new church based on the German principles, and saw the opportunity of secularizing the Catholic Church's properties and becoming independent from their authority. Such resolutions brought up the Lutheran Church, which spread through Europe. John Calvin followed Luther's ideas and proposed the Calvinist movement in France and later, his proposal reached the Netherlands and Scotland. In England, Henry VIII broke from the Catholic Church because he did not get an annulment of his marriage to Catherine of Aragon. He formed and led the Anglican Church (Map 1.4).

Seeking to fight the protestant ideas, Pope Paul III organized the Council of Trent in 1545 in which new rules were settled concerning the Catholic Church's organization. This situation resulted in religious intolerance and led to holy wars between several nations.



### GLOSSARY

**Indulgence.** Is the forgiveness of the sins given by the Catholic Church to the believers.

**Reformation.** Religious movement of the sixteenth century which divided European Christianity. It's called Reformation because it tried to change (reform) the Church. It gave way to the surge of the Protestant Church.

**Excommunicate.** To separate from communion and the use of the believers' sacraments. It means the removal from the Church for the person involved.

MAP 1.4 Religious distribution in Europe during the sixteenth century. It can be inferred from the map's distribution that, even when most of the countries continued being Catholic, Protestantism had been adopted in several regions.



FIG. 1.9 Oliver Cromwell.

23

## England and the First Bourgeois Revolution

During the first half of the seventeenth century, James I who governed England and Charles I, who formally succeeded him after his death, generated disagreements on the British Parliament.

The confrontation between Charles I and the British Parliament originated a civil war between the nobles from the north, who supported the gentry, and the south, where the middle class supported Oliver Cromwell, who represented Parliament (Fig. 1.9).

Kells

## SESSION INFORMATION

Week: 4

Session: 16

**Expected learning outcome:** Recognize the influence of the humanist ideas in political, cultural and scientific changes in the XVI and XVII centuries.

## CONTENT DELIVERY

**Start:** Students will read the page and the end of the topic on page 24.

**Development:** Students will make a timeline using the pictures and materials that they were asked to bring.

**Closing:** Students should display their timelines on the classroom walls.

**Project preparation:** Divide the group into four groups. Each group will present one of the following topics explained on pages 24, 25, 26: The fall of Constantinople and European need of opening new trading routes, Maritime Expeditions and conquests, European colonization, migrations and world exchange. Explain what you will evaluate in their presentations: Introduction, project information, visuals, a five-question quiz to ask their partners, conclusion, references, language use and collaborative work. See the projects rubrics on page 163 for further information.

## SKILLS DEVELOPMENT

**Critical thinking skills:** Summarizing on a timeline.

**Visual/Spatial skills:** Timeline making.

## EVALUATION OF CONTENT

Teams should get their timeline checked by the teacher.

## SESSION INFORMATION

**Week:** 5

**Session:** 17

**Expected learning outcome:** Describe the world's economical integration process in the XVI century.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, the comprehension-check questions and further information.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

Cromwell's army defeated the King and executed him in a public plaza on January 30th, 1649. Monarchy was dissolved and a republic was established, ruled by the Parliament. In 1653 Cromwell dissolved it and established a dictatorship that lasted until his death, in 1658. In 1660, after Cromwell's death, the Parliament restored the monarchy and elected Charles II as the new king. During this period, two traditional English parties were formed, the Conservative and the Liberal.

Charles I's execution is considered the first great "bourgeois revolution" against the absolute monarchies, because it was an unusual fact that people rose up in arms against their monarch, defeated him and established a republican government, without a king.

### Individual Work

Construct a timeline with the main events of the sixteenth and seventeenth centuries. Once you finish find out how an event opened the way to the next one. Write under the timeline, the humanism thoughts that contributed to the processes lived in these centuries.

## The First Expression of the Globalized World

### → Expected Learning

Describe the world's economical integration process in the sixteenth century.

### The Fall of Constantinople and the European Need of Opening New Trading Routes

The trading roads between Europe and Asia were very important since Europeans only had access to this type of exchanging once the goods arrived to Constantinople. When the Ottoman Turks conquered this city, they took over the way of dealing and blocked the European's access to transaction. That is why the Europeans had to carry out maritime expeditions and find new geographical locations, that enable them to get to the Far East without going through Muslim territories.

### Maritime Expeditions and Conquests (African Coasts, India, Indonesia, the Americas)

A concern for finding new trading courses was not the only fact that led to the great maritime expeditions. There were two other very important factors that motivated these voyages: 1. the desire to create and evangelize new Christian territories. 2. the King's interest in more land and the explorer's curiosity in finding new terrains.

In order to achieve this, technological and scientific advances were necessary. In the fifteenth century, astronomical and nautical knowledge had already grown in Europe. In addition, there were more technical advances like the use of the compass, the astrolabe and the **sextant** (Figs. 1.10 and 1.11 p. 25). Furthermore, the use of the printing press facilitated the diffusion of nautical charts and maps that made possible the development of the science called **cartography**, which was very useful for sailors.

The age of the great discoveries was started by Portuguese mariners even before the fall of Constantinople. Portugal's geographic location gave it a great advantage in contrast to others. A lot of it had to do with the support the travelers received from the Portuguese Crown.

#### GLOSSARY

**Sextant.** Astronomical instrument for maritime observations consisting in a circular section, graduated, at 60 degrees, that is to say, the sixth part of a circle. The sextant allows measuring angles between two points or between two objects.

**Cartography.** The science and art of drawing geographical maps.

24

Kells

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

They discovered the Azores Islands and Madeira, crossed the equator and arrived to the Cape of Good Hope, where they went around Africa's southern coastline. This allowed them to reach up to the coasts of India (Map 1.5).

Bartolomeu Dias and Vasco da Gama were the most relevant Portuguese sailors, after their discoveries when travelling to other mysterious lands.

On the other hand, Spanish mariners, under the command of sailor Christopher Columbus, crossed the Atlantic Ocean and discovered a new continent. Columbus made three voyages, all of them were sponsored by the Catholic Monarchs from Spain, Isabella and Ferdinand. The first expedition departed from the port of Palos on August 3rd, 1492. Sailors landed on Guanahani, currently The Bahamas on October 12th of the same year. Later on, they went to Cuba and another island called La Española or Dominican Republic and Haiti as named in modern times.

The numerous expeditions made the Spanish crew gain new territories for their crown. A new stage of colonization took place with the conquest of the Americas, the coasts of Africa and Indonesia.



### European Colonization, Migrations and World Exchange: Silver, Slaves and Spices

During the sixteenth century, Spaniards conquered the old Mesoamerican territory and the Peruvian lands belonging to the Inca Empire. Hernán Cortés occupied the Aztec city of Mexico-Tenochtitlan in the year 1521. During the next decades, the expansion continued to other parts of north and central America. On the other hand, Francisco Pizarro defeated the Incas in the year 1542 and as a



FIG. 1.10 The astrolabe was an instrument where the celestial sphere was represented and it was used to determine the position of a person according to the stars.



FIG. 1.11 A compass is an instrument consisting of a box with a magnetized needle that turns on an axis and signals the magnetic north. It helps to determine the coordinates on the surface of the Earth.

MAP 1.5 Portuguese expeditions in Africa and India.

## SESSION INFORMATION

**Week:** 5

**Sessions:** 18, 19

**Expected learning outcome:** Describe the world's economical integration process in the XVI century.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, the comprehension-check questions and further information.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

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## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

Week: 5

Session: 20

**Expected learning outcome:** Describe the world's economical integration process in the XVI century.

## CONTENT DELIVERY

**Start:** Students should go back and summarize the information of the sequence in a few sentences.

**Development:** Students should write an essay that responds to the questions and reflection included in the section *Individual Work*. Remind them of the writing process: pre-writing, drafting, revising, proofreading and publishing.

**Closing:** Students should get their papers checked by the teacher.

**Project preparation:** Divide the group into four groups. Each group will present one of the topics explained on pages 27, 28, 29. Explain what you will evaluate in their presentations: Introduction, project information, visuals, a five-question quiz to ask their partners, conclusion, references, language use and collaborative work. See the projects rubrics on page 163 for further information.

### Did you know...?

Refer to Eduardo Galeano's book: *Open Veins of Latin America*. Reflect on the pillage carried out by European empires in American colonies. Eduardo Galeano, *Open Veins of Latin America*, Mexico, Monthly Press Review, 1997.

### GLOSSARY

**Globalization.** The markets and the companies' tendency to spread, reaching a world scale that crosses national borders.

consequence, two big Spanish Viceroyalties were formed in the Americas: the Viceroyalty of New Spain and the Viceroyalty of Peru. Both territories provided Spain with great wealth since there were unthinkable quantities of gold and silver that were taken from the Americas to Spain.

Lusitanian sailor Pedro Álvarez Cabral discovered the land now occupied by Brazil in the year 1500. This terrain's annexation took place in the year 1534, where sugar production and slave trading were the most important economic activities of the Portuguese in Brazil.

The African coasts were also conquered by Lusitanians. During the fifteenth century they colonized the territories of Angola, Cape Verde and Mozambique, among others. The gold extraction from these places allowed the Portuguese government to invest in new maritime expeditions. However, the slave trade was the most profitable activity for them in Africa.

By the end of the fifteenth century and during the sixteenth century, French, Dutch and British expeditions were also carried out. Unlike the Spanish and the Portuguese ones, these new trips were funded confidentially, by private companies. The main reason to carry out the expeditions was commercial exchange. Conquering new territories to evangelize or to increase the number of farmlands was not the goal of the Dutch, the French nor the British.

Brave English sailors arrived to North American shores, and the first settlement was established in Jamestown, Virginia. By 1607, the Anglo-Saxons had created the Thirteen Colonies (Map 1.6).

Dutch Government formed two big commercial companies: the Dutch East India Company and the Dutch West India Company. Holland, as a strong potency, colonized territories in the Americas as well as in Asia. In 1605 the Dutch took Indonesia from the Portuguese. The territories now occupied by Sri Lanka and Taiwan were also part of the Dutch Empire in Asia.

With the acquisition of the American and Asian wealth, and with the slave trading, a new era began in the history of the world market. It can be said that **globalization** started after these events.

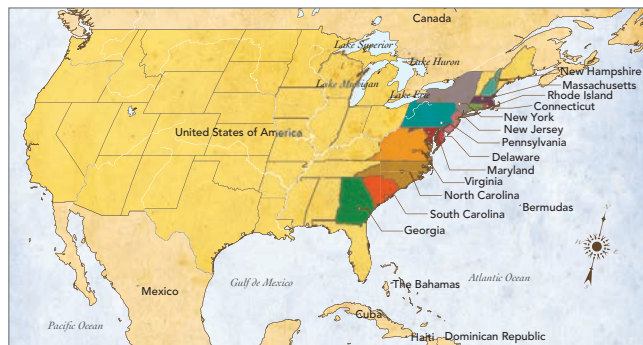
### Individual Work

Answer the following questions in your notebooks:

1. Which were the main reasons to boost the maritime expeditions?
2. What were the European sailors and colonizers looking for?
3. Without a doubt, the sixteenth century involved a process of economic integration for the world. With your book's support, describe how this process of financial assimilation was and its main consequences.

MAP 1.6. The Thirteen Colonies became independent from Great Britain.

26



## SKILLS DEVELOPMENT

**Critical thinking skills:** Analyzing.

**Writing skills:** Writing process.

**Intrapersonal skills:** Developing different opinions.

## EVALUATION OF CONTENT

Students should get their essays checked by the teacher.

## Our Surroundings

### → Expected Learning

Recognize the contributions from the cultures that came together during the sixteenth and seventeenth centuries, and describe the common characteristics of New Spain and Peru under the viceregal ruling.

### The Viceroyalties of New Spain and Peru

After Columbus discovered the Americas, the Spanish settlers started colonizing the continent, especially New Spain and Peru. These areas formed Viceroyalties, which consisted in territorial entities for the Spanish Crown ruled by a Viceroy, who sometimes acted directly as a King for the territory they governed.

New Spain Viceroyalty was composed of the southern United States, Mexico, part of Central America and some Caribbean Islands. The Philippines were also included. The one from Peru incorporated the current countries of Ecuador, Peru and Bolivia. The Viceroyalties of New Granada and the one of the Río de La Plata, were located in the southern part of the continent in Colombia and Argentina (Map 1.7).

These ruling centers of New Spain and Peru were very significant for the Spanish Crown, due to their big silver **deposits**. Moreover, they were territories with highly developed cultures prior to the arrival of the conquerors.

The Spanish Government had institutions like the Council of the Indies, where governmental issues related to America were settled, and the House of Trade of Seville, that regulated the trading in the colonies. Additionally, a series of laws were created to rule the occupied lands, known as the Indian Right.

Religion was an essential aspect, since the Spanish Monarchy justified its presence in the Americas through the obligation given by the Pope of **evangelizing** natives. Friars set alphabetic writing to the indigenous languages and taught the Indians to read and write their own dialects. In the long term, the natives could preserve many aspects of cultural and oral expression from their own cultures.

The exchange between Spain and the colonies was wide, and opened the way for **miscegenation** or **interbreeding** of races as well as products, culture and ideas. The Spanish obtained great profits from their colonies, not only from the metals, but from everything that was produced in the occupied territories.



#### GLOSSARY

**Deposit.** Place where minerals, rocks or fossils can be naturally found, especially when they can be mined.

**Evangelization.** Teaching process of the Catholic religion in the colonies, carried out by friars from different orders. It also included the transmission of the Western culture, the Spanish language and the European customs.

**Miscegenation (Interbreeding).** Meeting of two different races and/or cultures. Since the Spanish conquest of America, a new society arose with new cultural and physical characteristics. Miscegenation is not only between races, but it is also found in culture, food and customs, among other aspects.

MAP 1.7: Spain's Viceroyalties in the Americas.

#### Individual Work

On a map of the Americas, locate the Viceroyalties of Peru and New Spain.

Briefly explain the similarities between the territories from New Spain and Peru, that counted for the founding of the Spanish Viceroyalties.

27

## SESSION INFORMATION

Week: 6

Session: 21

**Expected learning outcome:** Recognize the contributions from the cultures that were united during the XVI and XVII centuries and describe the common characteristics of New Spain and Peru under the Viceroyalty.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, the comprehension-check questions and further information.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

Week: 6

Session: 22

### Expected learning

**outcome:** Recognize the contributions from the cultures that were united during the XVI and XVII centuries and describe the common characteristics of New Spain and Peru under the Viceroyalty.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, the comprehension-check questions and further information.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

### Did you know...?

One of the most important products for transatlantic trade was the cochineal, an insect that grows on cacti, which was, and still is, used to dye fabric.

### Miscegenation or Interbreeding (The Mestizos)

Indians who peopled the terrains where the governing centers were later established, mixed with the Spanish population, which resulted in mestizos; later on, with the introduction of black slaves from Africa, there was a greater combination giving rise to a variety of cultural, ethnic groups known as **castes** (Fig. 1.12).

The Mestizo sector increased throughout time and in some regions they even became a majority. Indigenous people had privileges from the Crown for being the original inhabitants. While the Spanish had privileges for being the conquerors, many Mestizos were required to register as Spanish to obtain more benefits.



FIG. 1.12 Miscegenation in America happened the most between Spanish men and indigenous women since there were few Spanish women who migrated to the American continent.

FIG. 1.13 Black slaves mainly worked in plantations and mines. Their life conditions were very harsh. In Mexico slavery was abolished by Miguel Hidalgo in 1810.



#### GLOSSARY

**Caste.** Group in which some societies are part of a special class and tend to remain separate from the others due to their race, religion or customs.

**Santería.** Religion which was the result of the mixing of African religions (Yoruba) with Catholic elements.

#### Individual Work

Construct a summary chart where you present the different groups that formed the colonial society in New Spain Viceroyalty as well as the one of Peru, and show their main features.

### The Philippines, Trading with China

The Spanish, in their pursuit of trading with Asia, conquered the Philippines. These islands were part of the Viceroyalty of New Spain, that is why there was an important commercial exchange between Manila, the capital of the Philippines, and Acapulco, the port where the Manila Galleon had regularly arrived since 1565 (Map 1.8 p. 29).

Miscegenation, the result of the interrelation of these three races and cultures, gave rise to the America we know today, which is not Spanish, indigenous nor black, but it is a society with its own particular features.

### The African Contribution to the American Culture

The African cultural contributions manifested in the Americas through the African slaves, which were brought to carry out harsh jobs in mines and on plantations. The Crown forbade the enslaving of indigenous people (Fig. 1.13).

In addition to the aforementioned jobs, it was common for Africans to work in urban centers as domestic staff for the elite. When Spanish and Indigenous people shared and spent time together, they integrated different aspects of their cultures such as music, beliefs and food.

Even today we can see their influence in different dances and rhythms, such as cumbia and salsa, among others. In the religious aspect it is detected in **Santería** and, of course, in food and language with words like banana and marimba, and so on.

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Kells

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

**Week:** 6

**Sessions:** 23, 24

**Expected learning outcome:** Recognize the contributions from the cultures that were united during the XVI and XVII centuries and describe the common characteristics of New Spain and Peru under the Viceroyalty.

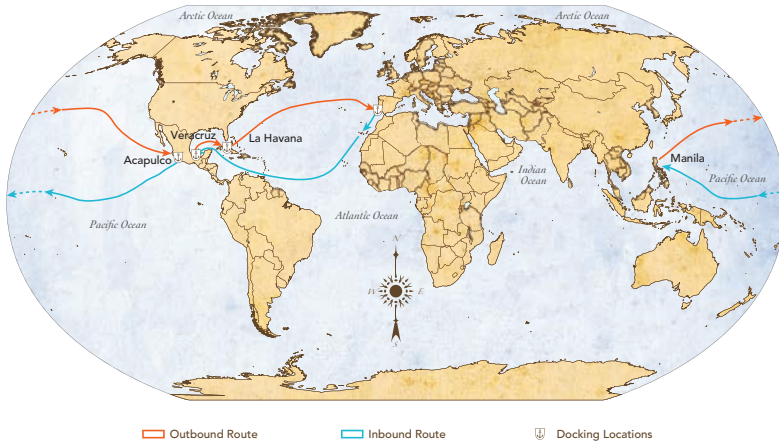
## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations.

**Development:** Students should give their presentations.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations.

**Project preparation:** Divide the group into six groups. Five groups will build or make a piece of artwork from one of the artistic expressions explained on pages 30 and 31 to have an art exhibit: They should include an explanation on the piece. The group number six will be in charge of making tickets for the Art exhibit as well as a map and a brochure to make publicity for the event



**MAP 1.8** Map showing the route taken by the Manila Galleons to Acapulco, from where goods coming from Asia were transported through the territory now occupied by Mexico, carried by mules, up to Veracruz, the seaport where they were loaded into ships to Spain, their final destination.

The products transported by the mentioned ship, also called the Nao from China, on route to Acapulco, were spices and luxury objects such as silk, ivory and porcelain that arrived to Manila from different parts of Asia such as China and India. The products' final target was Spain. In exchange, the Nao was loaded with silver, cocoa, cochineal and other exotic goods from Acapulco.

### Team Work

Form groups of three or four. Read the next text and complete the instructions.

The Spanish Crown did not allow its colonies to trade freely between them and, moreover, some products such as wine, oil and some fabrics, could not be manufactured by them, so they had to be imported from Spain.

1. Discuss the main reasons that made the Spanish Crown act in this way. Once you reach a conclusion, write in your notebooks the causes and consequences of this policy.
2. Research in your school's library what globalization consists of, and discuss the following question as a group. Do you consider globalization having already taken place by the time trading of goods between Europe, Asia and America was happening?

### To Know More

When the Spanish arrived, most of the Indigenous population in the Americas was gathered in two big regions: Mesoamerica, which extended from the center of Mexico to Central America and was inhabited by different cultures; and the Inca region, limited to the western South America. The other parts of the continent were peopled by small groups.

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

**Week:** 7

**Session:** 25

### Expected learning

**outcome:** Recognize the artistic movements from the XVI to the XVIII century legacy.

## CONTENT DELIVERY

**Start:** Find an appropriate area so that students can display their artwork.

**Development:** Students should explain what piece it is, why they chose it, when it was built or made, who the artist was.

**Closing:** Students should self-evaluate their presentations.

## The Richness of the Artistic Expressions

### → Expected Learning

Recognize the legacy of the artistic expression movements from the sixteenth to the eighteenth centuries.



FIG. 1.14 Raphael Sanzio's The School of Athens.

### The Renaissance Heritage

The Renaissance ideas from the fifteenth and the sixteenth centuries influenced artistic and philosophical thinking in the modernity of the next two coming centuries. The great contribution of the Renaissance was seeing man as the subject of study of Humanities: literature, philosophy, history and religion. This allowed a promotion of critical thinking and freedom appreciation.

In art, the Renaissance took the Greek and Latin classic models as basis. Renaissance contributions influenced the artistic expression of the following centuries. Many painting techniques that started being used during this period are still being used up to the present. A good example of this is the perspective technique (Fig. 1.14).



FIG. 1.15 Saint Peter by Peter Paul Rubens.

### Baroque Art

The Baroque period was a partial extension of Renaissance art since it followed, at first, Italian Mannerism. Baroque style left the classic serenity behind and was characterized by the search for originality. There was a predominance for the use of curved lines over straight ones and for the representation of fantasy over reality. Its apogee took place between the years 1600 to 1750. This movement's intention was to exalt and exaggerate contrasts in the visual field as well as in the contents.

Baroque art was used by the Catholic Church during the Counter-Reformation to strengthen religion against the Protestant threat. Thus, art was created with religious purposes depicting biblical scenes and holy characters (Fig. 1.15).



FIG. 1.16 Huejotzingo Convent, Puebla.

### Artistic Expressions in New Spain and Peru

The first art forms from the Spanish colonies showed simple and undetailed embellishment and rough features emulated by the natives. Architecture was characterized for having plain spaces with few decorations. (Fig. 1.16).

Baroque art gained a pertinent place in New Spain as well as in Peru. Almost all the buildings that date back from the seventeenth century, are representative of this artistic movement. A similar phenomena happened to sculpture and painting. However, there were differences between the American Baroque and the Spanish one. One difference was that the artisans were indigenous and used the materials they found in America.

30

## SKILLS DEVELOPMENT

**Verbal/Linguistic skills:** Giving presentations.

**Metacognitive skills:** self-monitoring, self-evaluating.

## EVALUATION OF CONTENT

Every student should actively participate in the projects.



## SESSION INFORMATION

Week: 7

Session: 26

**Expected learning outcome:** Recognize the artistic movements from the XVI to the XVIII century legacy.

## Islamic, Chinese and Japanese Art

### Islamic Art

The Muslim expansion to the southern part of Asia: Lebanon, Syria and Mesopotamia, caused Islam to be imposed in these territories. Art was used to promote this new religion. The mosques' architecture reflected the artists' magnificence. Certain architectural elements stand out on all the buildings, such as the use of the horseshoe arch, the domes and minarets (Fig. 1.17).

Solid examples of Muslim art can be found in Spain like in the Mosque of Cordoba and Alhambra in Granada (Figs. 1.18 and 1.19).

### Individual Work

Walk around downtown in your city and observe the churches and government buildings. Identify if in any of these have Islamic architectural elements, such as the horseshoe arch of the domes.

### Far East Art

Several art movements took place in China, all of them present in the porcelain pieces, painting, poetry and calligraphy (Fig. 1.20). Calligraphy and poetry expressed the philosophy of Taoism and Confucianism, religions that were widely extended in China.

The art movements in Japan have been linked to religion as well as to political power. In this sense, the arrival of Buddhism to this land led to impressive illustrations of Buddha (Fig. 1.21).

Art in Japan also obtained a sense of introspection and interrelation between man and nature. One of the most well known art representatives was Hokusai (1760-1849), who, with his first paintings, as well as engravings, showed the relation between man and natural elements (Fig. 1.22).



FIG. 1.17 A Muslim minaret. The minaret is a tower in mosques, usually high and thin, from where Muslims are called for praying.



FIG. 1.18 Interior of the Mosque of Cordoba. In this Fig. the horseshoe arch use can be appreciated.



FIG. 1.19 Court of the Lions, clearly captured in the interior view of the Alhambra in Granada, Spain.

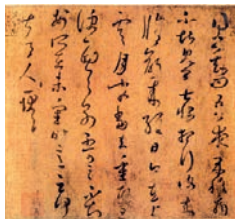


FIG. 1.20 Calligraphy by Wang Xizhi.



FIG. 1.21 Great Buddha of Kotoku in the city of Kamakura in Japan.



FIG. 1.22 "Great Wave at Kanagawa", Hokusai's most famous painting.

31

## CONTENT DELIVERY

**Start:** Find an appropriate area so that students can display their artwork.

**Development:** Students should explain what piece it is, why they chose it, when it was built or made, who the artist was.

**Closing:** Students should self-evaluate their presentations.

## SKILLS DEVELOPMENT

**Verbal/Linguistic skills:** Giving presentations.

**Metacognitive skills:** Self-monitoring, self-evaluating.

## EVALUATION OF CONTENT

Every student should actively participate in the projects.

## SESSION INFORMATION

**Week:** 7

**Session:** 27

### Expected learning

**outcome:** Do research on the cultural and everyday life transformations over time and value their importance.

## CONTENT DELIVERY

**Start:** Students should read the page.

**Development:** They should do the activities described in the section *Individual Work* described on top of page 33, which is a composition. Students should follow the writing process to produce it: pre-writing, drafting, revising, proofreading and publishing.

**Closing:** Students should get their composition checked by the teacher.

**Homework:** Divide students in teams of three or four. With cardboard boxes, students should make a knight armor for one or two of them. The other students are going to dress up like native Americans. The following class, they will role-play the encounter between European and Native American cultures. Explain what you will evaluate in their presentations: See the projects rubrics on page 163 for further information.

## Topics to Analyze, Discuss and Reflect

### The Geographic Discoveries: from Shore to Overseas Navigation

#### → Expected Learning

Investigate the cultural and everyday life transformations over time and value their importance.

Courageous Portuguese and Spanish sailors started overseas marine expeditions and had to overcome fears which originated from old myths. The Atlantic Ocean was known as the "Sea of Darkness". According to several legends, the ocean was inhabited by fantastical and aggressive creatures that attacked sailors (Fig. 1.23). For several centuries navigation was made reaching in parallel the African and European coastlines. So mariners were able to travel from Morocco up to northern Europe without losing sight of the coasts and avoiding isolation.

The need to find new lands and new trading routes motivated Spanish and Portuguese not only to overcome the unfounded fear, but also to improve maritime technology. Therefore, they could endeavor into the sea and make long voyages that led them to the discovery of a new continent.

FIG. 1.23 The Sea of Darkness.



Kells

32

## SKILLS DEVELOPMENT

**Critical thinking skills:** Analyzing.

**Writing skills:** Writing process.

## EVALUATION OF CONTENT

Students should get their composition checked by the teacher.

**Individual Work**

1. Research the technological and scientific advances from the fifteenth century that influenced overseas navigation.
2. Picture yourself as one of Christopher Columbus's sailors in one of his expeditions and write in your notebook what you would have narrated in your diary. In your description, take into account the life-style on the ship, the food you would eat, the landscapes you would see, and if you would have missed your family.
3. Share your work with the class.

**From Knight-Errant to Conquerors**

The first Spanish conquerors who came to America had, to some extent, lived in the Middle Ages European context. They still dreamt about becoming one of those heroes and knight-errant from the cavaliers tales described.

Not all of these men who conquered had properties or noble titles in Spain. Therefore, it was important for them to forget their old lives, and picture themselves as part of the New World.

When Spanish and Portuguese conquerors took over the territories, they looked for Indian servants available at the **assignment** provider institution. In exchange helps Spanish lords would make sure of Indian evangelization. Among the knight-errant notions from the Middle Ages and the conquerors who came to America, there were many similarities because the colonizers still had the idea of a "Great lord" and wished to live the adventures they read about in the cavalier tales from the Medieval period and the Renaissance (Fig. 1.24).

The imagination of these men was so strong that, in the chronicles they wrote after the Conquest, fantastical creatures, saints and even the Virgin Mary, made unreal appearances and fought on their side as intangible allies.

Contrary to what many people think, walking soldiers did not wear a metal armor. In fact, since very early on, walking soldiers adopted a sort of armor of indigenous origin made of cotton.

**Individual Work**

1. Observe the armor's Fig. and imagine the way it would have been like to wear it in the battle field when riding a horse. Think about the weight, the movements and everything that counted in this action.
2. Write down a brief description in which you tell the adventures of an armored knight during a battle.
3. Form groups of 4 or 5 students and discuss about the kind of impressions that American Indians' had when the conquerors arrived riding horses. Take into account that they had never seen these animals before, nor the metal armor outfits or the fire weapons that inflicted deadly wounds. Prepare a role play to perform in class. Reproduce a scene during a battle between Indians and Spanish soldiers.



FIG. 1.24 Medieval Knight.

**GLOSSARY**

**Assignment.** Institution that gave a person, the agent, a group of Indians so he could take advantage of their work or they could serve him, in exchange of giving them the Christian teachings.

**SESSION INFORMATION**

**Week:** 7

**Session:** 28

**Expected learning outcome:** Do research on the cultural and everyday life transformations over time and value their importance.

**CONTENT DELIVERY**

**Start:** Students should read the chapter

**Development:** They should do the activities described in the section *Individual Work*. In the end, they will use the armor they built and the native American costumes to play a battle.

**Closing:** Students should give their presentations.

**SKILLS DEVELOPMENT**

**Bodily/Kinesthetic skills:** Acting.  
**Critical thinking skills:** Imagining.

**EVALUATION OF CONTENT**

Students should be able to perform the activities.

**SESSION INFORMATION**

**Week:** 8

**Session:** 29

**SELF EVALUATION**

# Evaluation

**Self-Evaluation**

1. Check (✓) the outcome that reflects best what you can do with what you learned in the unit.

Learning Outcomes	I succeeded	I succeeded with difficulty	I must try harder
I can value the contributions made by the Ancient and Middle Ages to the early modern world.			
I can recognize the centuries that are comprised in this period.			
I can organize in chronological order the relevant events and processes of this time.			
I can explain the characteristic of Asian and European societies and their relation to the fifteenth century.			
I can explain characteristics of the Old Regime's societies and their creation process.			
I can recognize the influence of humanist ideas in the political, cultural and scientific changes of the sixteenth and the seventeenth centuries.			
I can describe the world's economical integration process in the sixteenth century.			
I can pronounce the contributions from the cultures that got in touch in the sixteenth and the seventeenth centuries.			
I can identify the legacy of the artistic expression movements from the sixteenth to the eighteenth century.			

2. After the self-evaluation, your teacher will read, one by one, the learning outcomes. If you checked the first column, and with your teacher's help, give explanations the rest of your classmates about the content of this unit.

**Co-evaluation**

1. Choose two partners you have worked with in this Unit. Fill in the following box and evaluate your willingness to work and collaborate. When finished, share with them your evaluation and back up your opinion.

	Always	Usually	Sometimes	Never
Actively participates in team activities.				
Argues in favor of his opinions during group discussions				
Respects the others' points of view when answering to opinions contrary to his/hers.				
Finishes on time the activities he/she was assigned to do.				

**CONTENT DELIVERY**

**Start:** Explain to students why evaluation is important.

**Development:** Get students to answer the self-evaluation and check it.

**SKILLS DEVELOPMENT**

**Metacognitive skills:** Self-monitoring, self-evaluating.

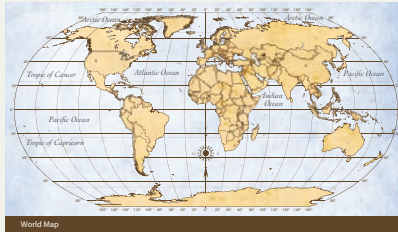
**EVALUATION OF CONTENT**

Students should get their self-evaluation instrument checked by the teacher.

### Evaluation

Read the following questions and underline the correct option.

- Which discovery allowed man to settle down to become sedentary?  
a) Fire.      b) Agriculture.      c) The wheel.      d) Writing
- Observe the world map and locate, in the given order, the place where the following civilizations developed: Aztec Culture and Andine Culture; Egypt, Mesopotamia; India and China.  
a) 5, 2, 6, 1, 4, 3.      b) 6, 2, 4, 1, 5, 3.  
c) 3, 6, 2, 4, 1, 5.      d) 1, 3, 4, 6, 5, 2.
- Following the given order, point out the main contributions to Western Culture from.  
The Phoenicians  
a) ( ) Navigation ( ) Philosophy ( ) Latin  
The Greeks  
b) ( ) The compass ( ) Trading ( ) Urban Construction The Romans  
c) ( ) Latin ( ) The twenty units based numeral system ( ) Democracy
- The new movement that appeared in the fifteenth century and that proposes a reassessment of the human reason and man, is known as.  
a) Reformation.      b) Enlightenment.      c) Humanism.      d) Counter-Reformation.
- Underline the correct answer.  
Sedentary:  
a) Tribe or people dedicated to agriculture, that has a fixed place of residence.  
b) Group of people who travel from place to place without a fixed place of residence.  
c) Cultural state of the most advanced human societies according to their science, art and customs level.  
Scientific revolution:  
a) Important changes that happened during the eighteenth century on the British fields, some inventions were implemented, such as machines to speed the harvesting and plantation processes.  
b) A process that started in Europe during the sixteenth and the seventeenth centuries in which the medieval vision about nature was changed. The basis for modern science were set.  
c) A process that took place in Europe during the nineteenth century in which scientist faced each other to decide about the origin of man.  
Reformation:  
a) Political movement that changed the laws in Great Britain in the seventeenth century.  
b) Religious movement in the sixteenth century that divided European Christianity.  
c) Religious movement in the sixteenth century that unified the Orthodox and the Protestant Churches.  
Evangelization:  
a) Teaching process of the Catholic religion in the colonies, carried out by friars of different orders. It comprised the transmission of the Western Culture.  
b) Gospels' bookbinding process.  
c) Incorporation of the Old Testament, that is to say the Gospels, to the Jewish Bible.
- During the sixteenth century, two colonial political potencies were.  
a) England and France.      b) Holland and Portugal.      c) The United States and England.      d) Spain and Portugal.



### SESSION INFORMATION

Week: 8

Sessions: 30 – 32

### EVALUATION

### CONTENT DELIVERY

**Start:** Students should answer pages 34 and 35 prior to taking the unit assessment. Go through the answers; help them with techniques to study content they do not remember clearly.

**Development:** Students are to take the unit assessment. You can find it in the Teacher's Guide pages 144 to 147 along with the answer key.

**Closing:** Check their assessments, record the score and provide with feedback. You might want to use the Attendance and Evaluation formats that you can find the Teacher's Guide pages 167 and 168.

# Student book U2

## SESSION INFORMATION

**Week:** 9

**Session:** 33

**Expected learning outcome:** Identify topics in the unit students consider will be hard to understand in order to make a studies plan.

## CONTENT DELIVERY

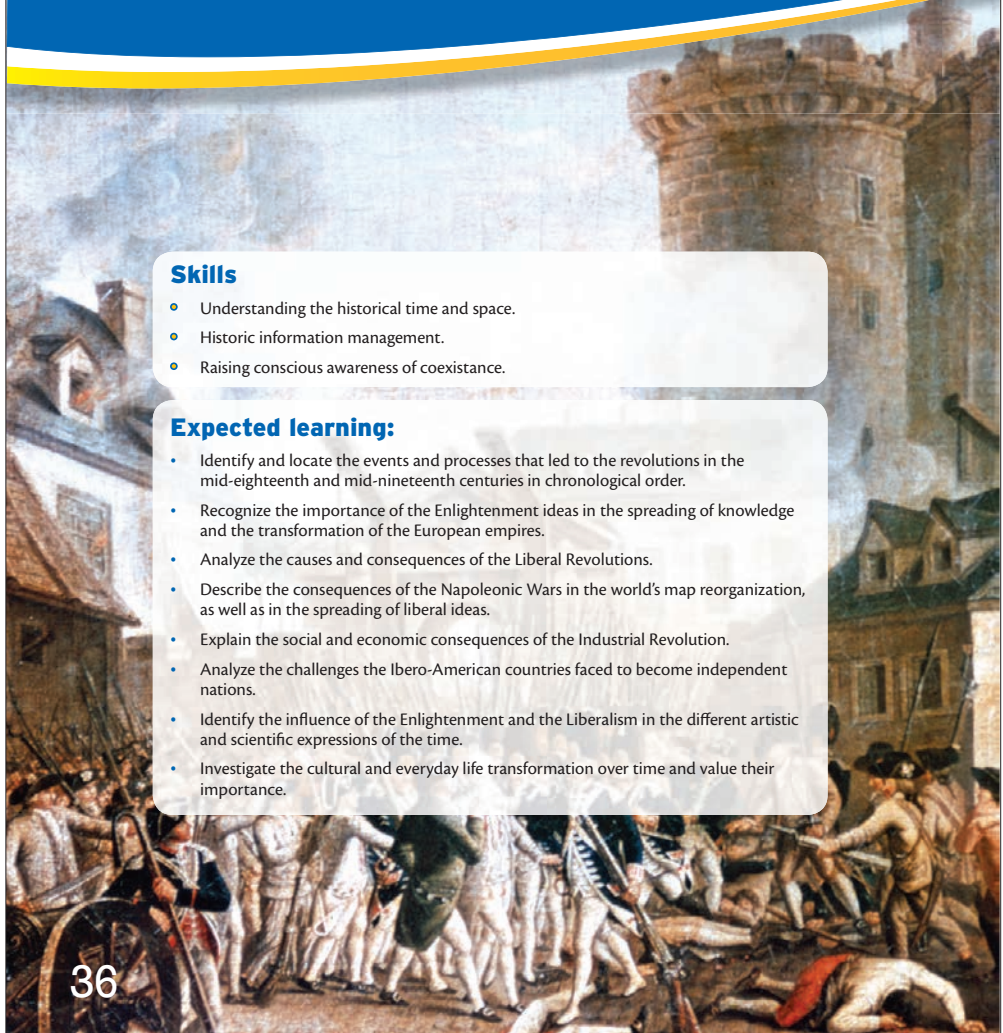
**Start:** Have students analyze and identify what they could do well in unit 1; as well as what they should improve in unit 2. Ask them, for instance: What topics were easy? Did your previous study plan work? Didn't it work? Why? Did you really follow your study plan? Students should write down their reflections.

**Development:** Have students check the skills, learning outcomes and key concepts in unit 2. Ask them to identify the topics they consider the hardest ones. Then, they should plan how to study them and do better than the previous unit. If a strategy didn't work, then they should find another one. Help them with ideas. (Drawing mind maps, discussing with partners, making their own exams, making timelines, making associations, etc.)

**Closing:** Students should write down their study plan and have it checked.



## From the Mid-Eighteenth Century to the Mid-Nineteenth Century



### Skills

- Understanding the historical time and space.
- Historic information management.
- Raising conscious awareness of coexistence.

### Expected learning:

- Identify and locate the events and processes that led to the revolutions in the mid-eighteenth and mid-nineteenth centuries in chronological order.
- Recognize the importance of the Enlightenment ideas in the spreading of knowledge and the transformation of the European empires.
- Analyze the causes and consequences of the Liberal Revolutions.
- Describe the consequences of the Napoleonic Wars in the world's map reorganization, as well as in the spreading of liberal ideas.
- Explain the social and economic consequences of the Industrial Revolution.
- Analyze the challenges the Ibero-American countries faced to become independent nations.
- Identify the influence of the Enlightenment and the Liberalism in the different artistic and scientific expressions of the time.
- Investigate the cultural and everyday life transformation over time and value their importance.

## SKILLS DEVELOPMENT

**Metacognitive skills:** Planning, organizing studies content.

## EVALUATION OF CONTENT

Students should get their study plan checked by the teacher.

## Period Overview

### Temporal and Space Location of the Industry Transformation, the Revolutions and the Spreading of Liberalism

#### → Expected Learning

Identify and locate the events and processes that led to the revolutions in the mid-eighteenth and mid-nineteenth centuries in chronological order.

All along the Early Modern Era, Europe was ruled by monarchies, but by the end of the sixteenth century there was a significant change, due to the conformation of absolute monarchies. The power of this kind of ruling method was focused on the king, who looked for colonial supremacy and expected to keep territorial and commercial control over the colonies in the Americas, Africa and Asia. Therefore, some European countries fought against each other, resulting in many wars such as the Seven Years' War.

With the advances achieved after the Renaissance period, new ideas arose. Rationalist thinking triumphed, opening a space to the **Enlightenment** movement, in which knowledge is acquired through a logical method of study and the truth through reason. Enlightened people sought to transform the absolute regime. The means for a change were based on freedom and equality ideas that spread amongst the society. This led to liberal revolutions, such as the Independence of the Thirteen Colonies from England, held in the USA, as well as the French Revolution. Both events influenced Europe and the Americas over the political and the economical fields.

The Independence of the Thirteen Colonies set a model for the Spanish Colonies in the Americas, where pro-independence ideas started growing in the different Viceroyalties. Meanwhile, back in France, their revolution influenced the way of thinking of Europeans, who simply wanted to stop being servants and become formal citizens.

After the French Revolution, Napoleon gained power; his expansionist ideas included the creation of an empire. The justification for increasing the territory was based on transmitting the French Revolution's ideas and ending with the monarchic regimes. Within the era of the Napoleonic Wars, Europe moved its borders several times in just a few years. Spain was one of the territories occupied by Napoleon while he was the Emperor. King Ferdinand VII was dethroned, and this tragic event led to a unique situation, not only for the peninsula's population, but also for the Spanish Viceroyalties in the Americas. In addition to the ideas spread from the Independence of the Thirteen Colonies, the weakening of Spain also motivated the pro-independence movements in the American colonies. Other conditions were the creoles' uneasiness, mainly due to the changes created by the Bourbon Reforms, introduced by Charles III of Spain. Patriotism started to emerge thanks to the local politics and traditions.

During the nineteenth century, almost all of the Hispanic-American nations achieved their independences. At first, the new nations had difficulties organizing and establishing a government, giving rise to a century of caudillo wars. In addition, they were vulnerable to attacks from the European powers who continued having expansionist ideas. The United States decreed the Monroe Doctrine, which stated that America was for the Americans to defend their hegemony in the region.

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#### GLOSSARY

**Enlightenment.** Cultural and philosophical movement developed in Europe during the eighteenth century. It aimed to "free humanity from the darkness of ignorance" through reasoning. Thus, the eighteenth century, was called the Century of Lights.

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#### SESSION INFORMATION

Week: 9

Session: 34

**Expected learning outcome:** Identify and locate the events and processes that led to the revolutions in the mid XVIII and mid XIX centuries in chronological order.

#### CONTENT DELIVERY

**Start:** Ask students to predict the meaning of Enlightenment. Have some students write their guesses on the board.

**Development:** Students should read the page. Help with vocabulary problems Ask students to contrast their guesses with the information in the book. Were they correct? what is The Enlightenment?

**Closing:** Students should make a 7-item questionnaire about the information on the page. Then, they will exchange notebooks to answer each other's questions.

**Homework:** Students should take a map of Europe to the following sessions.

#### SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

#### EVALUATION OF CONTENT

Students should get their questionnaire checked by the teacher.

## SESSION INFORMATION

Week: 9

Sessions: 35, 36

### Expected learning outcome:

Identify and locate the events and processes that led to the revolutions in the mid XVIII and mid XIX centuries in chronological order.

## CONTENT DELIVERY

**Start:** Students should ask one of the items from the questionnaire they made in the previous session in whole class. Ask at least 8 different students.

**Development:** Students should read page 38. Ask them questions about the timeline and the paragraph below.

**Closing:** Students should do the activities in the section *Individual Work*.

### Presentation preparation:

The following classes, students are going to make a video called "The Enlightenment Reality Show". In teams, each student will have to dress up and prepare some information about the following characters: Louis XIV, Peter the Great, Catherine the Great, Charles III of Spain, Montesquieu, Jean-Jacques Rousseau, Voltaire, John Locke and Isaac Newton. Other students will play the TV show director, art director and cameraman.

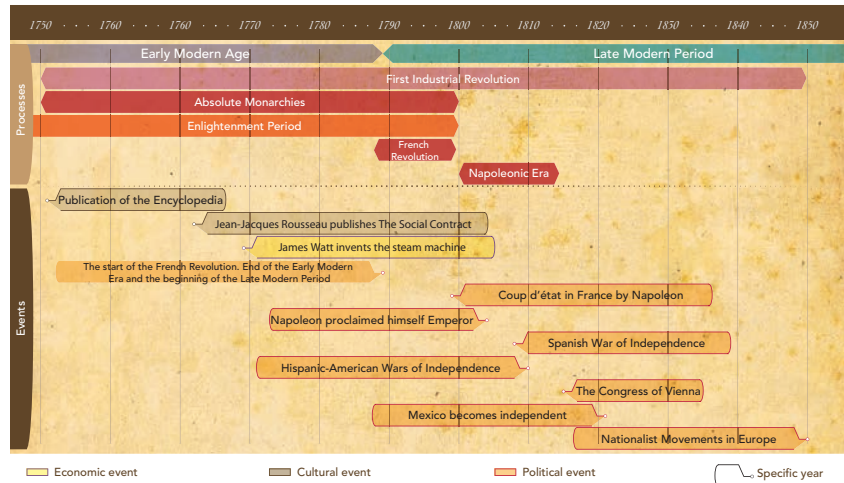


FIG. 2.1. This timeline shows the events from the mid-eighteenth to the mid-nineteenth centuries in chronological order.

In the eighteenth and nineteenth centuries, there were not only political changes, but also economical ones. With the Industrial Revolution the manufacturing processes changed, giving rise to a new social sector: the working class. The poor working conditions led workers to get organized, so they could defend their rights. This organization triggered the creation of **labor unions** towards the end of the nineteenth and the early twentieth centuries. This epoch concluded with the proliferation of revolutionary ideas and with many pro-class conflicts.

The political, economic and social transitions deeply inspired the artistic and scientific expressions of that time.

#### GLOSSARY

**Labor Unions.** Workers' associations created to defend and promote the professional, economic or social interests of its members.

#### Individual Work

- In your notebooks list the centuries comprised in the so-called Early Modern Era. Identify which were the most important events of this historical time.
- On a map of Europe, number from 1 to 5 the following countries: United Kingdom, France, Spain, Germany and Portugal. Relate these countries to the events you identified and describe the situation of these countries during this period.
- How can you relate the actions that occurred in the Americas to those events from Europe?

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## SKILLS DEVELOPMENT

**Critical thinking skills:** Remembering, Analyzing, summarizing.

## EVALUATION OF CONTENT

Students should get their maps, list and timeline relation checked by the teacher.



# Topics to Understand the Period

Read, answer and discuss:

- What was the importance of economic and political Liberalism in the world?

## The Transformation of the Political Systems and New Ideas

### → Expected Learning

Recognize the importance of the Enlightened ideas in the spreading of knowledge and the transformation of the European empires.

### European Absolutism

Most transformations from the sixteenth and the seventeenth centuries opened a way to the creation of national monarchies, which by the seventeenth and eighteenth centuries had become absolute monarchies. In these, the power was centralized with the king, who was considered God's representative on earth, and made all crucial decisions about politics, economics or society.

Society was divided in three classes: nobility, clergy and one composed of farmers, artisans and bourgeois, who, in addition of being the least privileged, paid most of the state taxes.

Solid examples of absolute monarchs in Europe are:

Charles III promoted the Bourbonic Reforms in Spain that had a strong impact on modifying the economy, politics and administration in the Iberian Peninsula and in the American colonies. As a consequence, the Church's power diminished. In fact, the Jesuits were expelled from the Spanish territories and in New Spain, the clergy's intervention in the writing of civil documents was banned. Louis XIV, the French ruler, also known as the "Sun King", is the classic model of **Absolutism** (Fig. 2.2).

The arrogant phrase "I am the state", perfectly summarizes the system ideology. Russia, on the other hand, offered the world the Romanov dynasty, widely characterized by Peter I, "The Great" and Catherine II, "The Great".

#### GLOSSARY

**Absolutism.** Form of dominant government in Europe, that lasted from the seventeenth century up to the late eighteenth century, in which the king's power is unlimited, enduring, hereditary and theocratic.



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FIG. 2.2 Versailles was the greatest palace in the world. It was a symbol of the absolute power Louis XIV had. In 1682, it became the unofficial capital of the kingdom.

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## SESSION INFORMATION

Week: 10

Session: 37

**Expected learning outcome:** Recognize the importance of the Enlightened ideas in the spreading of knowledge and the transformation of the European empires.

## CONTENT DELIVERY

**Start:** Students should be ready to perform the show.

**Development:** Each character should introduce himself and should respond to the following questions: What's your name? Why were you important to The Enlightenment? Then, students in whole class should decide who the character of the XVIII century was and why.

**Closing:** Students should read pages 39, 40, and compare the information to their decision on the most important character in the XVIII century.

## SKILLS DEVELOPMENT

**Bodily/Kinesthetic skills:** Acting.

**Critical thinking skills:** Comparing and contrasting.

**Interpersonal skills:** Getting to a common agreement.

## EVALUATION OF CONTENT

Students should be able to reach a common consensus giving argumentative reasons on how the enlightened ideas became part of European absolutism.

## SESSION INFORMATION

Week: 10

Session: 38

### Expected learning

**outcome:** Recognize the importance of the Enlightened ideas in the spreading of knowledge and the transformation of the European empires.

## CONTENT DELIVERY

**Start:** Students should be ready to perform the show.

**Development:** Each character should introduce himself and should respond to the following questions: What's your name? Why were you important to The Enlightenment? Then, students in whole class should decide who the character of the XVIII century was and why.

**Closing:** Students should read pages 39, 40, and compare the information to their decision on the most important character in the XVIII century.

### To Know More

In France, during absolutism, etiquette and good manners were very strict, even for kings. When the monarchs got up in the morning, they were accompanied by nobles, who assisted them with their hygiene and dressing. They did not actually have the privacy we now consider necessary. Even when a queen gave birth, she was exposed to gaze of everyone because everyone was allowed to witness the birth of the king's child.

### Enlightenment and the Encyclopedia

Rational thinking became the hallmark of eighteenth century during the Enlightenment period. The Renaissance discoveries led to illumination of ideas that led man to progress. The movement was strongly supported by education. The enlightened sought to transform the absolutist regime, which they considered unfair, into a more **liberal** political system. A new structure in which power was not completely in the hands of a monarch but divided, so regular people had better representation in the decision-making process and authority could be balanced through this division. The enlightened thought men were born equal, possessing the same rights.

Some of the most influential Enlightenment thinkers were the French Montesquieu, Jean-Jacques Rousseau and Voltaire and the British John Locke (Fig. 2.3); they were backed up by the bourgeoisie who supported free-thinking and wanted a law to rule the nation, that is, a Constitution.



John Locke



Montesquieu



Jean-Jacques  
Rousseau



Voltaire

FIG. 2.3 Enlightened thinkers.



FIG. 2.4 The Encyclopedia's objective was to compile the whole human knowledge. This work is the basis for the encyclopedias used today.

The Enlightenment ideas were reflected and transmitted by works and books. One of the most important was D'Alembert and Diderot's Encyclopedia, which was a 28 volume collection that included knowledge ranging from philosophical concepts to practical and everyday knowledge (Fig. 2.4).

Knowledge kept expanding during this epoch and influencing social movements that led to revolutions such as: The Independence of the Thirteen Colonies, the Independence wars of the Spanish Colonies and the French Revolution.

### The Enlightened Despotism

The monarchs, inspired by the Enlightenment ideas, carried out a series of changes in education, culture, economy and the way states were administered. Unfortunately, these changes did not involve the people; this was **Enlightened Despotism**, based on the idea that the people were ignorant and could not make any decisions (Fig. 2.5).



FIG. 2.5 Charles III, Duke of Parma, carried out many reforms during the eighteenth century in Spain. He is a clear example of the enlightened despotism.

### The Seven Years' War and the Modernization of the Imperial Administration

The ambition towards colonial supremacy between 1756 and 1763 led to a conflict between England and France called the Seven Years' War. While Prussia and Portugal joined this conflict in order to back up England, Spain, Russia and Sweden stood on France's side. This war took place in different locations: Europe, India, the Caribbean, North America and Western Africa.

Finally, the English attained victory thanks to their naval power, which gave them maritime and commercial hegemony outside of Europe and possessions in Asia and the Americas.

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## SKILLS DEVELOPMENT

**Bodily/Kinesthetic skills:** Acting.

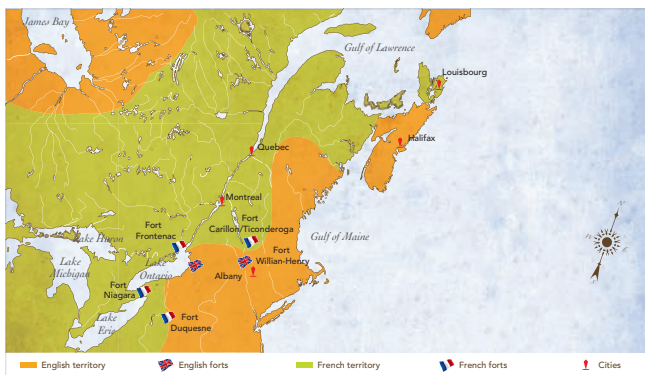
**Critical thinking skills:** Comparing and contrasting.

**Interpersonal skills:** Getting to a common agreement.

## EVALUATION OF CONTENT

Students should be able to reach a common consensus giving argumentative reasons on how the enlightened ideas became part of European absolutism.

France lost the territories of Quebec and Louisiana in America, as well as its colonies in Senegal and India (Map 2.1).



**GLOSSARY**

**Liberalism.** Political and economic doctrine that defends liberty, equality and individualism.

**Enlightened Despotism.** Political concept in which the Absolutist Kings influenced the Enlightenment ideas in the governmental system.

MAP 2.1 English and French possessions in the North of America, currently Canada, before the beginning of the Seven Years' War, in 1750.

During this war, England also threatened some Spanish possessions and managed to obtain concessions to establish commercial relations with some New Spanish ports.

The cost of the war for the involved nations was recovered by increasing state taxes, creating discontent in the people of some territories. This was also one of the factors that triggered the start of the independence movement of the Thirteen Colonies, the French Revolution and the Independence Wars of the Spanish Colonies.

On the other hand, the enlightened thinking of the eighteenth century modernized the political position and proposed an equitable society where the state was limited to preserving obedience to the law.

**Individual Work**

- Draw a concept map in your notebook or a separate piece of paper and include the principal ideas of the Enlightenment, as well as its representatives.
- Once you finish form groups of three to share your concept map.

**Liberal Revolutions**

**→ Expected Learning**

Analyze the causes and consequences of the Liberal Revolutions.

**The Independence of the Thirteen British Colonies**

Towards the mid-eighteenth century, the Thirteen Colonies were founded (Map 2.2 p. 42).

The ideas of the enlightened thinking motivated the North American colonists to seek their independence. So the rejection of the British metropolis' intervention, finally took place.

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**SESSION INFORMATION**

**Week:** 10

**Sessions:** 39, 40

**Expected learning outcome:** Recognize the importance of the Enlightened ideas in the spreading of knowledge and the transformation of the European empires.

**CONTENT DELIVERY**

**Start:** Students should be ready to perform the show.

**Development:** Each character should introduce himself and should respond to the following questions: What's your name? Why were you important to The Enlightenment? Then, students in whole class should decide who the character in the XVIII century was and why.

**Closing:** Students should read pages 39, 40, and compare the information to their decision on the most important character of the XVIII century.

**Presentation preparation:** Divide students into three teams. Each team will narrate one of the events (explained on pages 41-43). They can use toys, finger puppets, puppets or costumes. Explain what you will evaluate in their presentations: See the projects rubrics on page 163 163 for further information.

**SKILLS DEVELOPMENT**

**Bodily/Kinesthetic skills:** Acting.

**Critical thinking skills:** Comparing and contrasting.

**Interpersonal skills:** Getting to a common agreement.

**EVALUATION OF CONTENT**

Students should be able to reach a common consensus giving argumentative reasons on how the enlightened ideas became part of European absolutism.

## SESSION INFORMATION

**Week:** 11

**Sessions:** 41, 42

### Expected learning

**outcome:** Analyze the causes and consequences of the Liberal Revolutions.

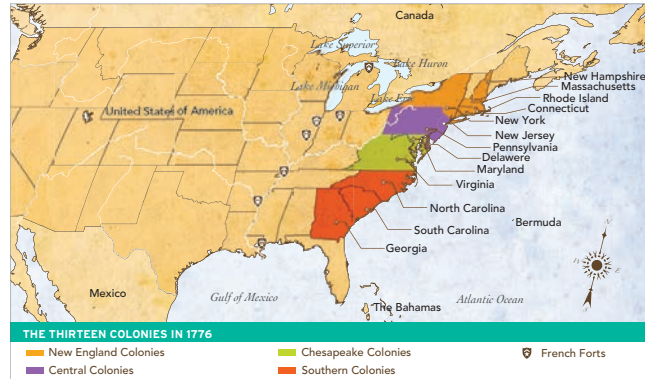
## CONTENT DELIVERY

**Start:** Explain what you will evaluate in their presentations: Introduction, project information, visuals, a five-question quiz to ask their partners, conclusion, references, language use and collaborative work. See the projects rubrics on page 163: 163 for further information.

**Development:** Each team will narrate one of the following events: The Independence of the thirteen colonies, The French Revolution and Liberalism (explained on pages 41- 43). They can use toys, finger puppets, puppets or costumes.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

MAP 2.2 The Thirteen Colonies in 1776.



After the Seven Years' War, England created new taxes for products such as: sugar, coffee, tea, fabrics and stamped paper. Later, with the restrictions imposed by King George III, the colonists were not able to develop some industries, so they could not compete with the ones from England. These measures brought discontent amongst the settlers, a situation that eventually triggered the War of Independence.

The formal armed confrontations started in 1775, in which George Washington was the leader of the American army. By 1776, the Second Continental Congress met in Philadelphia, during which, Thomas Jefferson wrote the Declaration of Independence. In 1783, England acknowledged the United States' independence. In 1788, the states' representatives met at the Philadelphia Convention in order to organize elections and write the Constitution.

This is how the first federal republic with a representative democratic system was born and served as model and inspiration for the Atlantic revolutions in the Americas and Europe.

### Team Work

- Form groups of three or four and read the following fragment from the Thirteen British Colonies' Declaration of Independence.

*"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights, among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to affect their safety and happiness."*

The Declaration of Independence. July 4th, 1776.

This text concentrates the most fundamental human rights such as: the right to life, to freedom and to happiness. Discuss with your classmates the relationship these rights have with the Enlightenment and if they are still valid today.

- Write your conclusions in your notebooks.

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## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163

## The French Revolution

The French Revolution is considered one of the most important political and social movements of the modern era because of the changes it created. It influenced the independence of the Spanish colonies in America and the political and social organization of the European nations. Its basic principles are still valid. It was such an important event that historians consider it the starting point of a new era: the Late Modern Period.

The Enlightenment ideas from the eighteenth century, the abuse from the absolutist regimes, the tax increases due to the Seven Years' War, the bad harvests that caused starvation, and the excessive court expenses were what led to this revolution.

In 1789, Louis XIV was facing a financial crisis. To solve this problem, he called the States-General assembly. The clergy and the nobility proposed an increase in taxes for the people to solve the problems. The Third Estate, faced with this proposal, separated from the General Assembly and formed the National Assembly. The members of the assembly decided to draft a **Constitution** to rule them and the Constituent Assembly was declared.

The rumors about the King pretending to dissolve the Assembly enraged the people, who on July 14th 1789, took the Bastille prison and started the Revolution.

The Assembly wrote the *Declaration of the Rights of Man and of the Citizen*, where the equality of the French before the law was established.

At first, the way of government was a constitutional monarchy. The abolition of monarchy was declared later on, and the First French Republic was established. The new form of ruling divided the power into three: Executive, Legislative and Judiciary. The Jacobins took power after a coup d'état in 1793, judged the King and executed him by the guillotine, as thousands of people who opposed the government watched (Fig. 2.6).

The financial state of the new republic was dreadful. Towards the end of 1799, Napoleon Bonaparte dissolved the Directory and established the Consulate. Finally, order and peace were achieved. In 1804, Napoleon proclaimed himself Emperor of France.

### Individual Work

- In your notebooks make a timeline of the French Revolution. Include all the events, dates and characters and what led to this event.

### Liberalism: from servants to citizens

From the French Revolution on, the French people were not the King's servants anymore, they became citizens with all the rights this entails: not being subdued by a monarch, having rights and legal obligations and equality before the law.

The Declaration of the Rights of Man and of the Citizen distinguishes the rights of man and humanity and the rights of the citizen of a specific state.

The Constitutions written in the new republics of Latin America a few decades after were inspired by this Declaration of the Rights of Man and of the Citizen as well as the United States' Constitution.

The French and American Revolutions created significant social transformations. After these events, the estate of the realm changed to a class society and created the possibility to rebel against injustice and tyranny. And was clear that could participate in their governments.

### GLOSSARY

**Constitution.** The system of fundamental principles according to which a nation, state, corporation, or the like, is governed.



FIG. 2.6 The guillotine, invented by Joseph Guillotin, was recommended for executions as a replacement of traditional methods.

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## SESSION INFORMATION

**Week:** 11

**Sessions:** 43, 44

**Expected learning outcome:** Analyze the causes and consequences of the Liberal Revolutions.

## CONTENT DELIVERY

**Start:** Explain what you will evaluate in their presentations: See the projects rubrics on page 163 for further information.

**Development:** Each team will narrate one of the events explained on pages 41- 43. They can use toys, finger puppets, puppets or costumes.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

**Project preparation:** In teams of four, students should do research on Napoleon Bonaparte. They should get his biography, pictures of important places or people in Napoleon's life and physical description, a map of Europe, a large piece of bond paper, markers, glue stick, scissors, ruler.

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

**Week:** 12

**Session:** 45

### Expected learning

**outcome:** Analyze the causes and consequences of the Liberal Revolutions.

## CONTENT DELIVERY

**Start:** You should lead a discussion to build a simple mind map about Napoleon Bonaparte with information students get. Check it.

**Development:** Students should read pages 44 - 46; then, along with their teammates, making use of the mind map they've just made and the rest of the materials they should take to class, they will build a timeline describing The Napoleonic Wars.

**Closing:** Choose two students at random to explain their work.

### Individual Work

- Use your notes and compare the causes and consequences of Independence the Thirteen Colonies and of the French Revolution.
- Look for any similarities and write them in your notebooks.
- Discuss and complement your notes with two or three of your classmates.

## A New Political and Economical Geography

### → Expected Learning

Describe the consequences the Napoleonic Wars had over the world's map reorganization, as well as in the diffusion of liberal Ideas.



FIG. 2.7 Napoleon crossing the Alps, by Jacques-Louis David.

### GLOSSARY

**Coup d'état.** Taking of the political power, in a sudden and violent way, from a power group, breaking the institutional legality of a country, ousting the current authorities.

### The Napoleonic Wars

After the French revolution, Robespierre's Jacobin government focused on expanding its territory to other parts of Europe with the intention of overthrowing the monarchic regimes. Robespierre died towards the end of the eighteenth century, and both the economy and the social situation were chaotic. France needed a change in government and a leader to guide the new nation towards economic and social welfare (Fig. 2.7).

Between 1795 and 1799 a moderate government was established called the Directory. Napoleon Bonaparte played a very important role and became the leader France needed. In 1799, Napoleon dissolved the Directory, staging a **coup d'état** and establishing a provisional government known as the Consulate. He declared himself the First Consul in 1802.

This Consulate achieved many things. Order was reestablished within the French territory and outside, Austria was subdued. This gave Napoleon prestige, so he decided to proclaim himself Emperor of the French Empire in 1804 (Fig. 2.8).

Due to the power France had gained, the United Kingdom, Austria and Russia decided to join forces and face the French expansionism. France's main enemy was the United Kingdom because it had a great army. In 1805, the strong French Army was defeated by the British, during the Battle of Trafalgar (Fig. 2.9 p. 45).



FIG. 2.8 The Coronation of Napoleon Bonaparte, by Jacques-Louis David.

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## SKILLS DEVELOPMENT

**Critical thinking skills:** Mind mapping, analyzing.

**Visual/Spatial skills:** Building a timeline.

**Interpersonal skills:** Working as a team member.

## EVALUATION OF CONTENT

Students should get the mind map and timeline checked by the teacher.

## SESSION INFORMATION

Week: 12

Session: 46

**Expected learning outcome:** Analyze the causes and consequences of the Liberal Revolutions.

France's reaction to this defeat was reflected in the force used against Austria and Russia. In 1806, Prussia was also beaten by the French and in 1808 Napoleon's army occupied the Papal States. Since it was a challenge to defeat the British army, Napoleon decided to impose a commercial blockade between the United Kingdom and the rest of Europe. Spain was invaded by the French and the Spanish throne was taken by Napoleon's brother, Joseph Bonaparte.

Towards 1810, the Napoleonic Empire expanded over Holland, part of Germany, north and central Italy, Spain, Naples, the Confederation of the Rhine and the Great Duchy of Warsaw (Map 2.3).

In 1812, Napoleon decided to spread his territory to the East of Europe starting the Russian Campaign, 1812-1813. Napoleon's army was militarily superior; but the French did not consider the harsh Russian winter. Napoleon's army was defeated and had to retreat (Fig. 2.10).



FIG. 2.9 Battle of Trafalgar.

MAP 2.3 Map of the Napoleonic Empire in 1812.

After this incident, the United Kingdom, Russia, Prussia, Sweden and Austria joined to fight the French. In 1814, Paris was occupied by foreign troops and Napoleon had to retreat to the island of Elba.

Monarchy was reestablished in France. However, the King did not have the support from the French people who had managed to overthrow the monarchy two decades before. However, Napoleon did and this allowed him to gain power again for 100 days. Napoleon was weak and the nations who had joined forces faced his army in Waterloo, Belgium. Napoleon, defeated by the British, was taken to the Island of Saint Helena where he died in 1821.

The Napoleonic Wars had many consequences: the French expansion to other territories took the French Revolution's ideas to reach different places in Europe. People throughout the continent became aware of their rights. The spreading of the idea of liberty transformed people's perceptions of the bourgeois order, capitalism and private property.



FIG. 2.10 Retreat of the French troops in 1812.

## CONTENT DELIVERY

**Start:** You should lead a discussion to build a simple mind map about Napoleon Bonaparte with information students get. Check it.

**Development:** Students should read pages 44 - 46; then, along with their teammates, making use of the mind map they've just made and the rest of the materials they should take to class, they will build a timeline describing The Napoleonic Wars.

**Closing:** Choose two students at random to explain their work.

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## SKILLS DEVELOPMENT

**Critical thinking skills:** Mind mapping, analyzing.

**Visual/Spatial skills:** Building a timeline.

**Interpersonal skills:** Working as a team member.

## EVALUATION OF CONTENT

Students should get the mind map and timeline checked by the teacher.

## SESSION INFORMATION

**Week:** 12

**Session:** 47

### Expected learning

**outcome:** Analyze the causes and consequences of the Liberal Revolutions.

## CONTENT DELIVERY

**Start:** Draw a simple timeline describing some information about the Napoleonic Wars. Ask students to complete it with information from the previous session.

**Development:** Students should read “The French Invasion to Spain”. Then, they should make a crossword puzzle with hints from the reading. For example:

Across:

Towards the end of the XVIII century, Spain and France joined forces to fight against \_\_\_\_\_.

E N G L A N D

**Closing:** Students should exchange crossword puzzles and answer each other’s one. Later, students should have their crossword puzzles checked by the teacher.

**Homework:** Students should take color pencils, a piece of cardboard to make a cartoon.

These new conceptions created a solid feeling of identity: nationalism. After the French Revolution and the expansion of the Napoleonic empire, these nationalist ideas became stronger.

The Napoleonic Civil Code was created during his Empire. This caused the reformation of law, creating the idea of legal rights and has been a model for the western world.

### Individual Work

1. Read the following questions and write the answers in your notebook.
  - Which were the ideas spread during the French expansion to other European territories?
  - Where did those ideas come from?
  - Which were the political, economic and social consequences the new ideas had during the Napoleonic Empire?
2. Form groups of four and prepare an oral presentation to explain the Napoleonic Wars and the expansion of the French Empire. You can use maps or other illustrations to support your work.



FIG. 2.11 The Third of May 1808, by Francisco de Goya y Lucientes.

### The French Invasion of Spain

Towards the end of the eighteenth century the Spanish established connections with the French to fight against England. The defeat in the Battle of Trafalgar was a hard blow to the Spanish, since their fleet was in bad shape, and it took them too long to recover.

In addition, justifying his desire of invading Portugal, Napoleon sent an army that invaded Spain. Shortly after, the French troops occupied cities such as Madrid and Barcelona, the most important cities of Spain (Fig. 2.11).

The Spanish people banded together and carried out riots against Charles IV, accusing him of betrayal and allowing the French invasion. The Monarch had to leave the throne while abdicating in favor of his son Ferdinand VII.

However, Napoleon ordered Ferdinand VII’s apprehension along with his family. They were sent to France as prisoners, while Joseph Bonaparte took his place (Fig. 2.12).



FIG. 2.12 Portrait of Joseph Bonaparte.

In 1812, intellectuals and politicians from the Spanish Empire got together in Cadiz with representatives from the American colonies. A legitimate power was formed through the general courts that led to the Constitution of Cadiz. Liberal ideas prevailed, establishing a constitutional monarchy against absolutism (Fig. 2.13 p. 47).

The Constitution of Cadiz also established the separation of powers, freedom of speech and popular sovereignty. All these ideas arrived in the Americas. Along with Napoleon’s weakening, Ferdinand VII was able to return to Spain. However, he did not respect the Constitution of the Cadiz courts and reinstated monarchic absolutism.

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## SKILLS DEVELOPMENT

**Critical thinking skills:** Remembering.

**Visual/Spatial skills:** Building crossword puzzles.

**Verbal/Linguistic skills:** Building crossword puzzles.

## EVALUATION OF CONTENT

Students should have their crossword puzzles checked by the teacher.



**Individual Work**

In groups of three or four, answer the questions and discuss.

1. How was the political life in Spain, affected by the French Empire invasion?
2. Write about the conclusions you and your group reached.



FIG. 2.13 The Cadiz Courts, 1810.

**The American Independences**

The new political and social ideas spread by the Napoleonic Wars, the discomfort caused by the French domination, the political situation within Spain and the example set by the Thirteen Colonies by becoming independent from England, encouraged certain leaders of the Iberian-American Colonies to start their own war of independence.

The independence movements were organized and carried out mainly by the American **Creoles**, who did not agree with the policy of centralizing power, established by the metropolis. People with more privileges and who held higher positions within government and the Catholic Church, were the Peninsular Spanish. The Creoles had a good economic status, but they were not allowed to participate in political decisions.

The abuse and the bad living conditions of the underprivileged groups, such as Indians, led to the organization of popular uprisings. It is worth mentioning that, the American leaders, more than an independence, were looking for autonomy. When Ferdinand VII returned to power and ignored the Constitution of Cadiz, the independence was took a different path; the ideas about breaking free

**GLOSSARY**

**Creole.** Child of Spanish born in the Americas.

**Tribute.** Tax paid by the natives of the Americas to the Spanish Crown.

FIG. 2.14 Signing of the Declaration of Independence of Venezuela.

**To Know More**

Do you know what is the difference between the following terms: The Americas, Latin America, Iberian-America and Hispanic-America? The key is to observe every one of the words. The Americas is the name of the continent and it includes all the countries. Latin America refers to the Latin part of the continent; that the nations that were formed by Latin cultures such as Spanish, Portuguese and French. Iberian-America includes the territories that were conquered by the countries from the Iberian Peninsula, like Spain and Portugal. Finally, Hispanic-America includes all the territories conquered only by the Spanish.

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**SESSION INFORMATION**

**Week:** 12

**Session:** 48

**Expected learning outcome:** Analyze the causes and consequences of the Liberal Revolutions.

**CONTENT DELIVERY**

**Start:** Play the Guess who...? Game. Divide students in two teams. Each team can ask you a yes-no question in order to guess the historical character you are thinking of. Tell them you are thinking of Mexican Independence heroes.

**Development:** Students should read the page. Then, in 6 to 8 scenes, they should draw how the American Independence Wars occurred.

**Closing:** Students should have their cartoon checked by the teacher.

**Homework:** Students should take a map of Europe to the following session.

Kells

**SKILLS DEVELOPMENT**

**Verbal/Linguistic skills:** Making guesses.

**Critical thinking skills:** Summarizing.

**Visual/Spatial skills:** Building models.

**EVALUATION OF CONTENT**

Students should have their cartoon checked by the teacher.

## SESSION INFORMATION

**Week:** 13

**Sessions:** 49, 50

### Expected learning

**outcome:** Analyze the causes and consequences of the Liberal Revolutions.

## CONTENT DELIVERY

**Start:** Students read the page.

**Development:** They should answer the section *Individual Work*, explained in the box.

**Closing:** Analyze the map they should have colored. Ask them comprehension-check questions in order to verify they clearly comprehend what happened.



FIG. 2.15 The Congress of Vienna and the Holy Alliance.



FIG. 2.16 The Tsar Alexander I of Russia.

MAP 2.4 Europe after the Congress of Vienna in 1815.

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### The Congress of Vienna and the Holy Alliance

After the abrupt fall of the Napoleonic Empire, European powers decided to join forces in order to redefine the new geography of the continent. The Austrian Emperor Francis I of Vienna called the representatives of the different territories for the Congress of Vienna (Fig. 2.15), with the purpose of taking Europe towards a recovery through the restoration of the Absolutist Regime.

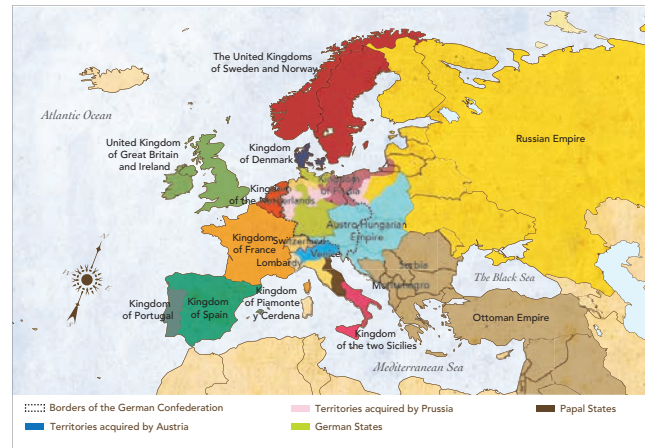
The borders were redefined when the new territories were established and many of these kingdoms and empires remained intact until World War I.

In order to avoid wars and revolutionary movements, Tsar Alexander I of Russia proposed the creation of the Holy Alliance (Fig. 2.16). Shortly after, the Prussian and Austrian territories joined this invitation.

Not the Congress of Vienna, nor the Holy Alliance were they able to avoid the liberal ideas and the nationalist feelings spread throughout Europe. The bourgeoisie interests were placed in the need of liberal economic politics, while the working class demanded better working conditions.

#### Individual Work

- Compare the maps 2.3 p. 45 and 2.4 and on a map of Europe, color the territories France lost after the Congress of Vienna.
- Paste the map in your notebook and save it.



Kells

## SKILLS DEVELOPMENT

**Visual/Spatial skills:** Building models.

**Critical thinking skills:** Comparing and contrasting.

## EVALUATION OF CONTENT

Students should have their maps checked by the teacher.

### Revolutions of 1830 and of 1848

The uprisings against the absolutist regimes could not be avoided. There were several riots by 1820 that were caused by those who supported the liberal ideas and fought against the absolutist monarchy which was conservative.

The most important revolutions were the ones of 1830 and of 1848. Both of them started in France and their ideas traveled throughout the European continent.

The 1830 revolution started after the government declared the cancellation of the freedom of the press and that the electoral regime was modified, which benefited only the big landowners.

The 1848 revolution emerged during the Second French Republic, after the big economic crisis in 1847. This became very important for the labor movements.

Finally, none of the revolutions succeeded. For the second half of the nineteenth century, the conservatives had gained the whole power.

### New Colonialism in Africa and Asia

The growing bourgeoisie and Capitalism in Europe needed new land for raw materials, to sell their products and for manufacturing. This led European potencies to seek new territories to expand, which led to a new type colonialism, different from the one in the Americas, since this mainly happened in Africa and Asia (Map 2.5).

The European expansion started around 1830 through geographical and scientific exploration expeditions of exotic and new worlds. There was tough competition amongst the European powers to gain the same territories due to their richness. By 1884, during the Berlin Conference, it was agreed to organize the establishment of the colonies.

England expanded its control specially over India and Pakistan, Hong Kong, Australia and New Zealand.

France ended up colonizing the lands that covered northern Africa and southeast Asia. They established colonies in Indochina as well as the island of Madagascar.

Belgium, Holland, Germany and Italy also built colonies. Belgium obtained Congo, Germany established protectorates in southeast Africa. While Holland had colonies in the Southeast of Asia and Italy conquered mainly territories in Africa, such as Ethiopia. Territories which were not colonized were also controlled throughout international trading activities.



MAP 2.5 The European Colonies in Africa.

### SESSION INFORMATION

**Week:** 13

**Sessions:** 51, 52

**Expected learning outcome:** Analyze the causes and consequences of the Liberal Revolutions.

### CONTENT DELIVERY

**Start:** Students should read the page. Help with vocabulary questions as necessary.

**Development:** In teams, students will make a rap/chant/rime with the information from the Revolutions and the New Colonialism.

**Closing:** Students should present their rap/chant/rime in whole class.

### SKILLS DEVELOPMENT

**Musical skills:** Singing.

**Critical thinking skills:** Summarizing.

### EVALUATION OF CONTENT

Students should present their work in whole class.

## SESSION INFORMATION

**Week:** 14

**Session:** 53

**Expected learning outcome:** Explain the social and economic consequences of the Industrial Revolution.

## CONTENT DELIVERY

**Start:** Prepare some pictures of XIX century machinery. Ask students what they think each machine did.

**Development:** Students should read pages 50 – 51. Ask them to write a 7-item questionnaire about the economic expansion and social change.

**Closing:** Students should exchange questionnaires and answer each other's questions.

## Economic Expansion and Social Change

### → Expected Learning

Explain the social and economic consequences of the Industrial Revolution.

### The Industrial Revolution: Its Impact in Production, Trading and Communications

During the eighteenth and nineteenth centuries, a series of economic and social changes took place. The production means changed from handcrafted to mass production. This transition is known as the Industrial Revolution. Such changes started in England around 1750 (Fig. 2.17).



FIG. 2.17 During the Industrial Revolution, the emergence of factories changed the landscape and generated pollution.

Several conditions caused this revolution: the modernization of the farming techniques, which led to an increase in population. The advances in science and technology transformed the handcrafted manufacturing process in homes and workshops to mechanical factories.

The consequences of this change in the manufacturing process were enormous: the immigration process from the countryside to the city began; many job positions were lost, since industry required less workforce, increasing unemployment and lowering salaries. The working conditions became harsh and both the landscape and the environment were affected.

Communication also changed. Innovations like the first locomotives and steamboats appeared, allowing the transportation of great amounts of products and people in a faster and more efficient way. In addition, Samuel Morse invented the telegraph in 1833 and Antonio Meucci invented the telephone in 1860.

The improvement in communications allowed commerce to develop since it was able to reach other markets. This situation increased the demand of manufactured products and, as a consequence, the need for raw materials increased.

### Working Classes and the First Labor Movements

After the Industrial Revolution, many farm workers migrated to the cities where the industries were located, looking for job opportunities. The factory employees created a new social class, the industrial **proletariat**, a sector that worked for the industrial bourgeoisie. This bourgeoisie owned the manufacturing means, including factories, tools, raw materials and capital. The laborers worked under very bad conditions and their salaries were very low; they had sixteen-hour working days in unhealthy facilities and women and children were paid a lower salary.

The bourgeois were not willing to sacrifice their earnings to improve the workers' lives, and if they complained, they were fired and new workers took their places as there was plenty of work force. The situation turned more and more difficult for the workers and their families. They looked for the way to defend their rights. They grouped in labor unions and sought, through striking, better working conditions (Fig. 2.18 p. 51).

#### GLOSSARY

**Proletariat.** Social class composed by people from the working class.

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Kells

## SKILLS DEVELOPMENT

**Reading skills:** Scanning, Skimming, reading for detail.

**Critical thinking skills:** Formulating questions.

## EVALUATION OF CONTENT

Students should get their questionnaires checked by the teacher.



FIG. 2.18 This painting by Robert Koehler depicts a confrontation between the workers and the bourgeois.

The labor union movements did not solve their problems, so they started seeking access to politics. They created a movement called Chartism in 1832; they wrote the People's Charter and sent it to the Parliament.

From this fight for the workers' rights emerged a new ideology: Socialism, which proposed a society that could be just and equitable.

Later on, Mikhail Bakunin of Russia proposed Libertarian Socialism or Anarchism, which proposed a society where the workers controlled the industry without the intervention from the state. Karl Marx and Friederich Engels of Germany created Scientific Socialism in which the proletariat controlled power through parties that would lead to a new state.

### Contrasts between the Countryside and Cities, and Demographic Changes

During the Industrial Revolution, a big development took place in the cities. The population started growing and with it the economy; bringing other advantages, such as the installation of lights, drainage and sewage systems, the pavement and design of streets, train and tram services and the construction of churches, parks and businesses.

The benefit of many of these services was limited to the higher classes, since workers lived in crowded houses, without services and in marginalized areas.

Despite the migration of many farmers to the city in search for jobs, around 1830, over half the population still lived in the countryside.

Agriculture had an improvement in techniques as well as in production, but that did not make the farmers' living conditions better. In the countryside the services from the cities did not exist, houses were in the same circumstances as before the industrialization.

In addition to the changes mentioned, the mortality rate decreased and the birth rate increased, as a result of the advances in medicine that led to an increase in the **life expectancy** controlling epidemics and diseases that killed many people. There was also a reduction in famines and the food production was enough for the population.

**GLOSSARY**  
**Life expectancy.** Average amount of years a certain population lived in a specific period.

Kells

#### Individual Work

- Write a short summary in your notebook explaining the economic consequences of the Industrial Revolution and the effects on the social classes.

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## SESSION INFORMATION

**Week:** 14

**Session:** 54

**Expected learning outcome:** Explain the social and economic consequences of the Industrial Revolution.

## CONTENT DELIVERY

**Start:** Ask students to read the questionnaire they made the previous session. Ask them comprehension-check questions about the topics explained on pages 50 and 51.

**Development:** students should write an essay according to the section *Individual Work* described at the bottom of the page. Remind them of the writing process: Pre-writing, drafting, revising, proofreading, and publishing.

**Closing:** Students should get their essay checked by the teacher.

**Homework:** Students should take an America continent map the following class.

## SKILLS DEVELOPMENT

**Critical thinking skills:** Remembering information.

**Writing skills:** Writing process.

## EVALUATION OF CONTENT

Students should get their essay checked by the teacher.

## SESSION INFORMATION

**Week:** 14

**Session:** 55

### Expected learning

**outcome:** Analyze the challenges the Ibero-American countries faced to become independent nations.

## CONTENT DELIVERY

**Start:** Students should read the page.

**Development:** Students should answer the section *Individual Work* using the map they were told to take to class.

**Closing:** Students should answer the questions in the quiz and do the map activity.

## Our Surroundings

### → Expected Learning

Analyze the challenges the Ibero-American countries faced to become independent nations.



### The New States in the Americas and the Political Projects

Since Creoles in the Americas did not want to depend on France after the invasion of Spain, they started to organize independence movements. They were also motivated by the ideas of freedom and equality from the French Revolution, such as the scholastic thinking and the importance of the local political traditions (Map 2.6).

Although Spanish America was divided into four Viceroyalties, the countries that emerged from the independences during the nineteenth century were many more. The viceroyalties were divided in different nations and created their declarations of independence at different points.

When they achieved their independence, every new territory of Hispanic-America had to decide on the best way to govern. It was difficult to agree on due to 300 years of colonial control that gave little political experience to those with the responsibility of governing.

#### Individual Work

1. Look at the map showing the Americas before independence. Compare it with a current map of the Americas and answer the following questions in your notebook.
  - a) How many territories were the Americas divided into before independence and how many today?
  - b) How did borders of the Spanish Viceroyalties and captaincies change?
  - c) What happened to the Portuguese possessions? Did they change as much as the Spanish ones?
  - d) What was the area covered by the territory of the United States? Which European powers owned these lands? Which language(s) is (are) spoken in the United States today?
  - e) Write a list of the countries that arose from the following Spanish Viceroyalties: Rio de la Plata, New Granada, New Spain, Peru.
2. Share and compare your work with two classmates.

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## SKILLS DEVELOPMENT

**Reading skills:** Scanning, reading for detail.

**Critical thinking skills:** Summarizing, analyzing.

**Visual/Spatial skills:** Identifying areas in a map.

## EVALUATION OF CONTENT

Students should get the answers to the questionnaire checked by the teacher.

The **Caudillismo** appeared during the nineteenth century. While in Mexico a new form of imperialism was proposed and a struggle between conservatives and liberals took place. A similar situation happened in other nations of Latin America. Liberal groups fought for a federal republic while the conservatives tried to establish a European style monarchy (Fig. 2.19).

The countries in Latin America, weakened by their wars as well as the caudillista movements, became easy targets for foreign invasions. A powerful weapon to prevent the external occupations was the creation of feelings of nationalism and identity. This was achieved through the praising of national heroes and symbols and through the spreading of myths and legends about each country's origin.

### The European Monarchic Attempts and the Monroe Doctrine

"America for the Americans" is a phrase that summarizes the Monroe Doctrine. It emerged from the vulnerability of the Latin American countries due to their economic and political weakening after the independence wars and the caudillo fights. As previously stated, these countries were at risk of invasion by European potencies that with the Congress of Vienna wanted to reestablish absolute monarchies and spread these ideas to the new territories.

In opposition to invasions, James Monroe, president of the United States of America, proclaimed in 1823 that he would not tolerate European countries meddling in American land.

The Monroe Doctrine had several implications, the main one was the development of a foreign policy for the United States of America. With this, the country severed the North and South America's ties with Europe. Beyond American interests, they wanted to be able to interfere with the national politics of all the Americas due to their expansionist policy.

### The Search of the Hispanic-American Unity

When the independences were achieved, Simon Bolivar tried to unite several regions of Latin America. In 1824, he called the governments from Mexico, Rio de la Plata, Chile and Guatemala. By 1826, the Congress of Panama was carried out, in which Simon Bolivar presented several ideas, the main one was to create a Confederation that would serve as adviser in the conflict-solving of the Latin American territories.

Even though some treaties were approved, Bolivar's dream did not come true. In 1830, the unity project disintegrated mainly due to the llocal caudillos who tried to keep power for themselves.



Miguel Hidalgo y Costilla



Simón Bolívar



José de San Martín



José de Sucre

FIG. 2.19 Leaders of the Independence movement in Latin America.

#### GLOSSARY

**Caudillismo.** Political and social phenomenon that emerged during the nineteenth century in Latin America. It consisted of charismatic leaders who get power based on informal and vague leadership recognition from the masses.

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## SESSION INFORMATION

**Week:** 14

**Session:** 56

**Expected learning outcome:** Analyze the challenges the Ibero-American countries faced to become independent nations.

## CONTENT DELIVERY

**Start:** Students should read the page. Help with vocabulary problems as necessary.

**Development:** Students should mind map the information, individually.

**Closing:** Students should get their mind map checked by the teacher.

**Project preparation:** Organize students into four teams. Each team will be presenting one of the following topics as an art exhibit showing one piece of artwork or work, at least: Neoclassicism, Romanticism, The scientific method, The spreading ideas and criticism, The secularization of education (explained on pages 54 and 55).

Kells

## SKILLS DEVELOPMENT

**Reading skills:** Scanning, reading for detail.

**Critical thinking skills:** Mind mapping.

## EVALUATION OF CONTENT

Students should get their mind map checked by the teacher.

## SESSION INFORMATION

**Week:** 15

**Session:** 57

### Expected learning

**outcome:** Identify the influence of the Enlightenment and liberalism in the artistic and scientific expressions of the time.

## CONTENT DELIVERY

**Start:** Find an appropriate area so that students can display their artwork.

**Development:** Students should explain what piece it is, why they chose it, when it was built or made, who the artist was.

**Closing:** Students should self-evaluate their presentations.

## Culture and Identity

### → Expected Learning

Identify the influence of the Enlightenment and liberalism in the artistic and scientific expressions of the time.

### Society and Culture from the Neoclassicism to Romanticism

The political and social changes society went through were reflected in the artistic and intellectual fields. During the eighteenth and the nineteenth centuries, at the peak of the Enlightenment and bourgeoisie changes, a new historic period was formed: neoclassicism (Fig. 2.20).

This movement was inspired in the models of the Greek and Roman Classical Antiquity that reflected sobriety, geometric harmony and the simplicity of shapes in painting, sculpture and architecture. The thinking expressed rationality and freedom of religion. Music showed control, order and balance expressed by composers Mozart and Haydn.

As a reaction to **Neoclassicism**, Romanticism emerged. Its priority stood on the feelings and exalted love, hate, desire and nationalism, among others (Fig. 2.21). The movement was based on stories from different cultures and the Chivalry of the Middle Ages, rather than Greek and Roman classics. There were great artists, such as Goya in Spain and Delacroix in France.

#### GLOSSARY

**Neoclassicism.** Literary and artistic movement, dominant in Europe, which aspired to restore the taste and guidelines of classicism, based on the imitation of the models of the Greek and Roman Antiquity. The ideas of the Enlightenment were reflected in this movement.



FIG. 2.20 The Death of Socrates, by Jacques Louis David, painted in 1787. Style: French Neoclassic.



FIG. 2.21 The Clothed Maja, by Francisco de Goya y Lucientes, painted in 1802. Style: Romanticism.

### To Know More

The *Clothed Maja* is called this because there is similar in which the same model is naked: *The Naked Maja*.

#### Individual Work

- Compare *The Death of Socrates* with *The Clothed Maja*. Write and explain why one is Neoclassical and one is Romantic. Which characteristics define the style of each painting?

#### The Scientific Method

The Enlightenment ideas allowed great advances in science and technology that were achieved thanks to the systematization of the scientific method created by Francis Bacon and René Descartes in the early seventeenth century. This structure is based on observation, experimentation and logical reasoning.

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Kells

## SKILLS DEVELOPMENT

**Interpersonal skills:** Giving presentations.

**Metacognitive skills:** Self-monitoring, self-evaluating.

## EVALUATION OF CONTENT

Every student should actively participate in the projects.



Towards the eighteenth century, this method was imposed and applied to all the branches of knowledge considered as sciences, such as physics, mathematics, astronomy and biology. The use of the scientific method resulted in great advances in many of them.

### The Spreading of Ideas and Criticism: Newspapers, Magazines and Public Spaces

The great transformations that came from the Industrial Revolution, such as improvements in printing and transportation allowed the spreading of ideas through journals. The newspapers were distributed faster and cheaper in the main cities, giving access to the ideas and news the press presented to the middle urban class (Fig. 2.22).



### To Know More

Antoine de Lavoisier, the father of chemistry, died by the guillotine during the French Revolution. When he was condemned, he tried to appeal, citing the importance of his research and the need to analyze it. The tragic event produced one of the saddest and truly ignorant phrases in history, when the revolutionary judge replied: "The Republic needs neither scientists nor chemists; the course of justice cannot be delayed."

FIG. 2.22 The newspaper *The Times* was founded in 1785 in England and was first called the *Universal Daily Register*. The name was later changed. It's still an influential newspaper.

### To Know More

The eighteenth century, known as the Century of Lights or the Enlightenment Century, is the beginning of a general awareness of the importance education had for the development of people. The concept of public education was definitely introduced back in those days.

Journalism received its first impulse from the liberal governments inspired by the ideas of Enlightenment that proposed freedom of the press. The journal, along with books and magazines, quickly became a means of education and helped in the spreading of political, social and cultural ideas. Their contents were discussed in coffee shops and literary circles. In some countries, the governments started to manipulate information, in other words, to limit the freedom of the press.

### The Secularization of Education and New Professions

The Enlightenment movement, highlighted the importance of all social classes receiving the benefits of education. Before the Enlightenment, children were educated by family and those of higher classes, attended religious schools. But since the ideas of the Industrial Revolution, education took place in schools run by the state based on the secular principles of the Enlightenment (Fig. 2.23).



FIG. 2.23 During the nineteenth century, children of different ages received mixed classes in the same classroom.

Kells

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### SESSION INFORMATION

Week: 15

Session: 58

**Expected learning outcome:** Identify the influence of the Enlightenment and liberalism in the artistic and scientific expressions of the time.

### CONTENT DELIVERY

**Start:** Find an appropriate area so that students can display their artwork.

**Development:** Students should explain what piece it is, why they chose it, when it was built or made, who the artist was.

**Closing:** Students should self-evaluate their presentations.

**Project preparation:** Students should be divided into two or four teams (depending on your group size). Then, one or two teams will prepare the topic explained on page 56 whereas other one or two teams will be presenting the topic explained on page 57. Explain what you will evaluate in their presentations: Introduction, project information, visuals, a five-question quiz to ask their partners, conclusion, references, language use and collaborative work. See the projects rubrics on page 163 for further information.

### SKILLS DEVELOPMENT

**Verbal/Linguistic skills:** Giving presentations.

**Metacognitive skills:** Self-monitoring, self-evaluating.

### EVALUATION OF CONTENT

Every student should actively participate in the projects.

## SESSION INFORMATION

**Week:** 15

**Session:** 59

### Expected learning outcome:

Extend information about the unit content by doing research and giving presentations.

## CONTENT DELIVERY

**Start:** Explain what you will evaluate in their presentations: Introduction, project information, visuals, a five-question quiz to ask their partners, conclusion, references, language use and collaborative work. See the projects rubrics on page 163 for further information.

**Development:** Students should be divided into two or four teams (depending on your group size). Then, one or two teams will prepare the topic explained on page 56 whereas other one or two teams will be presenting the topic explained on page 57.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

## Topics to Analyze, Discuss and Reflect

### Epidemics throughout History

Epidemics are diseases caused by bacteria or viruses which spread for a certain time in a country or region, attacking simultaneously a great amount of people. When the disease is transmitted through different countries, it is called a pandemic.



FIG. 2.24 The black plague.

How are pandemics generated? Syphilis did not exist in Europe before the 15th century, as smallpox didn't exist in America, so both America and Europe blamed each other for these diseases. There was no cholera before 1830 and India was blamed for it. There was no AIDS before 1981, though, Haiti was blamed for it. Out of the four statements, the only one that actually has a record is the smallpox brought by Europeans to the Americas. Of the other three it is not known where the viruses actually came from.

The epidemics have affected mankind since the beginning of humanity. But the ones that have affected humans the most are the bubonic plague or black plague, the Spanish flu and AIDS.

The bubonic plague is an extremely rare infectious disease. Its name comes from the Latin *pestis*, which means pestilence, and from the Greek *ou vi*, which means purulent and bulky tumor. The first pandemic of bubonic plague took place in the Ancient Egypt. The second pandemic was in Europe during the 14th century and was known as the "Black death" or "Great Plague". It is estimated that a fourth of the population died from this disease (Fig. 2.24).

The Spanish flu was a pandemic in 1918, mainly caused by the influenza A virus. It is believed that a third of the world's population was infected and between 10% and 20% of the affected people died. It is not exactly known the definite number of people who died, but it is believed that it was around 25 million. This virus is the same one that hit Mexico back in 2009. Fortunately, the prevention campaigns kept the diseases from spreading. (Fig. 2.25).

AIDS officially arose in 1981. This disease has affected populations from all over the world, especially the African population. Even though AIDS cannot be cured, there are treatments for people who have contracted this disease, so they can live a good life.

FIG. 2.25 The Spanish flu.



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### Individual Work

1. Reflect and answer the following questions in your notebooks.
  - a) How do you think the population is affected when there is a pandemic?
  - b) How was life in Mexico modified by the spread of the Influenza H1N1 virus?
  - c) How do you think the Spanish flu pandemic could have been prevented?
  - d) Research and explain what a quarantine is. How can it change people's lives?

Kells

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## Fashion, Clothing and Change in Manufacturing

The textile industry started to proliferate since the Middle Ages (Fig. 2.26). By the end of this era, the spinning wheel was invented, which led to the production of better quality textiles and fabrics. Throughout the following centuries, there were little changes in the textile manufacturing industry and the products they made. In the nineteenth century, fabrics were made by cotton, wool and silk. Synthetic fabrics started to be used during the industrial revolution.

With the population increase, there had to be a faster way of manufacturing fabrics and important technological innovations in the textile industry were achieved in the eighteenth century. This industry also contributed to the economical peak of certain cities: such as Manchester, England, since many persons migrated to this place in order to work for the textile industry (Fig. 2.27).

If we just wore clothes to cover our bodies, without taking into account the taste we have for fashion, or the way garments fit, then there would be no "history of clothing", thus, there would be no "history of fashion". Even though both are linked, it wasn't until the fifteenth century that humanity began to develop a style of dressing.

To study fashion throughout the centuries, historians based their sources on paintings and photographs. The following images are two examples of this. The one on the left, is from the impressionist painter Auguste Renoir: *Le Moulin de la Galette*, which captures French society spending leisure time in Paris. The one on the right was painted by the expressionist Edvard Munch and is called *Workers on Their Way Home* (Fig. 2.28).

### Individual Work

Answer the questions.

- What is the difference between dressing for cold or heat and dressing for a specific occasion?
- Look at both paintings and write about the differences between the bourgeois and workers' way of dressing.



Kells



FIG. 2.26 Textile Industry in the Middle Ages.

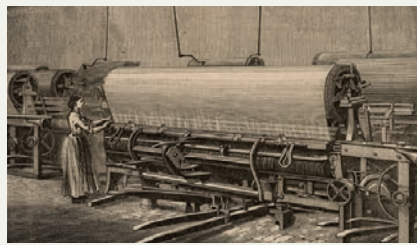


FIG. 2.27 Textile Industry during the nineteenth century.

## To Know More

Fashion was so important during the eighteenth and nineteenth centuries that frequently people from the higher classes spent more on clothing than food. Even in New Spain, the money spent on clothing was so high that in 1623 King Philip IV issued a regulation that tried to stop the luxury.

FIG. 2.28 "Le Moulin de la Galette" by Auguste Renoir and "Workers on Their Way Home" by Edvard Munch

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## SESSION INFORMATION

**Week:** 15

**Session:** 60

### Expected learning outcome:

Extend information about the unit content by doing research and giving presentations.

## CONTENT DELIVERY

**Start:** Explain what you will evaluate in their presentations: Introduction, project information, visuals, a five-question quiz to ask their partners, conclusion, references, language use and collaborative work. See the projects rubrics on page 163 for further information.

**Development:** Students should be divided into two or four teams (depending on your group size). Then, one or two teams will prepare the topic explained on page 56 whereas other one or two teams will be presenting the topic explained on page 57.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

Week: 16

Session: 61

## SELF EVALUATION

# Evaluation

### Self-Evaluation

1. Check (✓) the outcome that reflects best what you can do with what you learned in the unit.

Learning Outcomes	I succeeded	I succeeded with difficulty	I must try harder
I can identify and locate the events and processes that led to the revolutions in the mid-eighteenth and mid-nineteenth centuries in chronological order.			
I can recognize the importance of the Enlightenment ideas in the spreading of knowledge and the transformation of the European empires.			
I can analyze the causes and consequences of the Liberal Revolutions.			
I can describe the consequences of the Napoleonic Wars in the world's map reorganization, as well as in the spreading of Liberal Ideas.			
I can explain the social and economic consequences of the Industrial Revolution.			
I can analyze the challenges the Ibero-American countries faced to become independent nations.			
I can identify the influence of the Enlightenment and the Liberalism in the different artistic and scientific expressions of the time.			
I can investigate the cultural and everyday life transformation over time and value their importance.			

2. Think about your answers, you may return to the book and the contents of the learning outcomes in which you obtained lower scores.

### Co-evaluation

1. Work with a classmate and do a mutual evaluation. Both should write in the chart below the other person's answers in order to evaluate your performance in relation to group work.

Skills	Always	Usually	Sometimes	Never
Shows interest in the topics of the unit.				
Finishes on time the activities he/she was assigned to do.				
Actively participates in team activities.				
Respects the others' points of view when answering to opinions contrary to his/hers.				

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## CONTENT DELIVERY

**Start:** Explain to students why evaluation is important.

**Development:** Get students to answer the self-evaluation and check it.

## SKILLS DEVELOPMENT

**Metacognitive skills:** Self-monitoring, self-evaluating.

## EVALUATION OF CONTENT

Students should get their self-evaluation instrument checked by the teacher.

### Evaluation

Read the following questions and underline the correct option.

1. What was the Enlightenment and why was this century called "The Century of Lights"?
  - a) The Enlightenment was a period of learning that allowed the improvements in science. These advances gave rise to the discovery of electricity, that is why it is called, "The Century of Lights."
  - b) The Enlightenment was a movement which proposed that reason would lead man to progress, it consisted in the spreading of knowledge to the whole society through education. The period it happened is called "The Century of Lights" because reason "enlightened", "gave light" to humanity
  - c) The Enlightenment is a period in which Kings showed off, enlightening people about the best way of living in a society. It is called "The Century of Lights" because the Monarchs "shone" with their knowledge and experiences before the people they governed.
2. The following are consequences of the Independence of the Thirteen Colonies of North America:
  - a) The rise of the first Federal Republic with a representative Democratic System that served as a model and inspiration for the Atlantic revolutions in the Americas and Europe.
  - b) The agricultural development of the big prairies found in the North of the American continent, because the Independence there, had not been an investment in the rural sector.
  - c) The abolition of slavery since England was the nation who did not allow the American colonists to free the slaves.
3. The reasons why the French Revolution is considered one of the most important ones are:
  - a) It was the first nation in the world to achieve a Democratic System.
  - b) The King was overthrown and set up the conditions for the new ruler: Emperor Napoleon, who had been one of the best military strategists.
  - c) It deeply influenced the Independence of the Spanish Colonies in the Americas and changed the political and social organization of the European nations. Its basic principles are still valid nowadays.
4. The following are social and economic consequences of the Industrial Revolution:
  - a) The way manufacturing changed from handmade to mass production. Migration from the countryside to the city took place. Working conditions were extremely harsh. The landscape changed and the environment was affected.
  - b) The workers' living conditions changed thanks to the advances in science and technology. When the services in the cities increased, people from the countryside who migrated to these places had better living conditions and better salaries.
  - c) The factories were built in the countryside, that is why the rural areas suffered environmental deterioration, however, this situation led to a peak that had only been seen in the urban areas.
5. Explain why it was so complicated to establish a way of government for the new nations of Latin America.
  - a) Because Spain continued to reconquer the lost territories. This situation did not allow the new nations to focus their energies in the development of their Democracies.
  - b) They had to find a way of government that was more convenient. They were in a difficult economical situation after the years of struggle. Many years had to go by so the old authoritarian practices could disappear. However, throughout the nineteenth century, slavery was abolished, as well as the indigenous tribute and the division of the classes.

### SESSION INFORMATION

Week: 16

Sessions: 62 – 64

### EVALUATION

### CONTENT DELIVERY

**Start:** Students should answer pages 59 to 61 prior to taking the unit assessment. Go through the answers; help them with techniques to study content they do not remember clearly.

**Development:** Students are to take the unit assessment. You can find it in the Teacher's Guide pages 148 to 151 along with the answer key.

**Closing:** Check their assessments, record the score and provide with feedback. You might want to use the Attendance and Evaluation formats that you can find the Teacher's Guide pages 167 and 168.

## SESSION INFORMATION

**Week:** 16

**Sessions:** 62 – 64

## EVALUATION

## CONTENT DELIVERY

**Start:** Students should answer pages 59 to 61 prior to taking the unit assessment. Go through the answers; help them with techniques to study content they do not remember clearly.

**Development:** Students are to take the unit assessment. You can find it in the Teacher's Guide pages 148 to 151 along with the answer key.

**Closing:** Check their assessments, record the score and provide with feedback. You might want to use the Attendance and Evaluation formats that you can find the Teacher's Guide pages 167 and 168.

**Underline the answer that defines the concept.**

1. Proletariat.
  - a) Social class constituted by people from the working class.
  - b) Individuals with many descendants.
  - c) Social class that worked on the field, the farming jobs.
  
2. Coup d'état.
  - a) Political situation in which the State organizes extraordinary sessions in the House of Representatives and the Senate.
  - b) The taking of the political power, in a sudden and violent way, from a power group, weakening the institutional legitimacy established by a State.
  - c) Political concept in which Kings from the Absolute Monarchies, included ideas from the Enlightenment in their government systems, carried out reforms in the social and economic fields, helped the enrichment of the culture and adopted a paternalist speech.
  
3. Neoclassicism.
  - a) Cultural and political movement created towards the end of the eighteenth century, as a revolutionary reaction against the Enlightenment's rationalism and Classicism, giving priority to feelings. Its main characteristic was the break up with the classicist tradition based upon a group of stereotyped rules.
  - b) Aesthetic movement which reflects the main intellectual principles of the Enlightenment in the arts, which had been transmitted to all the cultural fields.
  - c) Artistic movement that sought to express the social uneasiness through the plastic artistic manifestations, as well as to the musical one.
  
4. Romanticism.
  - a) Aesthetic movement which sought to highlight romance, that is to say, it focused on love.
  - b) Aesthetic movement which reflects the intellectual principles of the Enlightenment, that had been transmitted to all the fields of culture.
  - c) Cultural and political movement created towards the end of the eighteenth century, as a revolutionary reaction against the Enlightenment's rationalism and Classicism, giving priority to the feelings. Its main characteristic was the break up with the classicist tradition based on a group of stereotyped rules.
  
5. Caudillismo.
  - a) Political and social phenomenon emerged during the nineteenth century, in Latin America. It consists in the arrival to every country of charismatic leaders whose way of achieving power was based on informal and vague leadership, recognition mechanisms from the multitude.
  - b) Political and economic doctrine that defends freedom, equality and individuality. This economic doctrine sought the free competition and limited the State's intervention. The political theory rejected Absolutism and supported the division of powers.
  - c) Political and social phenomenon that consists in the election, through voting, of the community leaders.

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6. Liberalism.
- Cultural and philosophical movement developed in Europe during the eighteenth century. It searched to "free humanity from the darkness of ignorance" through reason; this is why, the eighteenth century is known as the Century of Lights.
  - Political and economic doctrine that defends freedom, equality and individuality. This economic doctrine sought the free competition and limited the State's intervention. The political theory rejected absolutism and supported the division of powers.
  - Political and social movement which sought the freedom of the slaves through the manifestation of their uneasiness.
7. Absolutism.
- Dominant way of government in Europe towards the end of the sixteenth century until the late eighteenth century, in which the King's power is unlimited, life-long, hereditary and theocratic.
  - Political concept in which Kings from the Absolute Monarchies included ideas from the Enlightenment in their government systems, carried out reforms in the social and economic fields, helped the enrichment of the culture and adopted a paternalist speech.
  - Political and social phenomenon emerged during the nineteenth century, in Latin America. It consists in the arrival to every country of charismatic leaders whose way of achieving power was based on informal and vague leadership, recognition mechanisms from the multitude.
8. Enlightened Despotism.
- Political concept in which Kings from the absolute monarchies included ideas from the Enlightenment in their government systems, carried out reforms in the social and economic fields, helped the enrichment of the culture and adopted a paternalist speech.
  - Dominant way of government in Europe towards the end of the sixteenth century until the late eighteenth century, in which the King's power is unlimited, life-long, hereditary and theocratic.
  - Political and social phenomenon emerged during the nineteenth century, in Latin America. It consists of charismatic leaders whose way of achieving power was based on informal and vague leadership, recognition mechanisms from the multitude.

Number the following events from 1 to 5 in the order in which they happened and rewrite them on the lines.

The North American Revolution.  
 The beginning of the Industrial Revolution.  
 Independence Wars in Hispanic-America.  
 The beginning of the expansion of Napoleon Bonaparte's Empire.  
 The French Revolution.

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## SESSION INFORMATION

Week: 16

Sessions: 62 – 64

## EVALUATION

## CONTENT DELIVERY

**Start:** Students should answer pages 59 to 61 prior to taking the unit assessment. Go through the answers; help them with techniques to study content they do not remember clearly.

**Development:** Students are to take the unit assessment. You can find it in the Teacher's Guide pages 148 to 151 along with the answer key.

**Closing:** Check their assessments, record the score and provide with feedback. You might want to use the Attendance and Evaluation formats that you can find the Teacher's Guide pages 167 and 168.

# Student book U3

## SESSION INFORMATION

**Week:** 17

**Session:** 65

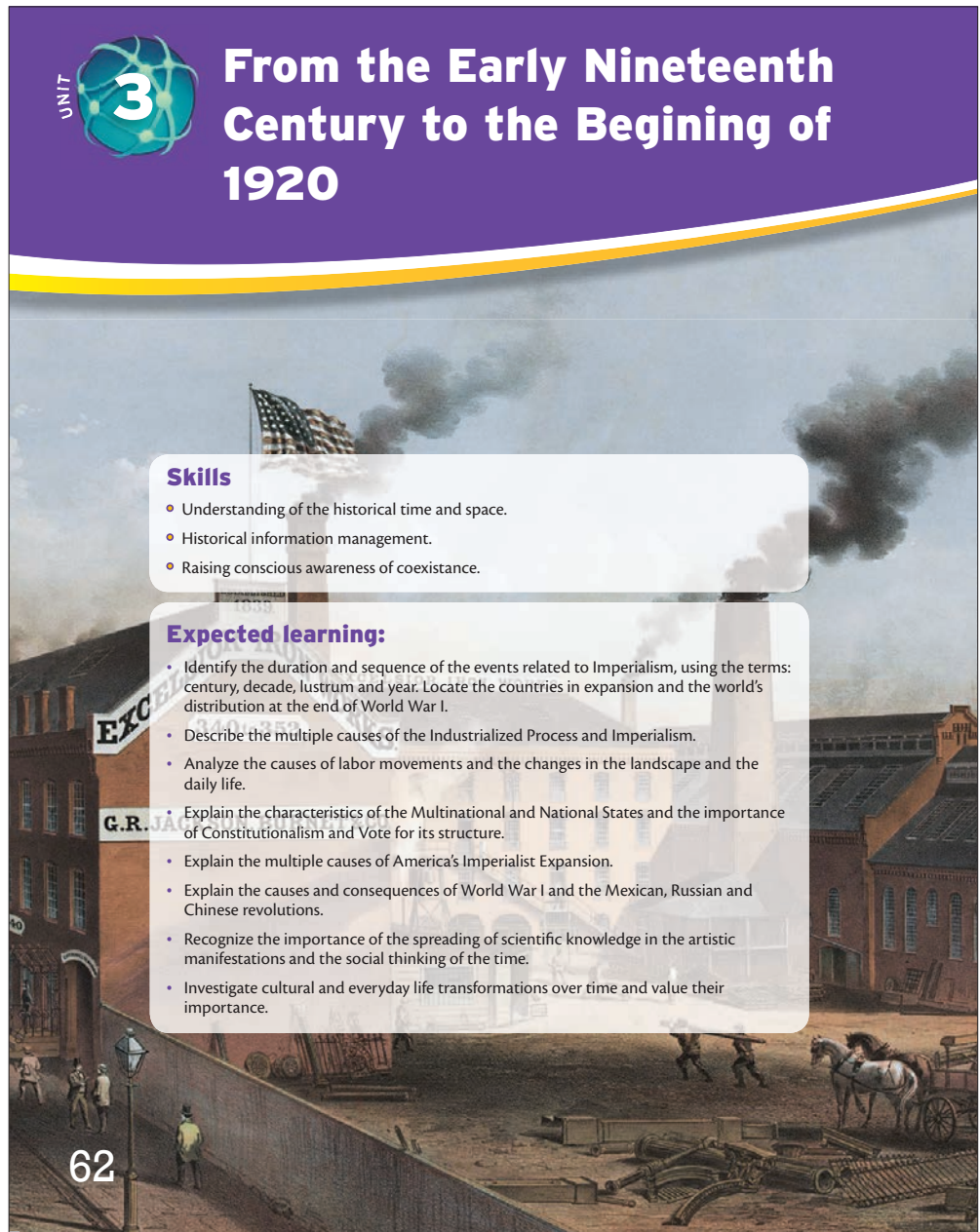
**Expected learning outcome:** Identify topics in the unit students consider will be hard to understand in order to make a studies plan.

## CONTENT DELIVERY

**Start:** Have students analyze and identify what they could do well in units 1 and 2; as well as what they should improve in unit 3. Ask them, for instance: What topics were easy? Did your previous study plan work? Didn't it work? Why? Did you really follow your study plan? Students should write down their reflections.

**Development:** Have students check the skills, learning outcomes and key concepts in unit 3. Ask them to identify the topics they consider the hardest ones. Then, they should plan how to study them and do better than the previous unit. If a strategy didn't work, then they should find another one. Help them with ideas. (Drawing mind maps, discussing with partners, making their own exams, making timelines, making associations, etc.)

**Closing:** Students should write down their study plan and have it checked.



**UNIT 3**

## From the Early Nineteenth Century to the Beginning of 1920

**Skills**

- Understanding of the historical time and space.
- Historical information management.
- Raising conscious awareness of coexistence.

**Expected learning:**

- Identify the duration and sequence of the events related to Imperialism, using the terms: century, decade, lustrum and year. Locate the countries in expansion and the world's distribution at the end of World War I.
- Describe the multiple causes of the Industrialized Process and Imperialism.
- Analyze the causes of labor movements and the changes in the landscape and the daily life.
- Explain the characteristics of the Multinational and National States and the importance of Constitutionalism and Vote for its structure.
- Explain the multiple causes of America's Imperialist Expansion.
- Explain the causes and consequences of World War I and the Mexican, Russian and Chinese revolutions.
- Recognize the importance of the spreading of scientific knowledge in the artistic manifestations and the social thinking of the time.
- Investigate cultural and everyday life transformations over time and value their importance.

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## SKILLS DEVELOPMENT

**Metacognitive skills:** Planning, organizing studies content.

## EVALUATION OF CONTENT

Students should get their study plan checked by the teacher.



# Period Overview

## Temporal and Spatial Location of the Advances of Imperialism in the World

### → Expected Learning

Identify the duration and sequence of the events related to Imperialism using terms like century, decade, lustrum and year, and locate the countries in expansion at the end of World War I.

During the last years of the nineteenth century and the beginning of the twentieth century, transformations were many and very significant. Most of them happened due to the advances caused by industrialization and its consequences. As a main result, the triumph of industrial capitalism over liberal philosophy occurred. These alterations changed society in different aspects: economic, political, social and cultural. In addition, they were related to the expansionism of powerful nations and with the technologies that facilitated it. This process, in which a country controls the natural resources and the political life of another nation or territory, is known as **Imperialism**. The movement started towards the beginning of the nineteenth century, and reached its apogee during the first decade of the twentieth century.

Due to the second Industrial Revolution, the industrialized nations needed inexpensive raw materials and a workforce to supply their industries. Thus, their interest in expanding their colonies created rivalries amongst the European nations, out of which, the British Empire was the authority.

Another important change was the generation of new theories that sought a better distribution of the goods and a better life for workers; Karl Marx criticized the capitalist production and came up with a new way of interpreting history from the production methods.

During this period, the nation-states used nationalism to culturally standardize the inhabitants of their countries by imposing an identity model over the cultural diversity formed by different cultural or ethnic groups.

In these countries myths about nationalist identity were created, cultural diversity was ignored and "national" languages were imposed under the assumption that cultural unity and national identity would lead to progress. The Nation-States emerged through violent events and the political and cultural imposition of a hegemonic group over another one.

The new kind of state was based on liberal values and proposed the separation of powers in which people could carry out national sovereignty and the writing of a Constitution to curb the government excesses. New ways of government were created, such as republics and constitutional monarchies. However, there were also divided peoples that got together, such as Italy and Germany. In the end, nationalism helped unite or divide, according to the nations' situation.

#### GLOSSARY

**Imperialism.** It is the extension of a state's rules over other territories. It is also used for political, military and economic control of countries.

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## SESSION INFORMATION

Week: 17

Session: 66

**Expected learning outcome:** Identify the duration and sequence of the events related to Imperialism using terms like century, decade, lustrum and year, and locate the countries in expansion at the end of world War I.

## CONTENT DELIVERY

**Start:** Students should read the page.

**Development:** Students should underline all the ideas that talk about Imperialism. Along with a partner, students should write a summary.

**Closing:** They will exchange summaries with another team in order to correct them.

## SKILLS DEVELOPMENT

**Critical thinking skills:** Summarizing.

**Interpersonal skills:** Working as a team member.

**Writing skills:** Writing process.

## EVALUATION OF CONTENT

Students should get their summaries checked by the teacher.

## SESSION INFORMATION

**Week:** 17

**Session:** 67

### Expected learning outcome:

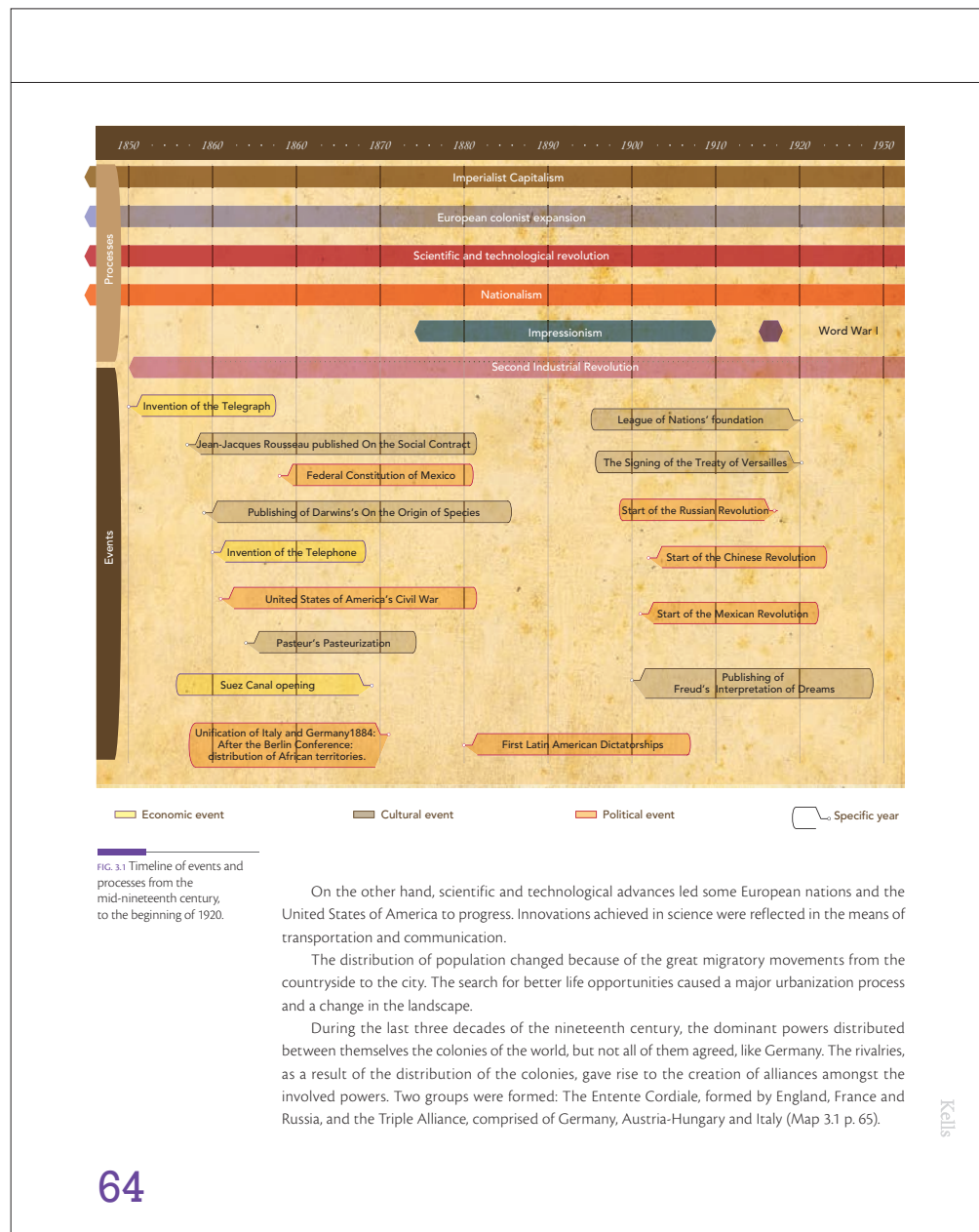
Identify the duration and sequence of the events related to Imperialism using terms like century, decade, lustrum and year, and locate the countries in expansion at the end of world War I.

## CONTENT DELIVERY

**Start:** Students should read the summary they wrote the previous session; give them a few minutes, then, they should put it aside. Ask them comprehension-check questions.

**Development:** Students should read the timeline. Ask them comprehension-check questions. Have them read the information below the timeline. Ask them to relate the information to the timeline with lines and numbers.

**Closing:** Students should be able to respond to comprehension check questions using time vocabulary.



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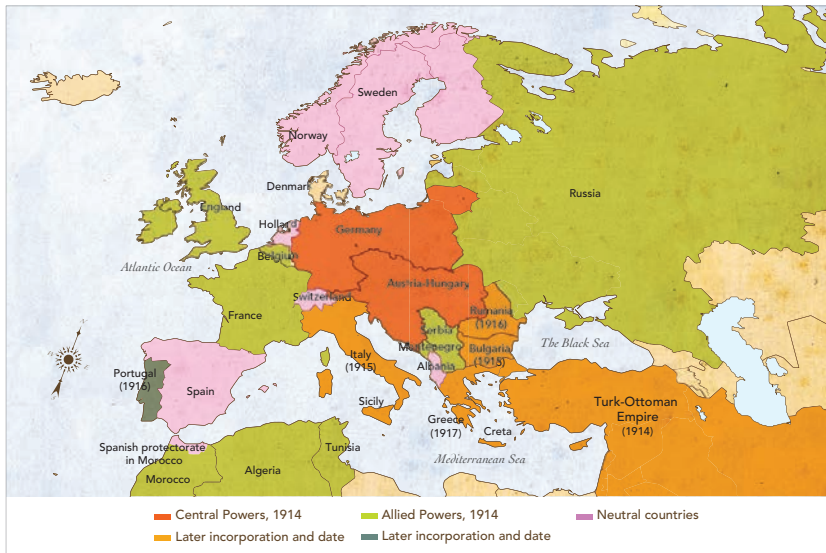
## SKILLS DEVELOPMENT

**Critical thinking skills:** Summarizing.

**Verbal/Linguistic skills:** Using time references.

## EVALUATION OF CONTENT

Students should be able to respond to comprehension check questions using time vocabulary.



MAP 3.1 Map of the European Alliances during the World War I.

Political tensions that arose after the formation of the groups led to the First World War in 1914; it lasted until 1918. This war's magnitude had no precedent, because of the amount of countries involved and the consequences. Millions of people died and the cost of war was immense.

All the nations agreed to an armistice that put an end to the war, the Central Powers were ordered to evacuate occupied territories and a peace treaty was signed. The map of Europe and the distribution of the African and Middle East colonies changed. Germany had to give up Alsace and Lorraine to France and some border territories to Denmark and Belgium; they also handed over a way to the Baltic Sea to Poland and gave the colonies and overseas territories to the League of Nations (Map 3.2 p. 66).

The Austro-Hungarian Empire was divided into four nations: Austria, Hungary, Czechoslovakia and Yugoslavia. The Turk-Ottoman Empire lost its territories in Europe, and gave up the ones in the Near East to the League of Nations.

Kells

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## SESSION INFORMATION

**Week:** 17

**Session:** 68

**Expected learning outcome:** Identify the duration and sequence of the events related to Imperialism using terms like century, decade, lustrum and year, and locate the countries in expansion at the end of world War I.

## CONTENT DELIVERY

**Start:** Students should analyze the map. Ask them comprehension-check questions.

**Development:** Have them read the information below the map. Ask them to relate the information to the timeline with lines and numbers.

**Closing:** Students should be able to respond to comprehension check questions using time vocabulary.

## SKILLS DEVELOPMENT

**Critical thinking skills:** Summarizing.

**Verbal/Linguistic skills:** Using time references.

## EVALUATION OF CONTENT

Students should be able to respond to comprehension check questions using time vocabulary.

## SESSION INFORMATION

**Week:** 17

**Session:** 68

### Expected learning

**outcome:** Identify the duration and sequence of the events related to Imperialism using terms like century, decade, lustrum and year, and locate the countries in expansion at the end of world War I.

## CONTENT DELIVERY

**Start:** Students should analyze the map. Ask them comprehension-check questions.

**Development:** Students should do the Individual work activity.

**Closing:** Students should be able to respond to the questions in the Individual Work activity accurately.

### Project preparation:

Divide the group into five teams. Every team will talk about Thomas Alva Edison. The first team will talk about his biography. Teams 2 and 3 will present his most remarkable inventions: the light bulb and the phonograph. Teams 4 and 5 will talk about the influence of those inventions in human development. Explain what you will evaluate in their presentations: Introduction, project information, visuals, a five-question quiz to ask their partners, conclusion, references, language use and collaborative work. See the projects rubrics on page 163 for further information.



MAP 3.2 Map of Europe after World War I, 1920-1925.

### Individual Work

1. Answer the following questions in your notebook. Base your answers on the information in Map 3.2 and in your book.
  - a) To which Empire did Yugoslavia, Czechoslovakia, Austria and Hungary belong to before the distribution at the end of World War I?
  - b) Which countries, from Map 3.2, were under the protection of France, England, Italy and Spain?
  - c) Which were the territories Germany lost, and which nations were they transferred to?
  - d) What happened to the Turk-Ottoman Empire?

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Kells

## SKILLS DEVELOPMENT

**Critical thinking skills:** Summarizing.

**Verbal/Linguistic skills:** Using time references.

## EVALUATION OF CONTENT

Students should be able to respond to the questions in the Individual Work activity accurately.

# Topics to Understand the Period

Answer the question and discuss.

- What worldwide consequences did the advance of Imperialism have?

## Industrialization and Imperialism

### → Expected Learning

Describe the multiple causes in the processes of Industrialization and Imperialism.

### New Energy Sources and Transformation in the Industries and Communications

Radical transformations occurred towards the mid-nineteenth century after the use of new kinds of energy: electricity and oil, which substituted coal and steam as a main power sources. This period is known as the Second Industrial Revolution and it contributed to change in both industry and daily life.

Electrical power improved society when it modified **industrialization** processes, transportation, communication, landscapes as electric wires were laid, street lighting, and even families' routines, since having electricity meant they could carry out more activities at night.

Not only did oil substitute coal as a driving power, but also it created new industries and the manufacturing of many products used in factories and homes. The automotive industry came out strongly and modified transportation since oil started being used.

New technology, coming from oil and electricity, allowed the rise of **mass production** towards the end of the nineteenth century, which was implemented in car manufacturing by the American Henry Ford.

The manufacturing of all kinds of products accelerated the process and made it less expensive; as a consequence, the price of many items was lowered, so more people were able to buy them.

Transportation and communication also went through important changes during the second half of the nineteenth century. Thousands of kilometers of railroads were built causing the economy to grow. People and regions were able to connect in a faster form. Great advances in engineering, mining and metallurgy were involved and created new employment. Trains and ships became faster and more efficient for industrialization.

The telephone and electric telegraph accelerated communications during Industrialization (Fig. 3.2).

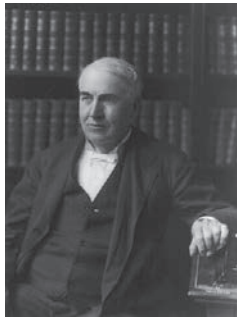


FIG. 3.2 Thomas Alva Edison, contributed to the contemporary world technology. Among his most popular inventions are: the light bulb, a viable telephone system, the phonograph and celluloid movies.

#### GLOSSARY

**Industrialization.** Nineteenth century process in which a group of nations changed from a traditional to an industrial economy, and the speed of transformation of raw materials into goods increased.

**Mass Production.** Way of organizing fabrication, in which every worker is assigned to a specific task and specialized in machines for the production of great amounts of goods. This system is one of the most powerful production concepts in history, because it helped increase the expansion of the industrialized system.

## SESSION INFORMATION

**Week:** 18

**Session:** 69

**Expected learning outcome:** Describe the multiple causes in the processes of industrialization and Imperialism.

## CONTENT DELIVERY

**Start:** Explain what you will evaluate in their presentations: Introduction, project information, visuals, a five-question quiz to ask their partners, conclusion, references, language use and collaborative work. See the projects rubrics on page 163 for further information.

**Development:** Divide the group into five teams. Every team will talk about Thomas Alva Edison. The first team will talk about his biography. Teams 2 and 3 will present his most remarkable inventions: the light bulb and the phonograph. Teams 4 and 5 will talk about the influence of those inventions in human development.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

**Week:** 18

**Session:** 70

### Expected learning outcome:

Describe the multiple causes in the processes of industrialization and Imperialism.

## CONTENT DELIVERY

**Start:** Students should read pages 67 and 68. Help with vocabulary problems as necessary.

**Development:** Students should write an essay answering: How have the inventions and discoveries in energy sources changed human history? Remind students of the writing process: Pre-writing, drafting, revising, proofreading and publishing.

**Closing:** Students should have their essays checked by the teacher.

### British Hegemony and Confrontation between Imperial Interests in Asia, Africa and Oceania

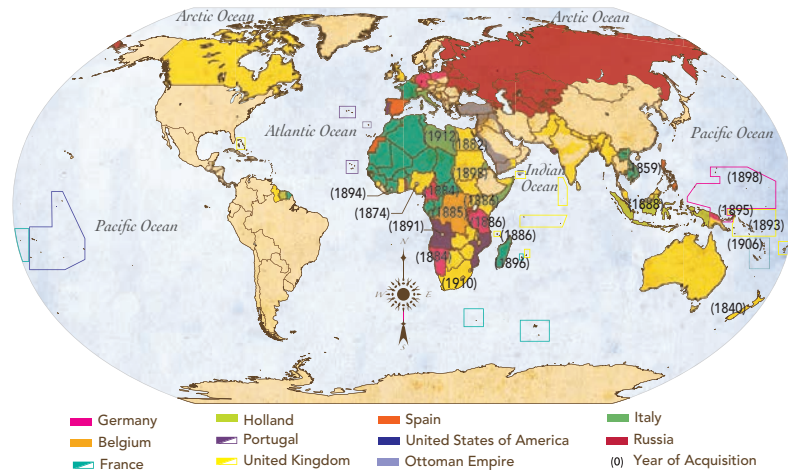
England had a flourishing economy, political stability, a developing industry, and its fleet represented the most powerful naval potency from Europe; as a consequence, it dominated transatlantic trading. This dynamic empire continued to ambitiously colonize territories to obtain raw materials for its manufacturing (Map 3.3).

British Expansionism reached Hong Kong and from there they were able to control China's trade and secure the tea import activities. The control of the Suez Canal allowed them to continue with their wish to control the African continent. Throughout the nineteenth century, England was the leader of Industrialization.

There were other nations that also wanted to control the territories which would help in their economic development, and a competition for the distribution of Africa, Asia and Oceania started, generating rivalries. In 1884, at the Berlin Conference, the conflicting European powers got together to distribute the African lands.

This expansion process of European nations, known as Imperialism, was for the control of the Asian and African territories.

When these nations occupied and controlled underdeveloped countries, they not only wanted to exploit their territories, but also to obtain inexpensive raw materials and workforce for their industries. Throughout the conquest process, they also sought to destroy the local culture, laws and customs, and to impose their own. Native population was segregated and it became dependent on the controlling nations.



MAP 3.3 Colonial European expansion between 1870 and 1914. During the nineteenth century, the world's powerful nations sought to expand their possessions through the conquest of new lands.

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## SKILLS DEVELOPMENT

**Critical thinking skills:** Summarizing.

**Writing skills:** Writing process.

## EVALUATION OF CONTENT

Students should have their essays checked by the teacher.

**Individual Work**

Look at Map 3.3 and answer the questions in your notebook.

- Which were the countries with more territorial control?
- Why do you think Africa is the continent where more territories served as colonies to European nations?
- Share and compare your answers with another classmate and complement your work if necessary.

**The Modernization of Japan**

Up to the first half of the nineteenth century, Japan had been governed as a feudal state, and had no important contact with the western world, until the United States pressured it to open to international trade. The Japanese Empire started a **Westernization** process which transformed the country from the Meiji era to the progress era.

This allowed Japan to become a first class military power and modernize and develop the necessary science and technology to achieve economic success. Such triumph brought a nationalist feeling that resulted in expansionist projects towards China and Korea and its integration into the Great Powers that dominated the world.

**Financial Capital**

During the Second Industrial Revolution, businesses that developed industry needed great amounts of capital to achieve greater economic progress. Therefore, money was borrowed from banks as well as from investors who became partners in the enterprises through the acquisition of shares.

Banks were formed by shareholders and at the beginning they worked with funds from the owners as well as from people who deposited money in the banks. Economic relationships established between manufacturers and bankers gave rise to what is known as **financial capital**. This money was basically for the development of Imperialism because, while investing the excess of accumulated capital, it financed the colonization and development of new territories.

**Social Changes****→ Expected Learning**

Analyze the causes of the labor movements and the changes in the landscape and in the daily life.

**Bourgeoisies, Working Class and Socialist Movements**

One of the consequences of the Industrial Revolution was the strengthening of the bourgeoisie and the emergence of proletariat and their confrontation due to their ideological, sociological and economical differences.

During the second half of the nineteenth century, the bourgeoisie continued growing stronger and became the most powerful political and economic class at the expense of the workers, who had bad living and working conditions and were exploited. The working class joined in organizations to improve their bad situation and the workers' movement began.

**GLOSSARY**

**Westernization.** Process through which a territory emulates the legal, political, military, cultural and way of life models from Western Europe and the United States of America.

**Financial capital.** Joining of banking and industrial capital which allowed the banks to become shareholders or owners of a part of the industrial flow of money.

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**SESSION INFORMATION**

**Week:** 18

**Session:** 71

**Expected learning outcome:** Describe the multiple causes in the processes of industrialization and Imperialism.

**CONTENT DELIVERY**

**Start:** Students should look at the map on page 68 and answer to the questions described in the section *Individual Work* on top of the page.

**Development:** Students should read “The Modernization of Japan” and “Financial Capital”. Then, they should summarize the reasons behind the processes of industrialization and imperialism.

**Closing:** they will compare their summary to another student’s paper.

**Project preparation:** Form seven teams. Each team will present one of the topics described on pages 69 – 73. Explain what you will evaluate in their presentations: Introduction, project information, visuals, a five-question quiz to ask their partners, conclusion, references, language use and collaborative work. See the projects rubrics on page 163 for further information.

**SKILLS DEVELOPMENT**

**Critical thinking skills:** Deductive reasoning.

**Visual/Spatial skills:** Reading maps.

**EVALUATION OF CONTENT**

Students should be able to say reasons for the creation of industrialization and imperialism.

## SESSION INFORMATION

**Week:** 18

**Session:** 72

### Expected learning

**outcome:** Analyze the causes of the labor movements and the changes in the landscape and in the daily life.

## CONTENT DELIVERY

**Start:** Explain what you will evaluate in their presentations: Introduction, project information, visuals, a five-question quiz to ask their partners, conclusion, references, language use and collaborative work. See the projects rubrics on page 163 for further information.

**Development:** Each team will present one of the following topics described on pages 69 – 73. They should also prepare a 7 comprehension-check questions, and visuals.

**Closing:** Students should ask their 7 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.



FIG. 3.3 The workers' movements were violently repressed by the State.

### GLOSSARY

**Mutualism.** System based on reciprocal help amongst workers who gave assistance to each other in case of disease, accidents, unemployment or even the death of the employee.

**Anarchism.** Doctrine which promoted the disappearance of the state and all types of power.

**Socialism.** System in which the property or the administration of production of goods, belongs to the state. It is also the state that makes the decisions about the economic and social activities carried out and the distribution of the goods.

**Urbanization.** Process through which societies changed, going from being mostly rural to sophisticated urban areas. An expected consequence of this process was the growth in size and population of the transformed cities.

explain, through scientific **socialism**, in which the fight of the classes which was the engine of history, where there had always existed two opposite layers: exploiters and exploited.

Marx, along with Friedrich Engels, presented their ideas in the Communist Party Manifest. These concepts gave birth to the socialist movements of **Anarchism** and **Marxism** that spread through the world and motivated the workers to fight for better labor conditions at the end of the nineteenth century and the beginning of the twentieth century (Fig. 3.3).

### The Urban Growth, the Environmental Impact and New Landscapes

Industrialization created an accelerated growth in most urban centers. Enterprises settled in big cities, and the rural population that migrated for searching for jobs, led to significant transformations.

With the growth of population house building was a must, as well as the modification of streets and businesses, the planning and organization of the public transportation and other services, such as the sewerage and street lighting systems.

Radical social differences became more evident when new neighborhoods for the rich and the poor were built. Where workers lived there was a lack of the basic requirements.

The impact of industrialization, urbanization and demographic growth, was immense for urban as well as the rural areas. There were environmental effects the landscape suffered unique transformations. In the countryside, trees were cut to obtain wood for industry and to increase the crops and ranching fields, resulting in tragic deforestation and erosion of the soil. The aggressive exploitation of minerals, such as coal, affected the environment and landscape. Dams constructed to collect water and generate electricity also had a negative effect. The pollution, the use and exploitation of fossil fuels and the industrial and domestic waste affected both cities and rural areas, especially the rivers. Urban centers changed their appearance when electricity, cars, tall buildings and factories were introduced.

### Elementary Education Development

Before the second half of the nineteenth century, education in Europe was a matter of class. The church was in charge or parents who hired tutors to give private lessons to their children.

Since the mid-nineteenth century, education started to be viewed as an important matter. The whole population had to have access to it. As a consequence, the state took charge of elementary education when it was established as public and mandatory (Fig. 3.4 p. 71).

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## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.





FIG. 3.4 The principles of liberalism advocated that primary education should be provided by the state.

In addition to reducing the illiteracy levels, the purpose was also to prepare more people to work in the growing industry and to create a national awareness amongst the general population.

### Sports Popularization

The idea of sports as a beneficial activity for the body and the mind was not widespread at the beginning of the nineteenth century. It wasn't until Industrialization that the encouragement of sports occurred due to social and health benefits and the entertainment value. In England, for instance, workers made soccer popular. Higher classes preferred rugby or polo. Little by little, sports practice was spread to different countries; in the United States, baseball became a popular activity (Fig. 3.5).

Perhaps the most important sports event of the time was the first *Olympic Games organized by Pierre de Coubertin in Athens, Greece in 1896.*



FIG. 3.5 In the United States, baseball became a popular activity.

## National Identities and Political Participation

### → Expected Learning

Explain the characteristics of the multinational and national States and the importance of Constitutionalism and suffrage for their structure.

### The New Multinational States

During the nineteenth century in Europe, there were many multinational states formed by different nations where one dominated politically, militarily and culturally the other subordinate nations.

The formation of these states could be violent and cruel was the case with the Austro-Hungarian, Russian and Ottoman Empires.

The European Austro-Hungarian Empire was comprised of Croatians, Romanians, Germans, Czechs, Slovenians, Ruthenians and Serbians. The dominant group was formed by Germans in Austria and Magyars in Hungary. Nationalist movements started among the subdued people in search of independence.

On the other hand, the Russian Empire was formed by Tartars, Slavs, Ukrainians, Moldovans, Armenians, Polish and Jewish; all these peoples were subdued by the Russians. There, the most serious problem was not the search for independence, but the miserable conditions in which millions of farmers lived up to the second decade of the twentieth century.

The Ottoman Empire had been very powerful, but in the nineteenth century it had weakened in every sense, and did not manage to control the nationalist movements that happened in its territory; throughout the nineteenth century they lost Greece, Romania, Serbia, Tunisia and Egypt.

Kells

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## SESSION INFORMATION

**Week:** 19

**Session:** 73

### Expected learning

**outcome:** Explain the characteristics of multinational and national states and the importance of Constitutionalism and suffrage for their structure.

## CONTENT DELIVERY

**Start:** Explain what you will evaluate in their presentations: Introduction, project information, visuals, a five-question quiz to ask their partners, conclusion, references, language use and collaborative work. See the projects rubrics on page 163 for further information.

**Development:** Each team will present one of the following topics described on pages 69 – 73. They should also prepare a 7 comprehension-check questions, and visuals.

**Closing:** Students should ask their 7 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

**Week:** 19

**Session:** 74

### Expected learning outcome:

Explain the characteristics of multinational and national states and the importance of Constitutionalism and suffrage for their structure.

## CONTENT DELIVERY

**Start:** Explain what you will evaluate in their presentations: Introduction, project information, visuals, a five-question quiz to ask their partners, conclusion, references, language use and collaborative work. See the projects rubrics on page 163 for further information.

**Development:** Each team will present one of the following topics described on pages 69 – 73. They should also prepare a 7 comprehension-check questions, and visuals.

**Closing:** Students should ask their 7 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

In their fight for independence, subordinate nations had much in common with the growth of nationalist feelings in their populations. Therefore, people started demanding the right to govern themselves, control their territory and practice their customs, culture and religions (Map 3.4).



MAP 3.4 The multinational states lived through intense conflicts in the search for their independence motivated by nationalist feelings.



MAP 3.5 The Italian peninsula had several states. Some of them belonged to the Church and covered the modern Italian regions of Romagna, Marche, Umbria and Lazio. Not all of the zones agreed with the unification of the country.

### The Unification of Italy and Germany

The consolidation of Italy and Germany as nation states came late compared to other European countries. In their unification nationalist feelings and ideas influenced the political thinking of the time.

Towards the mid-nineteenth century, Italy was not yet a nation, its territory was comprised of several kingdoms and independent states ruled by the Piedmont Kingdom of King Victor Emanuel II. He led the northern kingdoms to independence in a fight against Austria and promoted the creation of a united Italian state, becoming its first king. Along with Giuseppe Garibaldi from the south of Italy, he took Sicily and other regions joined the kingdom. When, in 1871, Victor Emanuel II took Rome, the unification of Italy was consolidated (Map 3.5).

Germany's territory was divided in several states; one of the most important was Prussia. In order to achieve a new German state, they had to fight several battles: against Denmark, the Duchies War; the Austro-Prussian War and finally, the battle against France. The new state grew quickly economically, politically and militarily. As a consequence, it was able to join the expansionist race and compete against England and France.

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## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

### Constitutionalism and Suffrage

Liberalism and nationalism set the way for the political developments of the period since they proposed the separation of powers in the government and the same rights and obligations for all citizens.

Constitutionalism was part of this process and the states, both national and Multinational, who sought to establish an identification through the imposition of the same language, customs and traditions, achieved it through the establishing of Constitutions. These legal texts regulated social and political life by establishing the citizens' guarantees and rights the *government's ways* and responsibilities.

This way, laws seeking to dictate any sentence from a judge or any action from the government had to respect the principles established in the Constitutions.

Along with Constitutionalism the right to vote was created since the need to choose representatives to write laws had emerged. However, not everyone was able to exercise this right; only male, proprietors, and over 25 year olds were allowed to vote.

Women fought to be recognized for their right, and the first demonstrations about this issue took place in England. This movement was called *suffragist* and it was severely repressed by the *authorities*. After much struggle, women were able to exercise their right to vote. In Mexico women's voting right was not approved until 1933 (Fig. 3.6).



FIG. 3.6 Towards the end of the nineteenth century, women who demonstrated to demand their right to vote, were repressed, imprisoned or fined, because the authorities and some men, thought they did not understand politics and they were easily manipulated.

#### Team Work

1. Form two groups and organize a debate. The first team is in favor of women's vote and the second team is against it. Consider aspects such as if all citizens should have the same rights and obligations, and if both sexes have the same abilities and rights.
2. Answer the question in your notebook.
  - How did Constitutionalism and voting affect in the development and the social and political life of national and multinational states?

### Our Surroundings

#### → Expected Learning

Explain the multiple causes of the American countries' imperialist expansion.

#### Difficulties During the Consolidation of American Countries

Since their independence, the countries from Latin America had the task of forming and strengthening the new nations. During this process they faced significant political and economic problems. (Map 3.6 p. 74).

In most of these countries, different political positions emerged. The fighting groups and the nation projects changed throughout the decades. But generally speaking, two big trends can be appreciated: the conservative, which sought to develop politics similar to the Spanish ones, with a

Kells

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### SESSION INFORMATION

**Week:** 19

**Sessions:** 75, 76

#### Expected learning

**outcome:** Explain the characteristics of multinational and national states and the importance of Constitutionalism and suffrage for their structure.

### CONTENT DELIVERY

**Start:** Explain what you will evaluate in their presentations: See the projects rubrics on page 163 for further information.

**Development:** Each team will present one of the following topics described on pages 69 – 73. They should also prepare a 7 comprehension-check questions, and visuals.

**Closing:** Students should ask their 7 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

#### Project preparation:

Divide your group into four teams. Students should read one of the topics described on pages 73 to 75 in the sequence *Our Surroundings* in order to make a mural.

### SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

### EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

**Week:** 20

**Sessions:** 77, 78

### Expected learning outcome:

Explain the multiple causes of the American countries' imperialist expansion.

## CONTENT DELIVERY

**Start:** Students should read one of the following topics in order to make a monumental mural:

Difficulties during the consolidation of American countries, The American Civil War, Foreign Investment and European and American Expansionism, and Ibero American Dictatorships.

**Development:** Once they read their topic, they should plan along with their teammates, and how they can represent their part in a mural. The following two classes, they will build it.

**Closing:** The last session of the week they will explain it to their partners.



MAP 3.6 Territorial distribution towards the end of the nineteenth century as well as three tension zones.

### GLOSSARY

**Secession.** Act of separation of a nation from the people and territory.

## ICT

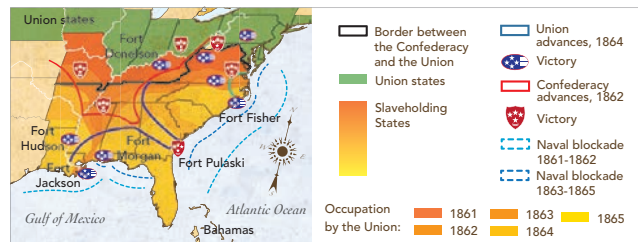
To learn more about the War of Secession, we recommend you to watch the movie *Cone with the wind*, 1939, by director Victor Fleming.

MAP 3.7 The War of Secession in the United States of America, 1861-1865. Northern states fought against southern states.

The United States managed to become one of the world potencies. Its territory grew because of its expansionist politics and its great industrial development.

Towards the second half of the century, the northern part of this immense territory focused on the industry and the southern part on agriculture carried out by slave work force. The states from the north proposed the abolition of slavery all over the nation, but some southern states did not agree and rebelled and declared themselves independent. The northern states did not accept this separation and in 1861, the Civil War, also known as War of **Secession**, started. The northern states, called the Union, were directed by President Abraham Lincoln and defeated the southern states, known as the Confederacy. Finally, Lincoln abolished slavery on January 1st, 1863, before the end of the war (Map 3.7).

As a consequence of this war, industry got stronger as Capitalism strengthened. Towards the beginning of the twentieth century, the United States of America had set the economic, social and political basis that helped the nation, after a series of processes and events, to become the great world power it is today with its stable economy, solid politics and significant scientific and technological



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central government respecting the Catholic Church and the Army privileges and a second one, the liberal, which was linked to the political ideas of the United States and wanted equality before the law, the separation of church and state, the end of the corporate privileges and the development of the nation through private property and individual guarantees, with federal governments.

The ideological differences caused internal wars in these new nations throughout the nineteenth century, which gave rise to the emergence of caudillos who put their personal interests ahead of the nation's and, in many cases, became dictators.

### The American Civil War and its Consequences

Kells

## SKILLS DEVELOPMENT

**Critical thinking skills:** Abstracting information.

**Visual/Spatial skills:** Making a mural.

**Logical/Mathematical skills:**

Discovering relations, sequencing, organizing.

**Interpersonal skills:** Working as team members.

## EVALUATION OF CONTENT

Students should actively participate in the mural production.

development. The great achievement of this conflict was the abolition of slavery, even though, for many years, racial discrimination continued being strong.

### Foreign Investment and European and American Expansionism

All the countries of Latin America that became independent in the nineteenth century were in a difficult economic situation, in an attempt to reactivate their economy they asked for loans from the United States of America and some European countries.

Europeans invested in mining, textile industry, transportation, and especially railways and financial sectors. The countries which received the greater investment were Argentina, Brazil and Mexico (Fig. 3.7). That enabled them to reactivate their economies and became formal exporters of raw materials and buyers of the manufactured goods. This created a wide dependency on the developed countries, but it was essential to survive as independent nations.

Because of the acquired debts of Latin American nations, they became vulnerable to North American and European expansionism.

Between 1800 and 1860 the United States of America grew quickly in all senses. This expansionist policy, along with the political instability in Mexico, caused the loss of more than half of the Mexican territory, favoring its neighbor from the North.

France tried hard to establish and influence various zones in the Americas, declared a war against Mexico and carried out the French Intervention, which ended with the Republic's victory in 1867.

### Iberian American Dictatorships

Some Iberian American nations sought the progress and modernization of their states through liberal reforms which benefited their economy, such as the **confiscation** of the Church's properties, the elimination of the clergy and the army privileges, the promotion of private possessions and the attack on communal properties of the indigenous population. Not all the sectors of the population agreed on the liberal reforms and frequent armed struggles arose.

Towards the end of the nineteenth century, in some Iberian American countries, Dictatorships were established with the excuse that they were needed to attain economic development and social peace. Dictators stated that only under their governance would it be possible to achieve a social environment capable to attract foreign speculation. Some dictatorial regimes of the time were the ones of Porfirio Diaz in Mexico, José Antonio Páez and the Managua family in Venezuela, and Manuel Estrada Cabrera in Guatemala (Fig. 3.8).

Foreign investment managed to re-energize the economy; however, not all the population benefited, since the growth and the differences between the social classes were deeper.

#### GLOSSARY

**Confiscation.** To take or seize by authority for public use or sale.



FIG. 3.7 Railways were the main sector in which England and the United States of America invested in Latin American countries.

### To Know More

When the Porfirio Diaz presidency started in Mexico, there were a total of 670 kilometers of railways. At the end of his term in 1910, Mexico had over 21,720 kilometers of railways in service, mostly built by North American, British and French investors. The railway network in Mexico today has around 26,700 kilometers.



FIG. 3.8 Porfirio Diaz was the Dictator of Mexico for over 30 years. During his government the country had a great economic growth that only benefitted a few privileged groups.

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## SESSION INFORMATION

**Week:** 20

**Sessions:** 79, 80

**Expected learning outcome:** Explain the multiple causes of the American countries' imperialist expansion.

## CONTENT DELIVERY

**Start:** Students should read one of the following topics in order to make a monumental mural: Difficulties during the consolidation of American countries, The American Civil War, Foreign Investment and European and American Expansionism, and Ibero American Dictatorships.

**Development:** Once they read their topic, they should plan along with their teammates, and how they can represent their part in a mural. The following two classes, they will build it.

**Closing:** The last session of the week they will explain it to their partners.

## SKILLS DEVELOPMENT

**Critical thinking skills:** Abstracting information.

**Visual/Spatial skills:** Making a mural.

**Logical/Mathematical skills:** Discovering relations, sequencing, organizing.

**Interpersonal skills:** Working as team members.

## EVALUATION OF CONTENT

Students should actively participate in the mural production.

## SESSION INFORMATION

Week: 21

Session: 81

### Expected learning

**outcome:** Explain the causes and consequences of World War I and the Mexican, Russian and Chinese revolutions.

## CONTENT DELIVERY

**Start:** Students should read "Armed Peace"; help with vocabulary problems they might have.

**Development:** Students should write an essay answering to the question described in the section *Team Work*. Remind them of the writing process: Pre-writing, drafting, editing, proofreading and publishing as well as an argumentative essay format: Introduction, development and conclusion.

### Project preparation:

Divide the group into teams of four members. Each team will make a chart following the example on page 78 summarizing facts in World War I described on page 77, the following session but they should prepare their first draft in their notebooks. In teams they should take: A large piece of bond paper, markers, ruler the following lesson.

## Conflicts in the Transition between the Nineteenth and the Twentieth Centuries

### → Expected Learning

Explain the causes and consequences of World War I and the Mexican, Russian and Chinese revolutions.

### The Armed Peace

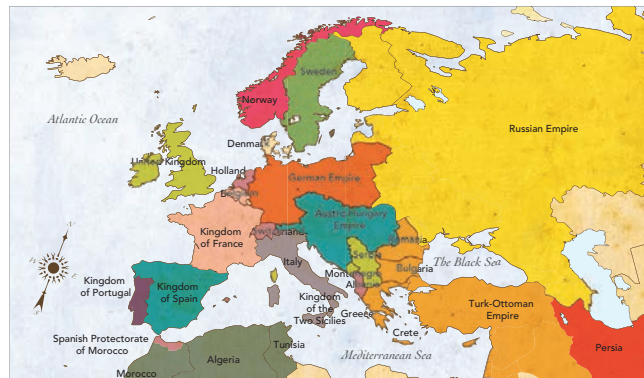
The period between the end of the nineteenth century and the beginning of the twentieth century is known as the Armed Peace. It is characterized by the pacific coexistence among the European powers, which at the same time, allowed them to strengthen their armed forces. Even when there was a time of concord, there were great rivalries amongst the powers because of the colonial expansion (Map 3.8).

The European Imperialist powers formed alliances to assure their territories. England, Russia and France went on one group. While Germany, Austria-Hungary and Italy formed another. All of them sought the acquisition of territories and markets for their products.

Despite the fact that there was still no armed conflict, there were two very powerful associations with a war in mind: the Triple Alliance, formed by Germany, Austria-Hungary and Italy, and the Triple Entente formed by France, England and Russia. With these alliances, the period of relative peace was over, since they served to create conflicts, as opposed to avoiding them.

### Team Work

- Form teams of three or four and discuss about the possibility of something such as an Armed Peace happening.
- Write your conclusions in your notebooks and answer the following question: Is it possible to live in peace when an army and weapons are being developed?
- Share your answer with the class.



MAP 3.8 Territories of Central Europe powers and Empires before World War I.

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## SKILLS DEVELOPMENT

**Critical thinking skills:** Analyzing.

**Intrapersonal skills:** Developing an opinion.

**Writing skills:** Writing process.

## EVALUATION OF CONTENT

Students should get their essay checked by the teacher.

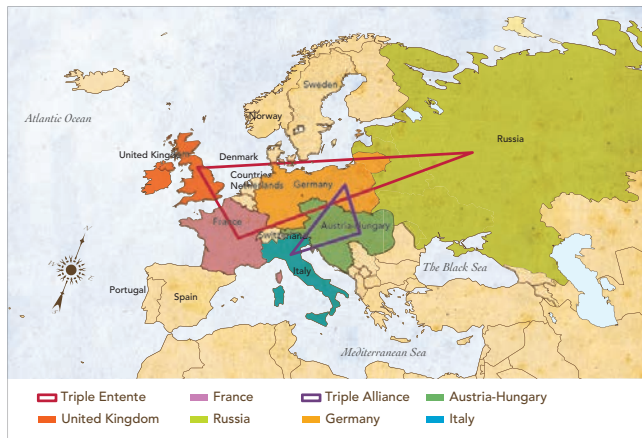
## World War I

A fragile peace was shaken when, in 1908, Austria-Hungary invaded the provinces of Bosnia and Herzegovina, affecting Russian interests. With this event, Germany and Austria-Hungary became enemies of England and France since they were Russia's allies.

The tragic murder of the Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, triggered a series of declarations of war between different countries which ended up becoming World War I. Austria-Hungary blamed Serbia for the murder and, supported by its ally, Germany, declared war on July 28th, 1914. Russia and France supported Serbia, so Germany declared war on them; England supported its allies and stated war with Germany on August 4th of the same year.

This international conflict grew when the Ottoman Empire and Bulgaria got involved, joining the Triple Alliance. There was a declaration of war from Japan on Germany and then Africa was included when the English and French tried to take Germany's colonies.

There were a total of 28 nations from all over the world involved in this conflict, some joined the Triple **Entente** and others, the Triple Alliance, between 1914 and 1918, the period of time this war lasted (Map 3.9).



### GLOSSARY

**Entente.** Pact, agreement, accord, especially between countries or governments.

MAP 3.9 During World War I, 1914-1918, there were two main fronts: the Triple Entente and the Triple Alliance.

In 1916 the conflict was stuck. In 1917 two events changed the course of history: Russia had to withdraw from war because a revolution had started in its own territory, and the United States of America joined the conflict because of the sinking of the English vessel Lusitania, in which American citizens were travelling.

In July 1918, the Triple Entente and the United States army carried out a general offensive which led Emperor Wilhelm II quit the throne of Germany, causing the withdrawal of this country.

The peace conferences were held in Versailles, France, on January eighteenth, 1919. Representatives from the victorious nations were present.

The Treaties of Versailles, agreements that resulted from these peace conferences, established that Germany was responsible of starting the war. The penalties imposed were so harsh that they finished off its economy and caused an uncontrollable inflation in the country.

Kells

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## SESSION INFORMATION

**Week:** 21

**Session:** 82

**Expected learning outcome:** Explain the causes and consequences of world War I and the Mexican, Russian and Chinese revolutions.

## CONTENT DELIVERY

**Start:** Ask students comprehension-check questions on the facts described on the page.

**Development:** Students should work in teams and make the chart described on page 78.

**Closing:** Students should display their charts on the walls. Check that they refer back to the facts they were asked for in the first place.

**Project preparation:** Students should do research on "Middle East Distribution".

## SKILLS DEVELOPMENT

**Critical thinking skills:** Summarizing.

**Visual/Spatial skills:** Charting.

**Interpersonal skills:** Working as a team member.

## EVALUATION OF CONTENT

Students should actively participate in the chart making process. The chart should be complete and thoroughly defended using the information in the book as well as any other information they find.

## SESSION INFORMATION

**Week:** 21

**Session:** 83

### Expected learning

**outcome:** Explain the causes and consequences of world War I and the Mexican, Russian and Chinese revolutions.

## CONTENT DELIVERY

**Start:** Students should share in whole class what information they got about “Middle East Distribution”. Discuss it.

**Development:** They should work in teams of six or eight members. They will role play a discussion in which there will be the following characters: Two people from the French government, two from the British government and two from one of the Middle East region: Syria, Palestine, and so forth. They should agree on: Why France and England took over control, what consequences came up and how they can solve them.

**Closing:** Students should be able to name causes, consequences and solutions to the problem.

### Project preparation:

Divide the group into three teams. Each team should read about one of the three revolutions described on pages 79 and 80 in order to make a graphic organizer stating causes, development and consequences of each revolution.

### Did you

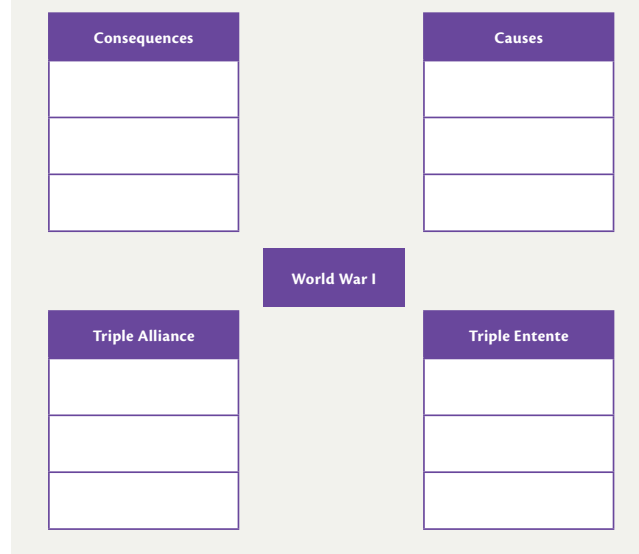
#### know...?

We recommend you read *All Quiet on the Western Front* by Erich Maria Remarque. In the novel the author shows the horrors of war from the point of view of a young soldier.

Europe was devastated at the end of the war, there were 10 million dead soldiers and 20 million wounded ones. The consequences for the European countries were terrible in every sense: the population was impoverished, industry and agriculture were paralyzed and the material damages were countless.

#### Individual Work

- Copy the following diagram in your notebook and complete it. Write three causes that triggered World War 1 and three consequences of it as well as the countries involved.
- Compare your work with two of your classmates.



#### Middle East Distribution

The Great War contributed to the disappearance of the Ottoman Empire (Map 3.10 p. 79). The English promised the Arabs they would represent their kingdom, but when World War I was over, the French and the English distributed the Middle East region amongst themselves. France got Syria and Lebanon; while England got Palestine, Transjordan and Iraq. Evidently, this changed the powers and the control over the zones and the inhabitants' opinion was ignored. There were some decisions made by the League of Nations whose foundation agreed with the Treaties of Versailles. This institution was created to promote and achieve international peace.

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## SKILLS DEVELOPMENT

**Interpersonal skills:** Discussing.

**Verbal/Linguistic skills:** Discussing.

**Critical thinking skills:** Imagining.

## EVALUATION OF CONTENT

They should be able to name causes, consequences and solutions to the problem.





MAP 3.10 The distribution of the Middle East between France and England when World War I ended, sought to secure their interests. The British and the French aimed the control over oil sources and the Suez Canal, Red Sea and Persian Gulf.

### The First Social Revolutions in Mexico, China and Russia

At the beginning of the twentieth century, in addition to World War I, there were armed uprisings in other countries against their governments. Amongst them, there were three big social revolutions, the ones in Mexico, Russia and China, which, apart from coinciding in time, they also shared the fact that they were rebellions against political and economic systems that generated backwardness and social oppression over most of their population.

The Mexican Revolution was started by Francisco I. Madero on November 20, 1910, after 30 years of Dictatorship led by Porfirio Diaz (Fig. 3.9).

Even when the Porfiriato meant to Mexico a time of economic development, this only favored a group of landowners and the political and economic elites, while the rest of the population lived in a state of absolute misery, abused by power and abandoned.

The Revolution started as a political fight that sought democracy, triggered by Porfirio Diaz's reelection fraud. As a consequence, Madero called on the people to take up arms.

When the armed fight started, the sectors that pursued a social change arose in defense of farmer's rights.

A group known as Constitutionalists proposed to reestablish social order through legal means. After the triumph and immediate fail of Madero's support group, the Revolution became a war between the aforementioned groups who wanted to impose their projects on the nation.

In 1917, the Constitution that still rules today, was established and the social demands were settled.



### ICT

As an optional activity, if you are interested on meeting the main characters of Mexican Revolution, visit the following web page: [http://www.youtube.com/watch?v=gJNA\\_bKhdgU](http://www.youtube.com/watch?v=gJNA_bKhdgU)

FIG. 3.9 Francisco I. Madero started the Mexican Revolution in search of a democratic system.

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### SESSION INFORMATION

Week: 21

Session: 84

**Expected learning outcome:** Explain the causes and consequences of world War I and the Mexican, Russian and Chinese revolutions.

### CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, the comprehension-check questions and further information.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

### SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

### EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

Week: 21

Session: 84

**Expected learning outcome:** Explain the causes and consequences of world War I and the Mexican, Russian and Chinese revolutions.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Check page 163.

**Development:** Students should give their presentations.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, check comprehension and self-evaluate their presentation.

**Project preparation:** Students will perform a TV contest show to decide who the most important person of the early XX century was. They should wear costumes and do research on each character's work reading pages 81 and 82: Karl Marx, Charles Darwin, Sigmund Freud, The Wright brothers, Louis Pasteur, Albert Einstein, Claude Monet, and Vincent Van Gogh. In the contest, they should give enough reasons to be named "The person of the early XX century".



FIG. 3.10 The Russian army arrived in Ekaterinburg in order to save the Imperial Russian family. Held in the Ipatiev House by the Bolsheviks after the triumph of the Revolution, Tsar Nicholas II, his wife and five children, were executed two weeks earlier.

FIG. 3.11 Mao Tse-tung directed the Communist Party and founded the People's Republic of China.

### To Know More

Leon Trotsky, after facing Joseph Stalin, politically and ideologically, took refuge in Mexico where he died tragically in 1940.

#### GLOSSARY

**Abdicate.** A king or a prince cedes his sovereignty or renounces it.

#### ICT

To learn more about the Chinese Revolution, we recommend watching *The Last Emperor* by the director Bernardo Bertolucci.

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The Russian Revolution emerged from a population that, in the middle of the twentieth century, still lived in a feudal state. In spite of the search for modernization and industrialization carried out during the second half of the nineteenth century by the Tsars, the Russian territory continued being agricultural. Farmers and workers lived in extreme poverty and exploitative conditions while the middle class wanted the democratization of the empire.

In 1905, a peaceful demonstration that demanded better working conditions was violently repressed by the Tsar guards. Such a happening generated more social discomfort. Facing this situation, the Tsar accepted the people's proposal to establish the Duma, or Legislative Assembly, which ruled Russia, along with the Tsar from 1905 to 1917.

Despite the Legislative Assembly's participation in the government, workers created political parties based on Marx's ideas. The group was divided in two, the Mensheviks, who were more moderate, and the Bolsheviks, who were more radical in their stance. Vladimir Ilch Lenin, Leon Trotsky and Joseph Stalin wanted to lead the workers to power through a proletarian revolution.

With public demonstrations and protests from the population, the Tsar finally **abdicated**. Shortly after, he was murdered along with his family (Fig. 3.10). In 1918, the Bolsheviks with Lenin as their leader, took power and started the first Socialist government. The new system was focused on Marx's Communist ideal. It abolished private property and put the industry sector, the banks and the transportation system as well as land distribution under the state's control. In 1922, it was called the Union of Soviet Socialist Republics.

The Chinese Revolution, just as the Mexican and Russian ones, happened in a population immersed in poverty and governed authoritatively by the Manchu Dynasty.

During the first decade of the twentieth century, nationalist movements emerged all over the territory, accusing the government of becoming allies with foreigner forces.

Around 1911, Sun Yat-sen founded the Nationalist Party or Kuomintang, and created the Chinese Republic and establishing a provisional government. Facing the potential threats from imperialist powers, Sun Yat-sen turned over power to Yuan Shi-kai, who governed as a dictator. After his death, in 1916, his followers fought against Sun Yat-sen's supporters, who joined Mao Tse-tung. Mao Tse-tung was the leader of the Chinese Communist Party. This political sector tried, for the following three years, to obtain freedom from foreign domination and carried out an agrarian reform.

In 1925, the Kuomintang leadership passed to Chiang Kai-shek, who broke up with the Communist Party due to a situation in which Mao Tse-tung's followers were chased and killed.

Japan invaded China in 1937, and the Kuomintang and the Communists joined against the invader, but the conflicts between the two persisted.

Mao Tse-tung's Communist revolution finally triumphed in 1949. It is actually considered a people's revolution. The movement eliminated the extremes of wealth that existed before 1949 and a social and economical order that profited for the masses was created (Fig. 3.11).

#### Group Work

- Form three groups and research each of these three different revolutionary movements: One group on the Mexican Revolution, the second on the Russian Revolution and the third on the Chinese Revolution.
- Write a report and explaining the causes, the development and consequences of each movement. Include images and prepare a short presentation for the class.

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## Scientific Knowledge and Arts

### → Expected Learning

Recognize the importance of the spreading of the scientific knowledge in the artistic manifestations and the social thinking of the time.

### The Concrete Influence of Darwin, Marx and Freud on Scientific and Social Thinking

Three famous characters who transformed the scientific and social thinking of the second half of the nineteenth century and the beginning of the twentieth were Charles Darwin, Sigmund Freud and Karl Marx.

Darwin formulated his prestigious work *On the Origin of Species* in 1859, a biological model about the evolution of the species. His ideas transcended biology while supporting social philosophies, such as Herbert Spencer's, who supported that the more advanced societies would dominate the weaker ones and had many points of agreement with the Darwinian Theory.

On the other hand, Karl Marx and Friedrich Engels proposed a new theory to analyze history and scientific socialism: Historical Materialism or Marxism. This theory posits that history is the struggle of the antagonistic social classes: the workers against the owners. It also stated that social relations and means of production determine culture. Since the publication of his work, the *Communist Party Manifesto*, Communism spread and gave an ideological support to social revolutions of the twentieth century.

Innovator Sigmund Freud, called the Father of Psychoanalysis, stated that human behavior is determined by the unconscious. His theories changed the way of understanding the human mind, the world, and even the human being himself. In 1900, in his work *The Interpretation of Dreams*, he declared that during dreaming, hidden emotions appear in the subconscious (Fig. 3.12).



### To Know More

Darwin's theories contradicted the religious beliefs about the origin of man, this is why he was criticized. In fact, today, the Catholic Church only partially accepts his evolutionary theories.

FIG. 3.12 Freud is known as "The Father of Psychoanalysis" because he was the creator of this theory to explore human behavior.

### Scientific Advances

Scientific and technological advances of the nineteenth century, such as the telephone, the phonograph the sewing machine, the camera, and the wireless telegraph caused many changes in the daily life.

When in 1903, the Wright brothers flew for the first time in an airplane, aviation was born.

On the physics field there were important advances: the outstanding discovery of the x rays in 1895; the unexpected study of radioactive materials by the Curie couple; the modern quantum theory by Max Planck and the revolutionary relativity theory by Albert Einstein.

On the chemistry field, Louis Pasteur found out a way to eliminate bacteria from milk: the Pasteurization Process (Fig. 3.13).



FIG. 3.13 Louis Pasteur discarded the theory about spontaneous generation which stated that microscopic beings emerge from nothing when he proved that every living being comes from another one.

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## SESSION INFORMATION

Week: 22

Session: 85

**Expected learning outcome:** Recognize the importance of the spreading of the scientific knowledge in the artistic manifestations and the social thinking of the time.

## CONTENT DELIVERY

**Start:** Take students to a nice area where they can do the TV show with appropriate setting. State disciplinary rules for the discussion. Everybody will talk, nobody can be interrupted, if they want to say something, they should raise their hand to wait for a turn. Set a time limit per participant.

**Development:** Each character should introduce himself.

**Closing:** In whole class, students should vote and say the reasons why they choose that character.

**Project preparation:** In teams, students should take one letter size printing of artwork from the following artists: Edouard Manet, Claude Monet, Pierre-Auguste Renoir, Edward Degas, Vincent Van Gogh, Paul Gaughin, Paul Cézanne, Toulouse-Lautrec, Vasili Kandinsky.

## SKILLS DEVELOPMENT

**Interpersonal skills:** Discussing.

**Intrapersonal skills:** Developing an opinion based on facts.

## EVALUATION OF CONTENT

Students should actively participate in the debate.

## SESSION INFORMATION

**Week:** 22

**Session:** 86

### Expected learning

**outcome:** Recognize the importance of the spreading of the scientific knowledge in the artistic manifestations and the social thinking of the time.

## CONTENT DELIVERY

**Start:** Students should display their pictures around the classroom. Then, they should answer the following questions about each one: Do I like it? Why or why not? What do I see in it? Does the artwork reflect scientific knowledge or not? Why or why not?

**Development:** Ask students to read page 82. Then, have them analyze and tell which artworks are impressionist, post-impressionist, and abstract.

**Closing:** Ask students to select their favorite artwork. They should explain why they like that specific piece.

### Project preparation:

Divide students into five teams. Each team will do research on one of the following places: The Smithsonian, Museo del Prado, the British Museum, The Congress Library and the National Museum of Anthropology and History of Mexico..

All these advances, among many more, set the basis for the science that would support modern appliances and comforts that we enjoy today.

### Individual Work

- Imagine life without any of the technological advances such as telephones, airplanes, cars, x-rays. Which is the most important? Write a short paragraph and share with the class.

### From Impressionism to Abstract Art

Technological, scientific and industrial improvements of the nineteenth century, deeply influenced the world of arts, painting and its currents: Impressionism and Abstract Art. Artists from these schools did not try to reproduce reality as in a photograph. They attempted to create art based on personal interpretations of the world.



FIG. 3.14 *Bedroom in Arles* by Vincent Van Gogh, 1888. The Dutch painter Van Gogh suffered a mental disease throughout his life which led him to end his life at the age of 37.

Impressionism was new style in painting that gave light to paintings using a technique of undrafted brush-strokes using a multitude of light and bright colors.

Some of the first Impressionist artists are Édouard Manet, Claude Monet, Pierre-Auguste Renoir and Edgar Degas. Later a derived movement took place, embodied by Post-Impressionists such as Vincent Van Gogh, Paul Gauguin, Paul Cézanne and Toulouse-Lautrec (Fig. 3.14).

As a consequence of war, artists attempted to express the profound feeling of sadness through the movement known as Abstract Art. This context at the beginning of the twentieth century tragically reflected the echoes of war. One of the first was Vasili Kandinsky, from Russia. In this movement, the reproduction of reality completely disappeared. The works of these artists were full of bright colors and bold lines and mainly appreciated color, form and compositions with no reference to the real world (Fig. 3.15).

Other movements emerged such as Expressionism, Surrealism, Futurism and Dadaism, enriching the artistic expression in revolutionary ways that had never happened before.



FIG. 3.15 *Composition 8*, 1923 by Kandinsky. The aesthetics of his works of art dwelt on the chromatic richness and the simplification of the shapes.

82

## SKILLS DEVELOPMENT

**Naturalist skills:** Observing details.

**Logical/Mathematical skills:** Interpreting abstract symbols.

**Critical thinking skills:** Observing.

**Intrapersonal skills:** Developing an opinion.

## EVALUATION OF CONTENT

Students should be able to recognize if there's scientific knowledge reflected on the artwork.

The Avant-Garde movement focused on progress and was committed to social reality and looked for new ways of expression. Art became a critical means of highlighting and denouncing social problems.

### Libraries and Museums in the Spreading of Knowledge

Public elementary education was provided by the state since the nineteenth century and deeply reflected changes and improvements in society.

The diffusion of knowledge in the twentieth century, mainly happened through libraries and museums. These places became important cultural centers that supported the spreading of ideas. As a result, public libraries were built in most urban centers.

Scientific innovations of the nineteenth century widely influenced the need to preserve the past as well as the need to document human achievements. Therefore, the need to reflect progress was reflected in the great number of museums. These institutions included many aspects such as art, archaeology, natural sciences, ethnography and history.

Museums supported the creation of national identities by showing the country's accomplishments.

Some of the finest Museums of the world are the Hermitage in Saint Petersburg, Russia, Museo del Prado in Madrid, Spain; the Natural History Museum in London, England; en vez de, the American Museum of Natural History in New York, United States; en vez de, the Louvre, in Paris, France, and the National Museum of Anthropology and History in Mexico City (Fig. 3.16).

The transmission of knowledge started in the 16th century and was diffused in systematic way within the nineteenth century. Museums and libraries are the ideal places to see our cultural movements and the development of fine arts, humanities and sciences.



FIG. 3.16 The building housing Museo del Prado by José Moñino y Redondo, was first conceived as Real Gabinete de Historia Natural. A center that enclosed a series of scientific institutions. In 1920 it received the name of Museo Nacional del Prado.

### ICT

To visit some of these Museums, we recommend to look for virtual tours on the internet. We suggest the following websites:  
<http://www.googleartproject.com.es>  
<http://www.museodelprado.es/coleccion/galeria-on-line>  
[http://www.britishmuseum.org/explore/online\\_tours.aspx](http://www.britishmuseum.org/explore/online_tours.aspx)

### SESSION INFORMATION

**Week:** 22

**Sessions:** 87, 88

### Expected learning

**outcome:** Recognize the importance of the spreading of the scientific knowledge in the artistic manifestations and the social thinking of the time.

### CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations.

**Development:** Students should give their presentations.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, check comprehension and self-evaluate their presentation.

**Project preparation:** Divide the group into four teams. Two teams will do research on Scientific World Fairs (described on page 84) The other two teams will do research on Demographic changes and methods of birth control (described on page 85). Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, some comprehension-check questions, further information, language use and collaborative work

### Individual Work

1. Taking into account what you learned in this unit, set up a museum in your classroom showing significant scientific advances and art from the mid-nineteenth to the beginning of the twentieth century.
2. Form teams of five or six and organize exhibitions about the following topics.
  - New energy sources.
  - Transformation in the Industry and Communications.
  - Scientific Knowledge.
  - Art Movements.
  - Spreading of Knowledge.

Kells

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### SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

### EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

**Week:** 23

**Session:** 89

### Expected learning

**outcome:** Investigate the cultural and everyday life transformations over time and value their importance.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, some comprehension-check questions, further information, language use and collaborative work.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

## Topics to Analyze, Discuss and Reflect

### → Expected Learning

Investigate the cultural and everyday life transformations over time and value their importance.

### World Fairs and the Fascination of Science and Progress

After the advances in sciences during the nineteenth century, the developed countries saw the need to show the world the progress they had achieved. They also wanted to reach possible project buyers.

World Fairs are spaces where exhibitors from all over the world gather to offer cultural technological innovations.

England held the first Universal Exhibition with the intention of showing the ideas of progress and modernity created by and surrounding human beings (Fig. 3.17).

The first display of progress of the world was carried out in London in 1851. For that purpose the Crystal Palace was built to display achievements reached in science and technology. The building was constructed in cast iron and plate-glass. It was the largest amount of glass ever seen in a building. The Palace consisted in an enormous pavilion of 600 meters long and 120 meters wide, and a 34 meter height, built entirely of iron and glass, which offered a new concept to architecture.



FIG. 3.17 The Crystal Palace venue for the Universal Exposition was built to display innovations of the Industrial Revolution. It contained the largest amount of glass ever used in a building, hence the name.

After the Universal Exposition of London, the fairs were held periodically. Another example of a world fair whose building is a technological and progress display, was the one in Paris in 1889, for which the famous Eiffel Tower was built as an entry arch for the exposition (Fig. 3.18 p. 85).

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Kells

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## Demographic Changes and Methods of Birth Control

Demography is the science that studies the changes of population, the way it is formed, preserved and the way it disappears. Population variations depend on fertility, mortality and migration.

Throughout history the population of different regions of the world have been modified due to several factors, such as food scarcity, epidemics, famines, wars, migrations and fertility.

In Europe, after the Industrial Revolution, there was a significant increase in the number of inhabitants of each country, the birth rates remained stable and, with the scientific advances, the mortality rates decreased. This escalation in the population had a greater impact in the cities than in the countryside (Fig. 3.19).

The cities grew, in numbers of people as well as in size, due to the immigration that arrived from the rural zones searching for better life conditions. The process was fast and messy, which caused a phenomenon of overpopulation and unhealthiness in most workers' neighborhoods.

The demographic growth has had negative effects, especially in the cities, with problems like overcrowding, pollution and overpopulation.

Since the last decades of the twentieth century until today, there had been, all over the world, big campaigns for birth control in seeking better quality of life.

However, birth control is not so recent, texts of ancient civilizations, such as Egyptians, Greeks and Romans, talked about the methods to avoid conception.

During the eighteenth century the use of condoms became popular. But the great contraception revolution came with the discovery of the contraceptive pill (Fig. 3.20).



FIG. 3.18 With a height of 300 meters, the Eiffel Tower was the highest structure in the world for over 40 years, until the edification of the Chrysler building, in New York, in the year 1930.



FIG. 3.19 Cities were more affected by overpopulation than rural areas.



FIG. 3.20 Contraceptives exist since ancient times, however, nowadays its use has helped to decrease the birth rates.

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## SESSION INFORMATION

**Week:** 23

**Session:** 90

**Expected learning outcome:** Investigate the cultural and everyday life transformations over time and value their importance.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, some comprehension-check questions, further information, language use and collaborative work.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

Week: 23

Session: 91

## SELF-EVALUATION

# Evaluation

### Self-Evaluation

1. Check (✓) the outcome that reflects best what you can do with what you learned in the unit.

Learning Outcomes	I succeeded	I succeeded with difficulty	I must try harder
I can identify the duration and sequence of the events related with Imperialism, and locate the countries in expansion and the world's distribution at the end of World War I.			
I can describe the multiple causes in the processes of Industrialization and Imperialism.			
I can analyze the causes of Labor Movements and the changes in the landscape and daily life.			
I can explain the characteristics of the Multinational and National States and the importance of Constitutionalism and Suffrage for their structure.			
I can explain the multiple causes of the America's Imperialist Expansion.			
I can explain the causes and consequences of World War I and the Mexican, Russian and Chinese Revolutions.			
I can recognize the importance of the spreading of the scientific knowledge in the artistic manifestations and the social thinking of the time.			
I can investigate the cultural and everyday life transformation over time and value their importance.			

2. Analyze your answers, go back to the contents in the book to check on the results where you scored low.

### Co-evaluation

1. Get together with another classmate to take a mutual evaluation. Both should write in the chart below the other person's answers in order to evaluate your performance in relation to group work.

Skills	Always	Usually	Sometimes	Never
Shows interest in the topics of the unit.				
Finishes on time the activities he/she was assigned to do.				
Actively participates in team activities.				
Respects the others' points of view when answering to opinions contrary to his/hers.				

## CONTENT DELIVERY

**Start:** Explain to students why evaluation is important.

**Development:** Get students to answer the self-evaluation and check it.

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Kells

## SKILLS DEVELOPMENT

**Metacognitive skills:** Self-monitoring, self-evaluating.

## EVALUATION OF CONTENT

Students should get their self-evaluation instrument checked by the teacher.



### Evaluation

Read the following questions and underline the correct option.

- The relationship between the advances in science and the increase of the population during the nineteenth century was due to:
  - With science development new ways diagnosing diseases and medicines were discovered. In addition the detection of bacteria, illnesses transmission and hygiene as a way of preventing infections, helped decrease mortality.
  - The advance in science allowed more women to become pregnant, which increased the population.
  - Thanks to the development of new agricultural techniques, the countryside improved, which led people to have more children, to help them carry out the farming jobs.
- Underline the causes that led the Imperialist Potencies to World War I.
  - Because of their expansionist policy, Germany invaded France, who became allies with England and declared war to the Triple Alliance, formed by Germany, Austria-Hungary and Belgium, on July 28th 1914.
  - England, Russia and France, who were the Triple Entente, joined to fight for the possession of the territories of Austria-Hungary. On July 28th 1914, they invaded this nation, to which Germany, who was an ally of Austria-Hungary, declared war on them.
  - Because of the murder of the Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, this nation blamed Serbia and, supported by its ally, Germany, declared war on July 29th 1914. Russia and France backed Serbia and Germany declared war on them; England backed its allies and declared war on Germany on August 4th of the same year.
- Common cause for the Mexican, Russian and Chinese Revolutions:
  - Farmers and workers discontent due to poverty conditions during an Authoritarian Regime.
  - Farmers and workers discontent for the lack of opportunities to join the Industrial Sector.
  - The struggle between different political parties to gain power.

### Fill in the blanks with the correct choice.

The workers movement had an ideological foundation in several thinkers, amongst which Mikhail Bakunin and Karl Marx can be highlighted. \_\_\_\_\_ proposed \_\_\_\_\_, while \_\_\_\_\_ sought to explain reality through Scientific Socialism. His ideas gave rise to social movements of Anarchism and \_\_\_\_\_ at the end of the \_\_\_\_\_ century and the beginning of the \_\_\_\_\_ century.

- Marx, Marxism, Bakunin, Historical Materialism, eighteenth and nineteenth.
- Bakunin, Anarchism, Karl Marx, Marxism, nineteenth and twentieth.
- Engels, Socialism, Marx, Marxism, eighteenth and nineteenth.

### Underline the correct choice to complete the following statements.

- Biological studies about evolution of the species were carried out by:
  - Karl Marx. b) Charles Darwin. c) The Curie couple.
- Studies in psychology about behavior were proposed by someone who is known as the "Father of Psychoanalysis":
  - Sigmund Freud. b) Gregor Mendel. c) Karl Marx.
- Choose the correct choice showing the names of the side parties in World War I. As well as the missing members:

Austria-Hungary	}	Formed _____
Italy		
_____	}	Conformed _____
England		
Russia		

  - The United States of America, the Triple Entente, France, the Triple Alliance.
  - Japan, the Triple Alliance, France, the Triple Entente.
  - Germany, the Triple Alliance, France, the Triple Entente.
- It can be stated that abstract art:
  - Searches to represent reality as we see it to create a conscience out of it, and to be able to modify it.
  - Did not try to reproduce reality, like a photograph, but to represent it from personal interpretations.
  - Sought to pick up the principles of classic art again, that is to say, the models of Antiquity.

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### SESSION INFORMATION

Week: 23

Session: 92

### EVALUATION

### CONTENT DELIVERY

**Start:** Students should answer page 87 prior to taking the unit assessment. Go through the answers; help them with techniques to study content they do not remember clearly.

**Development:** Students are to take the unit assessment. You can find it in the Teacher's Guide pages 155 to 158 along with the answer key.

**Closing:** Check their assessments, record the score and provide with feedback. You might want to use the Attendance and Evaluation formats that you can find the Teacher's Guide pages 167 and 168.

# Student book U4

## SESSION INFORMATION

**Week:** 24

**Session:** 93

### Expected learning

**outcome:** Identify topics in the unit students consider will be hard to understand in order to make a studies plan.

## CONTENT DELIVERY

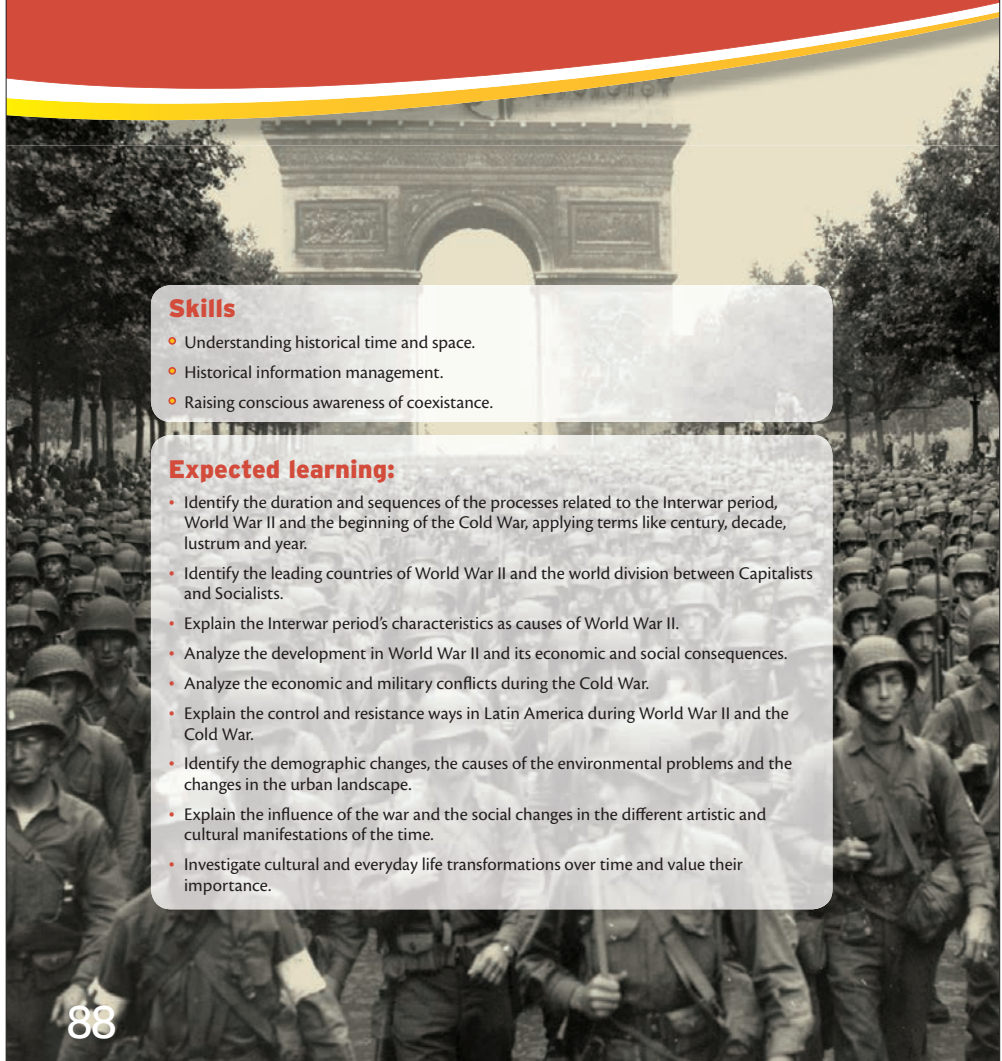
**Start:** Have students analyze and identify what they could do well in units 1 to 3; as well as what they should improve in unit 4. Ask them, for instance: What topics were easy? Did your previous study plan work? Didn't it work? Why? Did you really follow your study plan? Students should write down their reflections.

**Development:** Have students check the skills, learning outcomes and key concepts in unit 4. Ask them to identify the topics they consider the hardest ones. Then, they should plan how to study them and do better than the previous unit. If a strategy didn't work, then they should find another one. Help them with ideas. (Drawing mind maps, discussing with partners, making their own exams, making timelines, making associations, etc.)

**Closing:** Students should write down their study plan and have it checked.



## The World between 1920 and 1960



### Skills

- Understanding historical time and space.
- Historical information management.
- Raising conscious awareness of coexistence.

### Expected learning:

- Identify the duration and sequences of the processes related to the Interwar period, World War II and the beginning of the Cold War, applying terms like century, decade, lustrum and year.
- Identify the leading countries of World War II and the world division between Capitalists and Socialists.
- Explain the Interwar period's characteristics as causes of World War II.
- Analyze the development in World War II and its economic and social consequences.
- Analyze the economic and military conflicts during the Cold War.
- Explain the control and resistance ways in Latin America during World War II and the Cold War.
- Identify the demographic changes, the causes of the environmental problems and the changes in the urban landscape.
- Explain the influence of the war and the social changes in the different artistic and cultural manifestations of the time.
- Investigate cultural and everyday life transformations over time and value their importance.

## SKILLS DEVELOPMENT

**Metacognitive skills:** Planning, organizing studies content.

## EVALUATION OF CONTENT

Students should get their study plan checked by the teacher.

# Period Overview

## Temporal and Space Location of the International Conflicts and the Scientific and Technological Advances

### → Expected Learning

Identify the duration and sequences of the processes related to the Interwar period, World War II and the beginning of the Cold War, applying terms like century, decade, lustrum and year. Locate the leading countries in World War II and the division of the world between Capitalists and Socialists.

This period between the years 1929 and 1960 is characterized as a time of economic and social crisis that led to armed conflicts that affected most of the world's population.

The end of World War I left Europe with a great economic deficit, **hyperinflation** and few possibilities for recovering. Meanwhile, the United States lived a time of prosperity in which economy grew due to the massive production of goods.

The United States became a strong world potency, and the European countries had to depend on their economy. In 1929, The United States entered the Great Depression after the prices of the New York Stock Market fell. The dependence other countries had created on the American economy caused a world crisis. Millions of people were unemployed and the consumption was minimal for several years. President Franklin D. Roosevelt created an interventionist economic policy called "New Deal". The projects and policies were designed to improve the lives of people suffering in the Great Depression. The New Deal led to the economy improving and stabilizing as World War II started.

An extreme terrible social and economic situation in Europe caused the creation of totalitarian regimes which had extremist political ideologies that promised the population a change in their way of living. This is how Socialism, Nazism and Fascism proliferated. Socialism was born in the Soviet Union lead by Vladimir Lenin and after his death by Joseph Stalin. Nazism was a movement that began in Germany and promoted Anti-Liberal, Pan-German, Anti-Semitic and Expansionist ideas.

Fascism was a model that praised the nation over the individual, created in Italy by Benito Mussolini (Fig. 4.1).

Hitler's expansionist ideas led to the acquisition of different European territories and to the violation of the Treaty of Versailles. But none of the European powers was willing to start another war. However, when Adolf Hitler decided to invade Poland in 1939, Great Britain, France and the Soviet Union declared war on Germany, opening World War II. In this armed conflict the Allies, Great Britain, France, the Soviet Union and the United States, fought against the Axis Tokyo-Berlin-Rome: Japan, Germany and Italy.

Women participated directly and indirectly in this tragic event. Many of them were nurses (Fig. 4.2 p. 89). Others worked in factories producing goods used in war.



### GLOSSARY

**Hyperinflation.** Very high out of control rise in prices or inflation.

FIG. 4.1 Hitler ascended to power in 1933 representing the Nazi Party. He worked hard in expanding the Pan-German and Anti-Semitic ideas.

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## SESSION INFORMATION

Week: 24

Session: 94

**Expected learning outcome:** Identify the duration and sequences of the processes related to the interwar period, world War II and the beginning of the Cold War, applying terms like century, decade, lustrum and year. Locate the leading countries in World War II and the division of the world between Capitalists and Socialists.

## CONTENT DELIVERY

**Start:** Students should read pages 89 to 91 (at the top). Help with vocabulary problems as necessary.

**Development:** In teams of four or five members, students should make a poem, cartoon or theater play called "The World between 1920 and 1960".

**Closing:** Students should present the product they developed in whole class.

## SKILLS DEVELOPMENT

**Critical thinking skills:** Summarizing, paraphrasing.

Depending on the product they develop:

**Bodily/Kinesthetic skills:** Acting.

**Verbal/Linguistic skills:** Creating poems.

**Visual/Spatial skills:** Graphing data.

## EVALUATION OF CONTENT

Students should actively participate to develop the product each team decides to make.

## SESSION INFORMATION

**Week:** 24

**Session:** 95

### Expected learning

**outcome:** Identify the duration and sequences of the processes related to the interwar period, world War II and the beginning of the Cold War, applying terms like century, decade, lustrum and year. Locate the leading countries in World War II and the division of the world between Capitalists and Socialists.

## CONTENT DELIVERY

**Start:** Students should read pages 89 to 91 (at the top). Help with vocabulary problems as necessary.

**Development:** In teams of four or five members, students should make a poem, cartoon or theater play called "The World between 1920 and 1960".

**Closing:** Students should present the product they developed in whole class.

FIG. 4.2 Nurses during World War II.



War ended in Europe with the arrival of the Allies to Berlin. In the Pacific it lasted some more months and finished with the United States dropping two atomic bombs on the Japanese cities of Hiroshima and Nagasaki.

The United Nations, UN, was created as a pacifist institution; its aim was to mediate in national and international conflicts without the use of violence.

When World War II finally ended, the world was embroiled in another great conflict: the Cold

War. In this unfortunate event two powers and two ideologies faced each other: on one hand, the United States and the Capitalist West Sector, and on the other, the Soviet Union and the Communist East Sector. In addition to the strong tensions, this conflict created, armed fights in different parts of the world like Korea and Vietnam.

The weakening of European potencies led to different countries in Africa and Asia attaining their independence. This decolonization started when the armed conflict ended and lasted several decades.

A terrible consequence of war in Europe was Hitler's plan to exterminate the Jewish population. After the war the UN gave the Jewish people a territory to establish their homeland. The UN divided Palestine into two states, founding the State of Israel in 1948. This caused great conflicts between the neighboring countries that were a part of the League of Arab States.

The international economic situation of the Interwar period also affected Latin American countries, leading to the creation of populist governments in Mexico, Brazil and Argentina, motivating the underprivileged social classes through different ideals.

Most social movements that sought equitable reforms in Latin America were repressed by the military dictatorships. Many of these ruling systems were supported by the United States who feared a communist expansion in the American territories.

One of these dictatorships was in Cuban and led by Fulgencio Batista. The multiple corruption, social inequality and injustice that characterized it caused a rebellion led by Fidel Castro Ruz who in 1953 guided the Cuban Revolution (Fig. 4.3).

In the Americas there were also helping organizations that worked according to the regulations established by the UN. One of these organizations was the Organization of American States, OAS, whose main principle was: "Democracy for peace, security and development."

The twentieth century was a period of social inequalities and poverty in the world. Even so, this century was characterized by enormous scientific and technological advances that changed the way people lived. Medical discoveries reduced the mortality of population. Daily life radically changed with the arrival of electrical appliances, televisions and computers. The development of aviation made transportation time decrease and distances shorter.

FIG. 4.3 Fidel Castro (left), Raúl Castro (center) and Che Guevara (right) carried out the Cuban Revolution.



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## SKILLS DEVELOPMENT

**Critical thinking skills:** Summarizing, paraphrasing

Depending on the product they develop:

**Bodily/Kinesthetic skills:** Acting.

**Verbal/Linguistic skills:** Creating poems.

**Visual/Spatial skills:** Graphing data.

## EVALUATION OF CONTENT

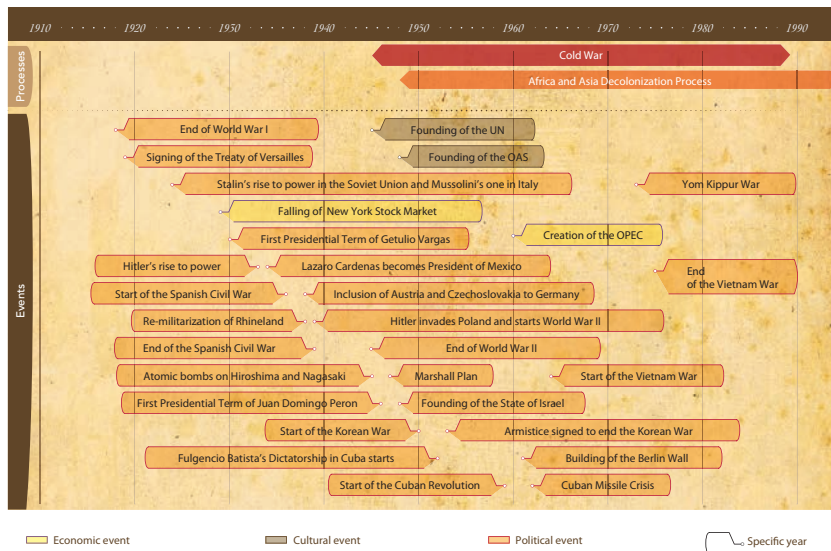
Students should actively participate to develop the product each team decides to make.

The population in the cities started to increase while rural population decreased. The cities growth was disordered, creating great environmental problems and "misery belts".

There were significant changes in human thinking: Existentialism, Pacifism and Religious Renewal. Social crises of the post-war was shown through art and literature.

**Individual Work**

1. Observe the next timeline and match the events with the information from the text you just read.
2. Answer the following questions in your notebook, using the terms decade, lustrum and year.
  - How long did the Interwar period last?
  - How long did the economic crisis last after the Great Depression?
  - Which were the main countries involved in World War II?
  - Which important changes happened after the end of World War II in Africa and Asia?
  - How long did the Cold War last?
3. Share your answers with two classmates.



**SESSION INFORMATION**

**Week:** 24

**Session:** 96

**Expected learning outcome:** Identify the duration and sequences of the processes related to the interwar period, world War II and the beginning of the Cold War, applying terms like century, decade, lustrum and year. Locate the leading countries in World War II and the division of the world between Capitalists and Socialists.

**CONTENT DELIVERY**

**Start:** Prepare some pictures about main world events between 1920 and 1960. Show the pictures to students and they should say information they remember about each event.

**Development:** Students should do the Individual Work activities using the timeline and the information from pages 89 to 91.

**Closing:** Elicit the duration, sequence and time of each event.

**SKILLS DEVELOPMENT**

**Naturalist skills:** Observing details.

**Critical thinking skills:** Analyzing.

**Reading skills:** Scanning, reading for detail.

**EVALUATION OF CONTENT**

Students should be able to identify the duration and sequences of the processes related to the events between 1920 and 1960.

## SESSION INFORMATION

Week: 25

Session: 97

### Expected learning

**outcome:** Explain the Interwar period's characteristics as causes of World War II.

## CONTENT DELIVERY

**Start:** Students should read "The Weakening of the European Powers and The United States Presence" and "The Great Depression". Help with vocabulary as necessary.

**Development:** In teams of four students, they should mind map the information they read.

**Closing:** Have a couple of volunteers draw the mind map on the board. In whole class, check it and enrich it so that it is clear for everyone why there was a huge economic crisis.

### Project preparation:

Divide your group into three teams. Each team should do research on one of the following topics: Socialism, Nazism, and Fascism. Each team should present the information described on pages 93 to 95 and any other relevant information they can find in other sources. Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, some comprehension-check questions, further information, language use and collaborative work.

## Topics to Understand the Period

Answer the question:

- Did the world change more during the twentieth century than in previous ones?

### The World Between the Two Great Wars

#### → Expected Learning

Explain the Interwar period's characteristics as causes of World War II.

#### The Weakening of the European Powers and the United States Presence

At the end of the Great War, European nations were in a deep economic, political and social crisis. The morale of the people was down, soldiers went back to their places of origin after so much suffering and without hope of finding employment.

The peace conditions that had been imposed by the victorious countries over the defeated ones deteriorated the economy that had already been affected by war. France, Great Britain and Italy not only asked Germany to pay for the repairing of the damages, but they also wanted the country not to recover, in order to limit its economic growth possibilities.

Financial conditions of all European nations were damaged causing a rise in unemployment and a hyperinflation, especially in Germany, whose currency did not retain its value (Fig. 4.4).

The recently created Soviet Union, USSR, which had withdrawn from the war due to the start of the Russian Revolution, was not in a good moment either as private savings had disappeared.

For the United States things were very different. War was not fought within its territory, therefore, they did not need to rebuild bombed buildings; its industry worked well and became steady, and its population was not starving or homeless. Since the end of World War I, the United States had become the main creditor in the world. This caused a great dependence of European countries on the American economy.



**FIG. 4.4** German children building a tower out of bills. The currency value in Germany was so low that a wheelbarrow full of money was needed to buy a loaf of bread. Prices on products increased within minutes.

#### The Great Depression

The United States thought that times of prosperity would last forever. Many people had access, for the first time, to products they considered luxury, such as cars and electrical appliances. This was because the newly introduced credit mechanism, "buy now and pay later" was very utilized in the country.

Most American people had direct access to credit and loans. In addition, the idea of investing money in **government bonds** or **shares** of private enterprises through the stock market opened speculation in the American markets.

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## SKILLS DEVELOPMENT

**Critical thinking skills:** Mind mapping.

**Interpersonal skills:** Discussing.

## EVALUATION OF CONTENT

Students should get their mind map checked by the teacher.

The credit led to a lot of production and little money to buy. In addition, other sectors, such as agricultural, were affected because prices diminished, creating **deflation**.

Speculation, overpopulation and uneven distribution of wealth caused the New York stock market to crash on Thursday, October 24th, 1929. This day is known as "Black Thursday" (Fig. 4.5). After this event, the economic crisis became enormous in the United States, and most countries of the world were severely affected by this for several years (Fig. 4.6).

A great number of people were left unemployed for longer foreseen. This created a vicious cycle in which the jobless had no money to consume, so the business did not sell, so their income was minimal. They had to reduce spending by letting employees go, leading to more unemployment. Around 1932 there were over forty million unemployed people in the world.

This severe economic crisis called into question the Economic Liberal Doctrine. The economist John Maynard Keynes formulated a new proposal of state intervention to increase consumption and investment. Roosevelt's famous "New Deal" was a first expression of state interventionism, which had a big impact in the United States' economy. However, these new theories were settled after World War II.

### Socialism, Nazism and Fascism

There was little hope that the difficult financial situation of the world was going to be solved by economic liberalism of the time before World War I. There were three options competing for the political-intellectual hegemony: Marxist Communism, Reformed Capitalism, in which the state intervened to avoid great **speculations** that could lead to economic crisis, along with **Social Democracy** that supported the labor fight for the ones who were not communists. And the third one, Fascism, that had its peak in Italy with the arrival to power of Benito Mussolini in 1924.

The Great Depression confirmed to intellectuals, activists and citizens that something was not right in the world. They wanted new political ideologies to get them out of the crisis. Thus, three political movements were formed in Europe: Socialism, Nazism and Fascism.

### Socialism

In 1917, the Russian Revolution had started. The Russian economy was already behind compared to the European powers. After the war, the conditions were very unfavorable for the population. Vladimir Lenin proposed in 1921, a New Economic Policy (NEP), in which the private and the public sectors were joined. There were small and medium private enterprises, while the State controlled the big companies, such as banks and industries.



FIG. 4.5 The main newspapers of the world announced the stock market crash.

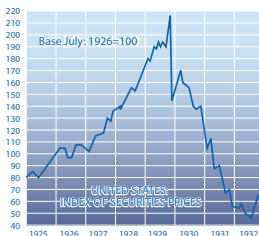


FIG. 4.6 Chart of the quoted prices of the stock exchange from 1925 until 1932. This shows that the American stock market started rising in 1925. The great crash happened in 1929. In 1932, the economy had not recovered and the prices had not achieved the levels of 1925.

### GLOSSARY

**Deflation.** Falling of the prices level generally due to a phase of economic depression.

**To Speculate.** To carry out commercial or financial operations, expecting to obtain benefits based on the prices variation or the changes.

**Social Democracy.** Doctrine and political movement that surged at the end of the twentieth century, with the purpose of leading the workers movements in a pacific way without destroying Capitalism.

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## SESSION INFORMATION

Week: 25

Session: 98

**Expected learning outcome:** Explain the Interwar period's characteristics as causes of World War II.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, some comprehension-check questions, further information, language use and collaborative work..

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

Week: 25

Session: 99

**Expected learning outcome:** Explain the Interwar period's characteristics as causes of World War II.

## CONTENT DELIVERY

**Start:** Ask students some comprehension-check questions about Nazism, Socialism and Fascism.

**Development:** Students should make a chart comparing and contrasting characteristics of the three movements.

**Closing:** Ask two volunteers to make the chart on the board so that everyone can contribute to enrich it.

FIG. 4.7 Parade supporting the collectivization of the land in Russia. Some of the banners read "Let's eliminate the kulaks as a class."



were opposed the collectivization of the land. The new policy found a way out to put an end to this opposition through violence. The new policy kept order in the Soviet Union, but the population lived in fear. Those who did not agree with the measures taken by the government could be sent to the work fields.

### Nazism

At the end of World War I, Emperor Wilhelm II of Germany **abdicated**. In 1919, there were elections and seventy-five percent of the population voted for a coalition of the Social Democratic parties, creating the Weimar Republic. The power was in the hands of a President, a Chancellor and a Parliament.

Post-war years in Germany were characterized by a deep economic crisis. This led to the creation extreme stances opposing the elected government: the far-left and far-right as antagonists.

The Great Depression of 1929 affected Germany too. The United States stopped lending them money and thousands of small businesses had to close, leaving millions of people unemployed.

This was the desperate situation that the National Socialist Party, best known as the Nazi Party, took advantage of to attain power. This party had surged at the end of World War I under the name German Workers Party. The party changed its name in 1920 to National Socialist German Workers Party. Since the beginning, its members promulgated anti-liberal ideas: giving more power to the State and less to the people, restricting rights of expression and citizen participation. **Pan-Germanic** and **Anti-Semitic** postures arose as well. One of its members was Adolf Hitler who was born in Austria and had participated in World War I.

The Nazi Party was supported by solid businessmen, thus, the German economy showed signs of recovery. This led the Nazi Party to have more followers. Not even the President or the Chancellor had enough power to rule the country by themselves, since the Parliament's approval was needed. Hitler,

using illegal means, made his way through and overtook Parliament's control, taking absolute power for himself.

Hitler sought to expand power over Europe and, based on his ideology of Aryan superiority, sought to exterminate the Jewish and Gypsies. The most remarkable thing is he had the support of most of the population due to very effective propaganda. (Fig. 4.8).



FIG. 4.8 Speech by Hitler in Germany.

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## SKILLS DEVELOPMENT

**Critical thinking skills:** Remembering, summarizing, comparing and contrasting.

**Interpersonal skills:** Working as a group member.

## EVALUATION OF CONTENT

Students should get the comparative chart checked by the teacher.



### Fascism

Fascism, like Nazism and Socialism, is a political movement, and form of government which was born in Italy. It advocates the nation over the individual. The model was created by Benito Mussolini during the decade of the 1920s.

In 1924, Mussolini rose to power with a "Totalitarian" government, an authoritative one that intervenes in all aspects of life. This model also advocated the deficiency of reason and rationalism and the superiority of the instinct and will. Fascism combined nationalism, anti-communism, anti-liberalism and some anti-semitism with Nazism. The success of Fascism was based on achieving the approval of the masses. So, this allowed the elimination of all opposing parties with the population's agreement.

### Individual Work

- In your notebook, write three differences and three similarities between Socialism, Nazism and Fascism and the main causes for the surge of these movements.

### Welfare State

In 1933, the Democrat Franklin D. Roosevelt took power as President president of the United States of America. The American economy was recovering, but there were still damages from the crisis. The country needed a new economic policy and Roosevelt (Fig. 4.9) bet on an interventionist policy called the New Deal which consisted of:

- Closing all the banks that showed **insolvency**, allowing only the **solvent** financial institutions to continue working.
- Making the dollar go out of the gold pattern. People with savings in gold had to exchange them to dollars, devaluating the currency to favor exportations.
- Distributing federal **subventions** in order to protect the farmers.
- Encouraging the public spending through investments in infrastructure which led to the employment of many people.
- Stabilizing the prices and salaries to favor spending from the population, to reactivate economy.
- Allowing the workers to organize in labor unions.

Although these measures helped the American financial situation, this only reached a war economy that was created during World War II. Improvements in American economy took place due to the production from the heavy industry like weapons fabrication. In addition, women joined the work force, therefore, production nor consumption were interrupted. This was the origin of the so-called welfare state, which refers to the state committing to cover the basic needs of its population.

The term "Welfare State" was coined at the end of World War II. Policies were also implemented in different countries of Western Europe to give their citizens education, health, pension and housing services.



### GLOSSARY

**Insolvency.** Incapability of paying debts.

**Solvency.** Lack of debts or the capability of paying them.

**Subvention.** Delivery of an amount of money from the State to decrease the production costs and, therefore, the decrease of the product's price that the final consumer buys.

FIG. 4.9 Franklin D. Roosevelt bet on an Interventionist Economic Policy called New Deal.

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## SESSION INFORMATION

**Week:** 25

**Session:** 100

**Expected learning outcome:** Explain the Interwar period's characteristics as causes of World War II.

## CONTENT DELIVERY

**Start:** Elicit the five characteristics of the Interwar period they have studied so far. (Nazism, Fascism, Socialism, The weakening of European economy and the rise of American economy, and The Great Depression).

**Development:** Ask students what they imagine "New Deal" was. Elicit their guesses. Then, have them read "Welfare State". Help with vocabulary as necessary.

**Closing:** Students should paraphrase what the New Deal was. And then, they should explain the characteristics of the period that led to World War II.

**Project preparation:** Divide the group into five teams. Each team will present one of the subtopics in the sequence "World War II" explained on pages 96 to 99 following the project evaluation criteria (use the projects rubrics, page 163).

## SKILLS DEVELOPMENT

**Critical thinking skills:** Remembering, Imagining.

**Verbal/Linguistic skills:** Paraphrasing.

## EVALUATION OF CONTENT

Students should be able to explain the characteristics of the period.

## SESSION INFORMATION

**Week:** 26

**Session:** 101

### Expected learning

**outcome:** Analyze the development of World War II and its economic and social consequences.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, some comprehension-check questions, further information, language use and collaborative work.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

### To Know More

In 1920 the "Prohibition" was created in the United States, which forbade the selling of alcoholic beverages. This law was **repealed** by Franklin D. Roosevelt in 1933. The "Prohibition" caused an increase in violence created by the organized crime. The most famous gangster was Al Capone.

**GLOSSARY**  
**To Repeal.** To abolish or eliminate an established regulation, such as a law or a custom.

MAP 4.1 Territories occupied by Germany.

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## World War II

### → Expected Learning

Analyze the development of World War II and its economic and social consequences.

### The Armed Conflict and its Effects on the World

At the end of World War I the economic disaster was an important factor in the rise of Totalitarian governments with expansionist ideas in Europe. Outside of Europe, Japan also aimed to expand its territory and control part of the Pacific and China.

With Hitler's arrival to power, Germany stopped following the Treaty of Versailles' agreements, it stopped paying its debt, and re-armed the country. Germany intended to recover the territories lost in 1918 and it also wanted to take part of eastern Europe.

In 1938, Germany had remilitarized the Rhineland zone; it had annexed Austria and the Sudetes in Czechoslovakia (Map 4.1). Benito Mussolini in Italy, who supported the Nazi Germany, tried to recreate the Roman Empire, he invaded Ethiopia. By that time, Japan had also occupied Manchuria, a region in northeast China.

In 1939, the Soviet Union and Germany signed a no aggression pact. In this agreement, there were established clauses such as: not to attack each other and to solve the conflicts between the two countries in a peaceful way.

In 1939, Germany invaded Poland, breaking the no aggression agreement with the Soviet Union. Great Britain and France declared war on the Germans. This was the starting event of World War II.



## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

There were two sides fighting: the Allies, comprising Great Britain, France and the Soviet Union, the United States joined years later, and the Axis, Italy, Germany and Japan.

The first part of the World War II was characterized by the fast advance of the German army over Europe. Besides Poland, Germany invaded France, the Netherlands, Denmark and Norway through a military tactic called "lightning war". Great Britain tried to stop the German advance fighting in the north of Africa.

In 1941, the Axis powers invaded the Soviet Union. In the meantime, Japan attacked the American military base of Pearl Harbor, in Hawaii, which led to the entrance of the United States to war.

The German advance over the Soviet Union was stopped in 1942, after the Soviet victory in the Battle of Stalingrad (Fig. 4.10). That same year, Japan lost several naval battles against the United States. Italy was invaded by the Allies, who had already won the battle in the north of Africa, gaining total control of the Mediterranean Sea. This caused the Axis powers to start their withdrawal.

The last stage of the conflict was characterized by the help from other countries for both sides. Mexico sent the 201 squadron, known as the Aztec Eagles, to fight for the Allies in the Philippines. The war in Europe ended with Berlin's surrender on May, 7th, 1945. Japan, however, continued the war in the Pacific. This country's surrender came with the dropping of the atomic bombs by the United States on Hiroshima and Nagasaki.

The victorious countries were two: the United States and the Soviet Union. From that moment on, the world was polarized, since these two great powers were divided by their ideologies: Capitalism and Communism.

World War II caused the deaths of around forty-five million people, most of them were civilians. The physical destruction was enormous since entire cities were demolished. In addition, there were great movements from the population. The decade of 1940s was characterized by great migrations. Europe was physically and morally devastated. There were peace negotiations in the Yalta and Potsdam conferences. The necessity of creating an international organization to mediate in the conflicts to avoid war was obvious. And so on October, 24th, 1945, the United Nations, UN, was founded.

### The women's Role in World War II

The role women played during World War II goes beyond their enrollment in the armed forces. Although women already worked before the armed conflict. The fact that so many men had to leave home in order to fight, caused women to replace them in specialized jobs where they had been excluded in the past (Fig. 4.11).



FIG. 4.10 The Battle of Stalingrad. One of the decisive factors in the German defeat was the horrific winter they encountered.

### To Know More

There is a wide amount of movies about the subject of World War II. The following list is suggestion, so you can learn more about this conflict and its political and social implications.

- Empire of the Sun, 1987, directed by Steven Spielberg.
- Schindler's List, 1993, directed by Steven Spielberg.
- Life is Beautiful, 1997, directed by Roberto Benigni.
- Downfall, 2004, directed by Oliver Hirschbiegel.
- The Boy in the Striped Pajamas, 2008, directed by Mark Herman.

FIG. 4.11 Military women in World War II.

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## SESSION INFORMATION

**Week:** 26

**Session:** 102

**Expected learning outcome:** Analyze the development of World War II and its economic and social consequences.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, some comprehension-check questions, further information, language use and collaborative work.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

**Project preparation:** Divide the group into four or five teams. Each team should take some large pieces of bond paper (2 to 4), markers, pictures, ruler in order to make a concept map and a time line describing World War II.

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

**Week:** 26

**Session:** 103

### Expected learning

**outcome:** Analyze the development of World War II and its economic and social consequences.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, some comprehension-check questions, further information, language use and collaborative work.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.



FIG. 4.12 Telephone operators and nurses during World War II.



Women also collaborated in World War II in a direct and an indirect way; they became pilots and spies, but they also carried out hard resistance jobs becoming workers, farmers, nurses, telephone operators, administrators and traders (Fig. 4.12).

Once the armed conflict was over, women did not want to work only on the house chores. World War II changed the way of living. After the war, the number of women in the work world increased. Eventually, they were able to obtain more important positions as directors of big enterprises, and even nation rulers.

### The Marshall Plan, the Recovery of Europe and Japan

As previously stated, World War II brought many human and physical losses. Both the victors and the vanquished had cities in ruins and destroyed fields and industries. The European economy was in very bad shape. The United States was spared from these disasters since there were no battles in their territory and their economy had actually grown due to the war industry.

In order to avoid making the same mistakes that led to the economic disaster after the Treaty of Versailles, the United States decided to financially help the devastated countries by implementing the Marshall Plan (Fig. 4.13).

This Plan was launched in 1947, through it, the United States gave more donations than loans. In order for a country to receive this economic aid, it had to be part of the Organization for Economic Co-operation and Development, OECD, which was the institution that administered the funds. The plan lasted four years and benefited several countries such as Great Britain, France, West Germany, Italy, Holland, Austria, Belgium, Greece, Sweden and Turkey. The Soviet Union rejected this help and forbade the countries under its influence to accept it. The strategy allowed the world's economy to grow around thirty percent.

### The Creation of International Financial Organizations

Towards the end of World War II, the United States, along with other countries, wondered how they could avoid a crisis like 1929 and help the devastated countries. In 1944, representatives of fifty countries gathered to attend the first Monetary and Financial Conference, whose goal was to improve the world's economic situation (Fig. 4.14).

After the conference, solid international institutions such as the World Bank, WB, the International Monetary Fund, IMF, and, the Inter-American Development Bank, IDB, were formed.

The International Monetary Fund started operating in 1947, extending 25 million dollars in credit to France. That same year, an international organization for world trade, the General Agreement on **Tariffs** and Trade: GATT, was established.

Today, the World Bank tries to help reduce the poverty through its five institutions: the International Bank for Reconstruction and Development: ABRD; the International Development Association: IDA; the International Finance Corporation: IFC; the Multilateral Investment Guarantee Agency: MIGA, and the International Centre for Settlement of Investment Disputes: ICISD.



FIG. 4.13 Posters promoting the Marshall Plan, in which the highlighted idea was that all the countries had to progress together.

#### GLOSSARY

**Tariffs.** A tariff is the tax or duty given to the goods that are meant for importation or exportation.

FIG. 4.14 The Bretton Woods Conference, formally known as the Monetary and Financial Conference.



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## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## Asian and African Decolonization

World War II had an effect on the inhabitants of Asia and Africa. After the peace agreements a decolonization process started in these areas and old European colonies gained their independences.

Many of the intellectual and political leaders of the Anti-Colonialists had studied in Europe. This was the case of Mahatma Gandhi who noticed significant social differences between the Indians and the English after his return from studying in Great Britain. The movement started by Gandhi was characterized by a non-violence code. He helped India achieve its independence in 1947 while other countries fought to obtain their autonomy. Others were influenced by the Marxist ideas through the spreading of the Russian revolution doctrines.

Once independence was achieved, several countries started conflicts because the colonial authorities were substituted by local dictators who only cared about their own interests, while people continued living in very poor conditions. Unfortunately, a great number of African and Asian countries continued in war for several years.

### Team Work

Form teams of four or five and follow the instructions.

- Create a concept map on cardboard about the causes and consequences of World War II. Organize by subjects: political, social, economic, etc.
- Construct a timeline from 1939 to 1950, where you highlight the most important events of this period.

## The Cold War

### → Expected Learning

Analyze the economic and military conflicts during the Cold War.

## Capitalism and Socialism in the Creation of the Geo-Economic and Military Blocks and their Conflicts

Both vanquishers of World War II, the United States and the Soviet Union, divided the world in two big blocks: the Capitalist west, and the Communist or Socialist east. This period, that began at the end of World War II, and continued up until 1989, it is known as the Cold War.

The peace treaties carried out several months later, August 1945, established the occupation areas by the United States and the Soviet Union as well as France and Great Britain. From that moment on the world was divided into two parts by building a wall in Berlin (Fig. 4.15).

The term Cold War was coined because there was never a physical fight between these two powers, but there were only ideological differences which affected most of the world.

Even though, in reality, there were only a few occasions in which there was an imminent danger of a world war to start, the fear that something could happen was always there.



FIG. 4.15 Building of the Berlin Wall in 1961.

## ICT

To read the biography of several women who stood out during World War II, we invite you to visit the following website *Las mujeres en la guerra*, at: <http://www.exordio.com/1939-1945/civiles/mujeres.html>

## To Know More

Watch *Gandhi*, filmed in 1982 and directed by Richard Attenborough.

## SESSION INFORMATION

Week: 26

Session: 104

**Expected learning outcome:** Analyze the development of World War II and its economic and social consequences.

## CONTENT DELIVERY

**Start:** Divide the group into the four or five teams you set up the previous lesson. Students should answer some comprehension check questions about World War II.

**Development:** Students should do the two activities described in the section *Team Work*.

**Closing:** Each team will display the posters they make on the classroom walls.

**Project preparation:** Divide the group into three teams. Each team will read and prepare a theater play about one of the subtopics in the sequence: The Cold War. Briefly explain what you will evaluate in the play: Giving relevant, clear information, preparing visuals or realia and some comprehension-check questions, further information, caring for language use and doing collaborative work.

## SKILLS DEVELOPMENT

**Critical thinking skills:** Concept mapping, Making a timeline.

## EVALUATION OF CONTENT

Every student should actively participate in the posters making process.

## SESSION INFORMATION

**Week:** 27

**Sessions:** 105, 106

### Expected learning

**outcome:** Analyze the economic and military conflicts during the Cold War.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their theater play: Relevant, clear information, visuals or realia, some comprehension-check questions, further information, language use and collaborative work.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their theater play using the same project presentations parameters described in the rubrics.

FIG. 4.16 This British cartoon from 1962 shows Kennedy and Khrushchev arm-wrestling for power, sitting on nuclear weapons.



Demarcation lines were drawn in Europe between 1943 and 1945, after the agreements in the summits in which Roosevelt, Churchill and Stalin participated. The situation outside of Europe was not very clear. In Japan, the United States established a unilateral occupation excluding the Soviet Union. In China, Mao Tse-tung proclaimed the People's Republic of China, which was Communist.

However, in Asia there were several conflicts that unleashed friction and, in many cases, led to wars. The struggles that caused tension between the two powers were the Korean War, the Vietnam War and the Cuban missile crisis. These events caused a great world tension in just a few days. Fortunately, none of the potencies decided to attack the other.

The Cold War also brought a scientific, technological and cultural competition. The Soviet Union as well as the United States, invested a lot of money to win the nuclear arms race. Though it also had positive consequences since many advances in the Space Race and sciences and technology were achieved (Fig. 4.16).

### To Know More

The Berlin Wall was built in 1961 in order to divide the Capitalist West Germany, called the Federal Republic of Germany from the Socialist East Germany, called the German Democratic Republic. The Germans were divided, to cross from one side to the other they had to show their passports, and they were not always allowed to pass.

### The Foundation of Israel and the Arab-Israeli Conflict

At the end of World War II, the surviving Jews did not want to go back to the places where they had been evicted from, that is why it was thought to assign them a territory in the world where they could build a nation.

Since the end of the nineteenth century, there had been a Zionist movement in Russia that promoted the return of the Jewish people to their land, which until then, had been occupied for several centuries by the Palestines, and was an English colony. Even though some Jewish people had migrated there.

After the English decolonization of Palestine, the UN proposed to divide the territory into two States: Israel and Palestine. In 1948, the State of Israel was created in order that any Jew in the world could emigrate to obtain a homeland.

The neighboring countries, Lebanon, Syria, Transjordan, Iraq and Egypt, who formed the Arab League, demonstrated against the founding of Israel. They supported the Palestinian state by immediately attacking Israel, which triggered 1948 Arab-Israeli War. On the other hand, Israel was supported by the United States and a cease fire was signed in 1949.

The war caused thousands of displaced people. The Arabs had to leave the Gaza and the West Bank territories, and the Jews had to leave the Arab territories. The Gaza Strip was created: a narrow geographical line that represents the frontier of Palestine, Israel and Egypt.

Since then there have been several conflicts, as well as several attempts to solve them.

### Oil Producing Countries

In the last part of the nineteenth century, oil became an important energy source. However, it was not until the second half of the twentieth century that it acquired strategic value and its role as a basic need.

Oil producers started to earn massive amounts of money, calling it "black gold". Not all countries produce oil because it is only found underground as it is in Mexico. Many Third World countries have managed to grow their economies through oil production.

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Kells

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

During the 1950s, the great oil distributors agreed to lower prices of, affecting the producing countries. In 1960, Venezuela, Saudi Arabia, Iran, Iraq and Kuwait organized a meeting in Baghdad and formed the Organization of the Petroleum Exporting Countries: OPEC. This organization controls the amount of oil exported and regulates the prices. (Fig. 4.17).



FIG. 4.17 Baghdad Conference held in September, 1960.

The aforementioned countries were joined by Qatar, Indonesia, Libya, the United Arab Emirate, Algeria, Nigeria, Ecuador, Angola and Gabon.

## Our Surroundings

### → Expected Learning

Explain the control and resistance means in Latin America during World War II and the Cold War.

### Populism in Mexico, Argentina and Brazil

The 1929 economic crisis affected many regions of the planet and brought a problem to Capitalism. This caused workers and union movements that destabilized the political and social situations in several Latin American countries.

In the search of controlling the financial problems, and legalizing their power, the government of Lazaro Cardenas in Mexico, Juan Domingo Peron in Argentina and Getulio Vargas in Brazil, established ruling systems that encouraged the movement of the underprivileged social classes; these kind of governments are called **Populists**.

In Mexico, Lázaro Cárdenas del Río (Fig. 4.18) promoted the application of social reforms and the creation of unions for the farmers and workers. He also encouraged the agrarian reform through the distribution of lands to farmers and promoted Nationalist Education. Cardenas also nationalized the oil and railroad industries.

President Juan Domingo Perón, in Argentina, supported the popular social classes through programs that helped housing, educational and sanitation. He also nationalized the railroad companies. His actions made him a very popular ruler among the workers (Fig. 4.19).



FIG. 4.18 Lázaro Cárdenas del Río, President of Mexico from 1934 to 1940. He supported the Republican Government in Spain and gave refuge to the children of the victims of the Spanish Civil War, who were known as "the Children of Morelia".



FIG. 4.19 Juan Domingo Perón, President of Argentina from 1946 to 1955, and his wife Eva Duarte de Perón, known as Evita, were very popular political figures.

#### GLOSSARY

**Populism.** Government related to the political movement that sought to praise the nationalist feeling and focus on the people.

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## SESSION INFORMATION

**Week:** 27

**Sessions:** 107, 108

**Expected learning outcome:** Analyze the economic and military conflicts during the Cold War.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their theater play: Relevant, clear information, visuals or realia, some comprehension-check questions, further information, language use and collaborative work.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their theater play using the same project presentations parameters described in the rubrics.

**Project preparation:** Divide the group into four teams. Each team will read and prepare a 10-question quiz and make copies of it for everyone in the class, about one of the subtopics in the sequence: Our surroundings.

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

**Week:** 28

**Sessions:** 109, 110

**Expected learning outcome:** Explain the control and resistance means in Latin America during World War II and the Cold War.

## CONTENT DELIVERY

**Start:** Students should read the subtopic “Populism in Mexico, Argentina and Brazil” and The Foundations of Israel and the Arab-Israeli Conflict”.

**Development:** The teams that prepared the 10-question quiz about the previously mentioned topics should give the quiz to everyone in class. Then, they should go through the questions in whole class, so that everyone can check the answers to the questions.

**Closing:** Make comprehension-check questions at random to check students can explain the control and resistance means in Latin America from 1936 to 1960.

### GLOSSARY

**Interventionism.** Actions that takes place when a nation intervenes in the political, economic and social issues of another nation.

**Dictatorship.** Authoritarian Government established in some countries during wars or states of emergency, violating the previously valid laws.

### To Know More

To get a Chilean perspective on politics, read Isabel Allende's first novel, *The House of the Spirits*. Published in 1982, it features a character based on the Ex-President Salvador Allende in a story about the military coup d'état in Chile in the 1960s.

**FIG. 4.20** Headquarters of the Organization of the American States in Washington, D.C.

Getulio Vargas presided over Brazil for two terms. His government was authoritarian and dictatorial. However, he carried out agrarian and labor reforms. He created a social security system and promoted women's vote. During his two governing periods, he nationalized several companies, such as railroads, communications, oil and electricity.

Though the regimes of these three leaders have differences, each enacted policies that sought equity and justice. Because of this, they conflicted with the United States and tried to avoid its influence.

### Dictatorships in the Americas, American Interventionism and Resistance Movements

During the period following World War II, the social and political movements that sought structural reforms in Latin America were strongly repressed by military **dictatorships**. In many cases these were supported by the United States who did not want the spreading of Communism. The United States kept such policy because of its particular economic interests in the region as well as the interest it had in keeping its political influence.

The support given by the United States to some of the dictatorships was interventionism and caused the conflicts to turn into civil wars.

Dictatorial regimes in Latin America caused a lot of suffering in their inhabitants: the threat of torture and the horrors of war.



### The Participation of the OAS in the Region of Conflicts

The OAS is an organization created after World War II in order to support the American continent in the fight for the values and principles. There are thirty five member nations in the organization. This regional entity works in agreement with the United Nations.

It was originally created in Bogota, Colombia on April 30th, 1948 by the signing of the Charter of the Organization of American States; its headquarters are located in Washington, D.C. (Fig. 4.20).

The United States has had a predominant role in this organization and has fought to prevent the spreading of Communism among the American nations. In 1962, Cuba, was expelled from the OAS, but in 2009 it was admitted back. Honduras, on the other hand, was also rejected that same year, due to the coup d'état held in that country.

### The Cuban Revolution

Fulgencio Batista's dictatorship in Cuba was characterized by corruption, social inequality and injustice. The unfortunate situation triggered a revolution against the regime. Fidel Castro's first attempt to overthrow the government was in 1953, but he was defeated and he and his closest collaborators were imprisoned. Eventually, they were exiled to Mexico where Fidel Castro reorganized and contacted Ernesto Che Guevara, an Argentinean revolutionary.

In 1956, the fight against Batista's dictatorship started and lasted two years. Finally, in 1959, they defeated the dictatorial regime that ruled the island.

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## SKILLS DEVELOPMENT

**Interpersonal skills:** Working as a group member, teaching others.

**Reading skills:** Scanning, reading for detail.

## EVALUATION OF CONTENT

Students should be able to mention the control and resistance means in Latin America.



The government surged from the revolution and dramatically changed the economic and social system, and established agrarian reform. Foreign capital enterprises were nationalized, along with sugar factories of American investment. All actions taken by the new government upset the United States and the relationship between both nations became extremely tense.

In 1960, Fidel Castro announced that Cuba was a socialist state. A year later, a group of Cubans who disagreed with Castro supported the invasion of the United States in an attempt to reconquer the island. Castro and his army defeated them. With this, the relationship between the two countries was completely broken. Cuba joined the Eastern Block, becoming allies with the Soviet Union.

In spite of the establishment of a military authoritarian dictatorship, Fidel Castro and Che Guevara became, for many Latin American youngsters, heroic ideals of freedom and justice (Fig. 4.21).



FIG. 4.21 Ernesto Che Guevara and Fidel Castro met in Mexico. Che was an essential figure for Fidel to overthrow Batista's Regime and to impose a Socialist Government in Cuba.

## Demographic and Urban Transformations

### → Expected Learning

Identify the demographic changes, the causes of the environmental problems and the changes in the urban landscape.

### Social Inequality and Poverty in the World

The 1950's was a decade of fast economic growth for some countries. However, in developing countries economic inequality increased as well as the number of people living in poverty.

The inhabitants of Africa, the Far East, southern Asia and Latin America suffered a generalized state of poverty. The increase of the population, along with the fact that these countries were left out of the benefits of the development of technologies, caused the lack of food; poverty, hunger and malnutrition continued to be daily problems. The polarization of wealth and inequality became more evident (Fig. 4.22).

In an attempt to solve their problems, these countries acquired huge debts with the IMF, which caused devaluations that led them to get into deeper debts.

During the 1960s, the American currency increased its value, but the products that most developing nations exported, diminished their prices. As the economy of some of these nations was based on exportations, the ones that were in this situation were not able to pay the loans and they got deeper into debt each time.



FIG. 4.22 Wealth is amassed by fewer over time. Poor become poorer. As a consequence, the portion of goods they get is smaller.

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## SESSION INFORMATION

**Week:** 28

**Sessions:** 111, 112

**Expected learning outcome:** Explain the control and resistance means in Latin America during World War II and the Cold War.

## CONTENT DELIVERY

**Start:** Students should read the subtopic "Populism in Mexico, Argentina and Brazil" and The Foundations of Israel and the Arab-Israeli Conflict".

**Development:** The teams that prepared the 10-question quiz about the previously mentioned topics should give the quiz to everyone in class. Then, they should go through the questions in whole class, so that everyone can check the answers to the questions.

**Closing:** Make comprehension-check questions at random to check students can explain the control and resistance means in Latin America from 1936 to 1960.

## SKILLS DEVELOPMENT

**Interpersonal skills:** Working as a group member, teaching others.

**Reading skills:** Scanning, reading for detail.

## EVALUATION OF CONTENT

Students should be able to mention the control and resistance means in Latin America.

## SESSION INFORMATION

**Week:** 29

**Sessions:** 113, 114

### Expected learning

**outcome:** Identify the demographic changes, the causes of the environmental problems and the changes in the urban landscape.

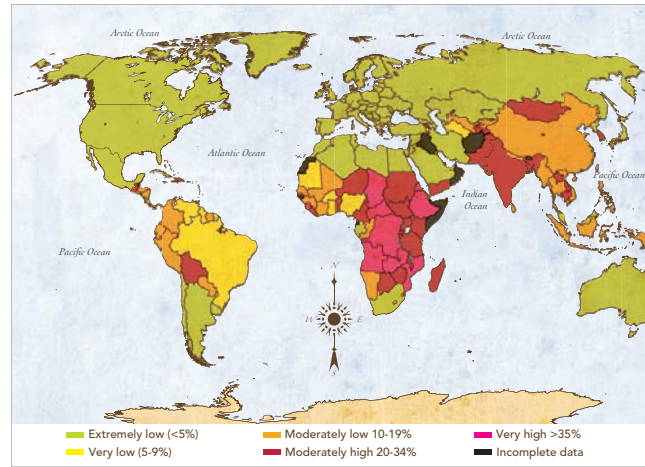
## CONTENT DELIVERY

**Start:** Prepare three pictures. The first one showing poor areas in a city, the second one showing pollution and the third one showing a crowd or traffic jam. Ask students to analyze them and give three reasons why they think cities have such problems. Elicit answers.

**Development:** Students should read the subtopics of the sequence: "Social inequality and Poverty in the World" besides "Health, Population Growth and Migration". Help with vocabulary as necessary.

**Closing:** Students should mind map the information they have just read.

**MAP 4.2** This map shows the world's population living in a permanent state of starvation by percentage.



In many of these countries, dictatorial or corrupt governments developed unfavorable policies: bad administration and wasting of the resources that expanded the economic crisis (Map 4.2).

In the 1960s, hunger and malnutrition devastated entire populations in the underdeveloped countries, especially in Africa.

### Health, Population Growth and Migration

The scientific advances of the decades following World War II were reflected in the health of most of the world's population. New measures of public health, medicines, vaccination campaigns and medical technology created a longer life expectancy and, as a result, an important increase in the world's population.

The widespread use of hospitals and specialized medicine allowed a decrease in infant mortality. Population, as seen in the chart, started to grow in a very significant way from the 1950s, especially in the developing countries (Fig. 4.23).

From 1900 to 1965, the world's population grew from 1,650 million inhabitants to 3,334 million. By 2008, there were around 6,700 million. This remarkable increase in the population of the planet left many people unable to find work and so to immigrate to big cities or other countries.

After World War II, just as it happened in the late twentieth century, there was a process of massive migration. Millions of people living in Eastern Europe sought new countries to live in. From western Europe many people also emigrated to the United States, Australia, Canada, Israel and South America (Map. 4.3).

In Mexico there has also been an important emigration process from the countryside to the big cities. Therefore, Mexico became a predominantly urban country. But the migratory problems in Mexico are not only internal, because since the World War II period, there was the migration phenomenon to the United States in the search of working opportunities. Such a flow of immigrants is one of the main problems in the relationship between the two countries today.



**FIG. 4.23** Due to solid medical advances since the 50s, infant mortality significantly decreased, and life expectancy increased in the same manner. As a result, population augmented without precedent in the history of humankind.

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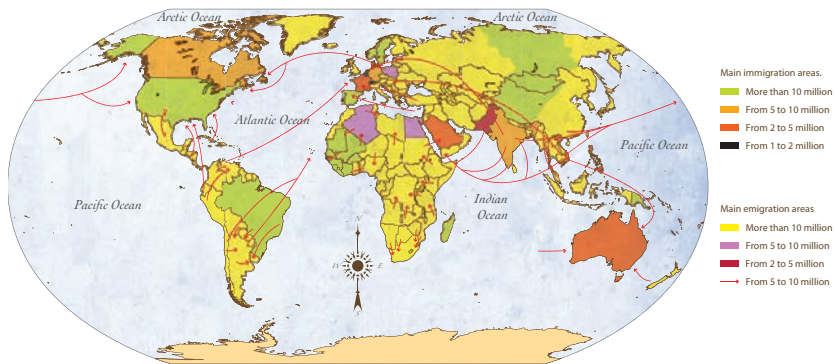
## SKILLS DEVELOPMENT

**Critical thinking skills:** Predicting, checking prediction, mind mapping.

**Logical/Mathematical skills:** Finding relations.

## EVALUATION OF CONTENT

Students should get their mind map checked by the teacher.



MAP 4.3 Migratory currents, 1950-1995.

### The Appearance of the Metropolises and Environmental Problems

Since the nineteenth century, after the Industrial Revolution, the growth and the fast urbanization process took place in the cities. During the twentieth century, the development of these rapidly arranged cities was messy and without the required planning. Thus, a noticeable lack of services, over-crowding, poverty and marginalization problems, became permanent. Additionally, "misery belts" were created where most of the underprivileged live (Fig.s 4.24 and 4.25).

On the other hand, world megacities have become centers of modernity and progress where culture and technology are felt in an obvious way.

Many unfortunate tangible consequences were: great environmental problems and harmful changes in the landscape, supply difficulties along with complications in processing solid waste, the raw sewage system, an unmeasured consumption of energy, street traffic and atmospheric pollution.

There are many problems caused by what is called industrial and economical progress as well as by the unregulated increase in the population that causes severe pollution. Contamination today has been extended to water, soil, and air. The emission of toxic gases and garbage is another greater problem. Chemical and industrial waste also brought enormous damage. The world desperately searches for radical solutions, in order to stop the causes and to generate an ecological conscience in the population.



FIG. 4.24 One of the world's most populated cities: Mexico City, with over 20 million inhabitants and a proportional pollution problem.

FIG. 4.25 Mexico City, towards the end of the nineteenth century had around 345 thousand inhabitants.

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### SESSION INFORMATION

**Week:** 29

**Sessions:** 115, 116

**Expected learning outcome:** Identify the demographic changes, the causes of the environmental problems and the changes in the urban landscape.

### CONTENT DELIVERY

**Start:** Half students should read the subtopic of the page. The other half should keep the book closed. Help with vocabulary problems as needed.

**Development:** The half that read, should mimic what they understood to the half that didn't read. Then, in pairs, they should make a chart.

**Closing:** Students should think of feasible solutions to the three problems mentioned in the sequence..

### Project preparation:

Divide the group into five teams. Each team will read and present one of the subtopics of the sequence "Knowledge, Ideas and Art". Briefly explain the project grading criteria: Giving relevant, clear information, preparing visuals and some comprehension-check questions, further information, caring for language use and doing collaborative work.

### SKILLS DEVELOPMENT

**Bodily/Kinesthetic skills:** Miming.

**Critical thinking skills:** Imagining, guessing, charting, finding solutions to a problem.

### EVALUATION OF CONTENT

In the final session of the sequence students should be able to identify three problems that cities have faced and are growing since the end of World War II up to this moment.

## SESSION INFORMATION

**Week:** 30

**Session:** 117

**Expected learning outcome:** Explain the influence of war and social changes on the artistic and cultural manifestations of the time.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, some comprehension-check questions, further information, language use and collaborative work.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

In rural zones there were also serious problems that arose throughout the twentieth century. The intensive use of fertilizers, pesticides, farming machines and chemical products, originally meant for improving harvesting processes, ended up polluting the environment.

However, there are problems for which there is no international agreement on dealing with or solving. Global warming creating abrupt changes in the planet's temperature and leading serious problems, such as droughts and floods.

## Knowledge, Ideas and Art

### → Expected Learning

Explain the influence of war and social changes on the artistic and cultural manifestations of the time.

### Scientific and Technological Advances and their use in War, Industry and Daily Life

Between 1920 and 1960, scientific and technological advances had a great impact on society. There were important achievements in different fields. For instance, nuclear reactors were created, electronics became a means of daily use, telecommunications transformed people's lives with the introduction of the television and the transportation became faster with the invention of the airplane (Fig. 4.26). Most industries developed systems that needed less work force. Oil derivatives, such as synthetic fibers and plastic accessories, burst into the world. New medical discoveries like penicillin and antibiotics offered healing opportunities to many individuals.

The introduction of electrical appliances in the 50s significantly modified daily life. Refrigerators made it possible to preserve food, reducing the need to shop daily. Processed food became more common and with the surge of the big supermarkets, buying and consumption habits changed even more. In general, all house chores became easier as other appliances were brought to the scene: washing machines, blenders, irons, vacuum cleaners and a wide range of machines. Life was simplified at people's homes.

Just as science and technology helped humankind, the period from 1920 to 1960 also included the creation of weapons of mass destruction.

### To Know More

According to accurate data from INEGI in Mexico in 1960, out of 6'409,096 homes, only 26,850 had television, that is to say, 0.41%. While in 2010, out of 28'138,556 homes, 26'048,531 had this appliance, that is over ninety-two percent.



FIG. 4.26 The airplane transformed the way in which people were transported.

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Kells

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

The use of weapons, submarines and missiles based on nuclear energy caused the destruction not only of enemy armies, but also of cities and towns. A tragic example from history: the atomic bomb dropped on the cities of Hiroshima and Nagasaki, Japan.

Though nuclear energy has done damage through weapons, it has also benefitted industry, and become an important energy source in developed countries.

#### Individual Work

Interview your grandparents or older people about life in the past. Base your interview on these questions.

- How was life, generally speaking, when they were children?
- Did they watch TV as much as we do nowadays?
- What activities did they do for fun?
- Which electric appliances do they remember using in their homes and are they still used nowadays?
- Do they believe life has changed since their childhood to the present?

### Inequalities in the Development and Use of Science and Technology

To advance technologically, it is necessary to invest great amounts of capital in scientific research. Nations producing technology allows economic advancement and is reflected in the wellbeing of the people.

Since World War I the difference between technologically developed countries and the ones depending on them have become greater.

Developing countries in Asia, Africa and Latin America have been backwards in this aspect since they were colonies. However, in the period from 1920 to 1960, the differences grew and is reflected in many aspects of their societies (Fig. 4.27).

What the wealthy countries have achieved is based on a great investment in basic and higher education. This has created prepared people and the means to develop and manage technology. In the United States innovation in science and technology came about from research by scientists in the universities, proving that higher education institutions are necessary for advancements.

In Mexico, during the same period, there was a great improvement at the National Autonomous University of Mexico: UNAM, and the National Polytechnic Institute: IPN, in the search for technological advancement.

#### Team Work

Work in pairs and discuss three consequences of the inequality in science and technology between the developed countries and the underdeveloped countries. Explain the causes of these differences.

Get together with another pair of students to form teams of four and share and compare your work.



FIG. 4.27 Developing nations, facing the lack of resources for scientific and technological research, depend on the humanitarian help in the medical assistance matters.

### To Know More

In 1975, some developed countries: the United States, Japan, West Germany, France, Canada, Great Britain and Italy, possessed three quarters of the cars and telephones in the planet.

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## SESSION INFORMATION

**Week:** 30

**Session:** 118

**Expected learning outcome:** Explain the influence of war and social changes on the artistic and cultural manifestations of the time.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, some comprehension-check questions, further information, language use and collaborative work.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

**Week:** 30

**Session:** 119

**Expected learning outcome:** Explain the influence of war and social changes on the artistic and cultural manifestations of the time.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, some comprehension-check questions, further information, language use and collaborative work.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

### Changes in Thinking: Existentialism, Pacifism and Religious Renewal

The changes that came about during the period of 1920 to 1960 were also reflected in thinking.

Amongst the new trends in ways of thinking and philosophy, Existentialism questioned the nineteenth century's Optimism and Rationalism. Representatives of Existentialism are the French writers Jean Paul Sartre and Albert Camus, the Danish Martin Heidegger and the Spanish philosopher Jose Ortega y Gasset (Fig. 4.28).



**FIG. 4.28** In 1950, Jean Paul Sartre was one of the most important writers of Existentialism. He proposed that the meaning of our existence and the sense of life could be found, individually, after a long search.

As a consequence of the war, a time of despair and pessimism was lived, ending in the distancing of traditional religions. New religious forms were sought based on Eastern philosophies such as Buddhism and Hinduism, among others.

The Catholic Church, in an effort to modernize itself, carried out the Second Vatican Council in 1959. Aiming for a renewal of both its message and structure, the contact of the religious orders with the needs of people was allowed and set the basis for a greater participation of the Church in the world's problems.

Memory of the horrors of war also created a pacifism. A main manifestation was the Non Violent Code fight of Mahatma Gandhi for India's Independence as well as the fight for the rights of black people in the United States led by Martin Luther King Jr.

### Artistic Expressions, Means of Communication and Mass Culture

In the interwar period art and literature reflected the trends of the philosophers. Writers such as John Dos Passos, John Steinbeck and Ernest Hemingway were part of the so-called Lost Generation who the hopelessness caused by the world's crises. In the arts field, the artist's inner world was represented by Abstract art. Surrealism sought to express the subconscious and was influenced by the ideas of Sigmund Freud; it's main artists were René Magritte, Salvador Dali and Paul Delvaux. The Cubism movement was led by the famous Spanish painter, Pablo Picasso objects and facts as geometric shapes, this style was called Cubism.

In the 60s, art had a new manifestation known as Pop Art. The American Andy Warhol who painted daily life objects like the famous can of Campbell's soup to make a comment on American consumerism (Fig. 4.29).



**FIG. 4.29** The work of art that Andy Warhol, 32 Campbell's Soup Cans, produced in 1962, caused controversy that led to the questioning of the merits of his work.

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Kells

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.



FIG. 4.30 Charles Chaplin, became the American glory of silent films at the beginning of the twentieth century.

Music, throughout the twentieth century evolved into different styles. Blues and Jazz had their origins in spiritual music from African American communities, and became popular. Between 1935 and 1945, Big Band Swing became popular. After World War II, Rock and Roll was the new music genre of the time, it showed the young people's desire of change and freedom, a great representative of this genre was Elvis Presley.

Mass culture, also coming from this period, depended on the means of communication, since they strongly influenced and determined culture.

Due to the technological developments of World War II, transmission and reception means were highly improved.

Films, radio and television had a massive diffusion all over the world (Fig. 4.30). It made possible, just as today, the telling of news and sharing of ideas ideas that strongly influenced the public's opinion.

At the beginning of the twentieth century, radio and film were the main entertainment means. However, towards the middle of the last century, television became the most important means of communication.

Since information sources were common, humanity adopted the ways of behavior ways and lives. Mass culture spread and influenced society.

### The Opportunity of Public Education

Ever since the beginning of the twentieth century, basic education has increased significantly in many countries.

Since the 1950s, developed nations have been implementing governmental policies focused on improving the educational system. Basic education schools have increased in number and quality, and the founding of universities, has widely allowed the training and development of young people.

However, in developing countries, educational opportunities are not attainable for the whole population, only a minority has access to higher education.

In First World countries there is a great amount of resources invested in education, research and technological research, while in the developing countries, such as in Africa, Asia and Latin America, illiteracy is still being fought.

### To Know

#### More

Before 1929, live music accompanied silent films, usually an organist or pianist played. There was no audio so the films had subtitles for dialogue or information.

109

## SESSION INFORMATION

**Week:** 30

**Session:** 120

**Expected learning outcome:** Explain the influence of war and social changes on the artistic and cultural manifestations of the time.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should check comprehension and self-evaluate their work.

**Project preparation:** Divide the group into four teams. The first two teams will be presenting "History of Food and Changes in Diet" introduced on page 110. The other two teams will be presenting "From the Use of Fire to the Atomic Energy" introduced on page 111. Students should do research on each topic following the projects rubrics criteria: Giving relevant, clear information, preparing visuals and some comprehension-check questions, further information, caring for language use and doing collaborative work.

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

**Week:** 31

**Session:** 121

### Expected learning

**outcome:** Investigate the cultural and every day life transformation over time and value their importance.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, some comprehension-check questions, further information, language use and collaborative work.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

## Topics to Analyze, Discuss and Reflect

### History of Food and Changes in Diet

#### → Expected Learning

Investigate the cultural and everyday life transformation over time and value their importance.

Human beings' diet has changed throughout time and what has also changed is the variety of food that is consumed and the way it is prepared.

Nomad peoples depended on the food they found in their surroundings and what they were able to hunt or fish to satisfy their hunger. After a long time, around the sixteenth century, with the discovery expeditions, there was a very important event regarding food products: food mixing on a world scale. Therefore, the range of food for every region became wider (Fig. 4.31).



FIG. 4.31 The development of means of transportation allowed global diversification of foods.

### To Know More

Corn cannot be reproduced without man's intervention, since its seeds do not spread by themselves. This plant was domesticated around six thousand years ago, from its closest wild relative, teosinte, which is like a corn cob, but measures three centimeters instead of up to twenty, as regular corn cobs today.

Today, there are typical dishes of many countries that could not have existed without the mentioned exchange of products, for instance: what would Italian food be without tomato from the Americas or without pasta from China? Or can you imagine the typical Mexican food, tacos, if we did not have pork, chicken or beef, originally brought from Spain?

Though these exchanges of eating habits and customs have generally benefited humankind, in recent years they have been influenced by other diet customs that are not always healthy. Fast food, mainly coming from the United States, is prepared and served right away in establishments intended for this kind of service and do not offer a balanced diet; it is based on carbohydrates, such as bread and potatoes, and few vegetables; in addition to higher consumption of soft-drinks instead of water or fruits.

#### Team Work

- Form groups of four or five and examine the menu of a typical Mexican restaurant and compare it to a fast food menu. What are the nutritional differences?
- Write your conclusions in your notebook and share with the class.

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Kells

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.





FIG. 4.32 According to different studies, energy produced by the sun is four thousand times higher than what humans can consume, which makes it an unlimited resource of energy, in addition to the fact that it does not pollute.

### From the Use of Fire to the Atomic Energy

Around fifty thousand years ago, when man discovered fire, his life went through an important change. Food could be cooked, cold weather tolerated and weapons could be made.

Since then energy sources used by man have become more and more varied. Another significant advance was oil exploitation, however, it is a non-renewable resource and highly polluting.

In the twentieth century, the great leap forward in energy area arrived with Nuclear Fission Energy. With the scientific race of World War II to achieve the construction of the atomic bomb, the development of Fission Energy with other applications took place.

In recent decades, facing the concerns about pollution, techniques to make the most out of solar, wind, geothermal and other energies and powers have been developed (Fig. 4.32).

#### Individual Work

1. Form teams of three to research different ways of creating or obtaining energy.
2. Write a list of in your notebook and discuss each of them with your classmates. Write a short explanation on how they work and how they are obtained.
3. Which of this types of energy is more suitable to reduce pollution? Share your work with the class.

Kells

111

### SESSION INFORMATION

**Week:** 31

**Session:** 122

**Expected learning outcome:** Investigate the cultural and every day life transformation over time and value their importance.

### CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, some comprehension-check questions, further information, language use and collaborative work.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

### SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

### EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

Week: 31

Session: 123

## SELF EVALUATION

# Evaluation

### Self-Evaluation

1. Check (✓) the outcome that reflects best what you can do with what you learned in the unit.

Learning Outcomes	I succeeded	I succeeded with difficulty	I must try harder
I can identify the duration and sequences of the processes related with the Interwar period, World War II and the beginning of the Cold War, applying the terms century, decade, lustrum and year.			
I can identify the leading countries in World War II, and the division of the world between Capitalists and Socialists.			
I can explain the the characteristics as causes of the Interwar period.			
I can analyze the development of World War II, and its economic and social consequences.			
I can analyze the economic and military conflicts, during the Cold War.			
I can explain the control and resistance means in Latin America, during World War II and the Cold War periods.			
I can identify the demographic changes, the causes of the environmental problems and the changes in the urban landscape.			
I can explain the influence of war and social changes, in the artistic and cultural manifestations of the time.			
I can investigate the cultural and everyday life transformation over time and value their importance.			

2. Think about your answers, you may return to the book and the contents of the learning outcomes in which you obtained lower scores.

### Co-evaluation

1. Get together with another classmate to take a mutual evaluation. Both should write in the chart below the other person's answers in order to evaluate your performance in relation to group work.

Skills	Always	Usually	Sometimes	Never
Shows interest in the topics of the unit.				
Finishes on time the activities he/she was assigned to do.				
Actively participates in team activities.				
Respects the others' points of view when answering to opinions contrary to his/hers.				

Kells

# 112

## CONTENT DELIVERY

**Start:** Explain to students why evaluation is important.

**Development:** Get students to answer the self-evaluation and check it.

## SKILLS DEVELOPMENT

**Metacognitive skills:** Self-monitoring, self-evaluating.

## EVALUATION OF CONTENT

Students should get their self-evaluation instrument checked by the teacher.

### Evaluation

Read the following questions and underline the correct option.

1. The economic depression of 1929, called the Great Depression, was due to:
  - a) The government asked for loans to European nations to repair the expenses caused by war and declared bankruptcy.
  - b) Speculation, overproduction and inequality in the distribution of wealth caused the Stock Exchange of New York to fall.
  - c) The expenses in weapons carried out by the government surpassed its reserves. The State asked bankers for loans, that when not receiving the stipulated payment on time, declared bankruptcy.
2. Stalin's Government is remembered this way:
  - a) The population lived in fear, because the one who did not agree with the measures taken by the government, could be deported to the work fields.
  - b) Workers were satisfied with the measures taken by the government, since they gave them more job opportunities.
  - c) Relationships with foreign countries, improved because investment from other nations was allowed to attain the industrial development of the Soviet Union.

Fill in the blanks with the correct choice.

Nazism was led by \_\_\_\_\_ in \_\_\_\_\_, it promoted Anti-Liberal and \_\_\_\_\_ ideas.

- a) Benito Mussolini, Italy, Anti-Clerical.
- b) Adolf Hitler, Italy, Anti-Semitic.
- c) Adolf Hitler, Germany, Anti-Semitic.

Underline the correct answer.

1. The world powers that formed the military blocks during World War II were:
  - a) Axis: Germany, Italy, Japan  
Allies: France, Great Britain, the Soviet Union.
  - b) Axis: Great Britain, Italy, the United States.  
Allies: the Soviet Union, Holland and France
  - c) Axis: Spain, Greece, Germany.  
Allies: Italy, the Soviet Union, the United States.
2. Main Event that triggered World War II:
  - a) Germany's invasion to France, in 1939.
  - b) Germany's invasion to Great Britain, in 1939.
  - c) Germany's invasion to Poland, in 1939.
3. Country that dropped the atomic bomb over the Japanese cities Hiroshima and Nagasaki:
  - a) Germany.
  - b) The United States.
  - c) The Soviet Union.

Fill in the blanks of the paragraph about the Marshall Plan.

In order to avoid making the same mistakes that led to the economic crisis after the Treaty of \_\_\_\_\_, the \_\_\_\_\_ decided to give an economic help to the devastated countries through the Marshall Plan. The Plan was launched in \_\_\_\_\_ and it was named after George Marshall, who was Secretary of State of the United States. Through this plan, the United States gave more donations than loans. In order for a country to receive it, it had to be part of the Organization \_\_\_\_\_

- a) Versailles, the United States, 1947, for Economic Co-operation and Development: OECD.
- b) Westphalia, Great Britain, 1939, the United Nations: UN.
- c) Vienna, the United States, 1952, of the North Atlantic Treaty: NATO.

### SESSION INFORMATION

Week: 31

Session: 124

### EVALUATION

### CONTENT DELIVERY

**Start:** Students should answer page 113 prior to taking the unit assessment. Go through the answers; help them with techniques to study content they do not remember clearly.

**Development:** Students are to take the unit assessment. You can find it in the Teacher's Guide pages 155 to 158 along with the answer key.

**Closing:** Check their assessments, record the score and provide with feedback. You might want to use the Attendance and Evaluation formats that you can find in the Teacher's Guide pages 167 and 168.

# Student book U5

## SESSION INFORMATION

**Week:** 32

**Session:** 125

### Expected learning

**outcome:** Identify topics in the unit students consider will be hard to understand in order to make a studies plan.

## CONTENT DELIVERY

**Start:** Have students analyze and identify what they could do well in units 1 through 4; as well as what they should improve in unit 5. Ask them, for instance: What topics were easy? Did your previous study plan work? Didn't it work? Why? Did you really follow your study plan? Students should write down their reflections.

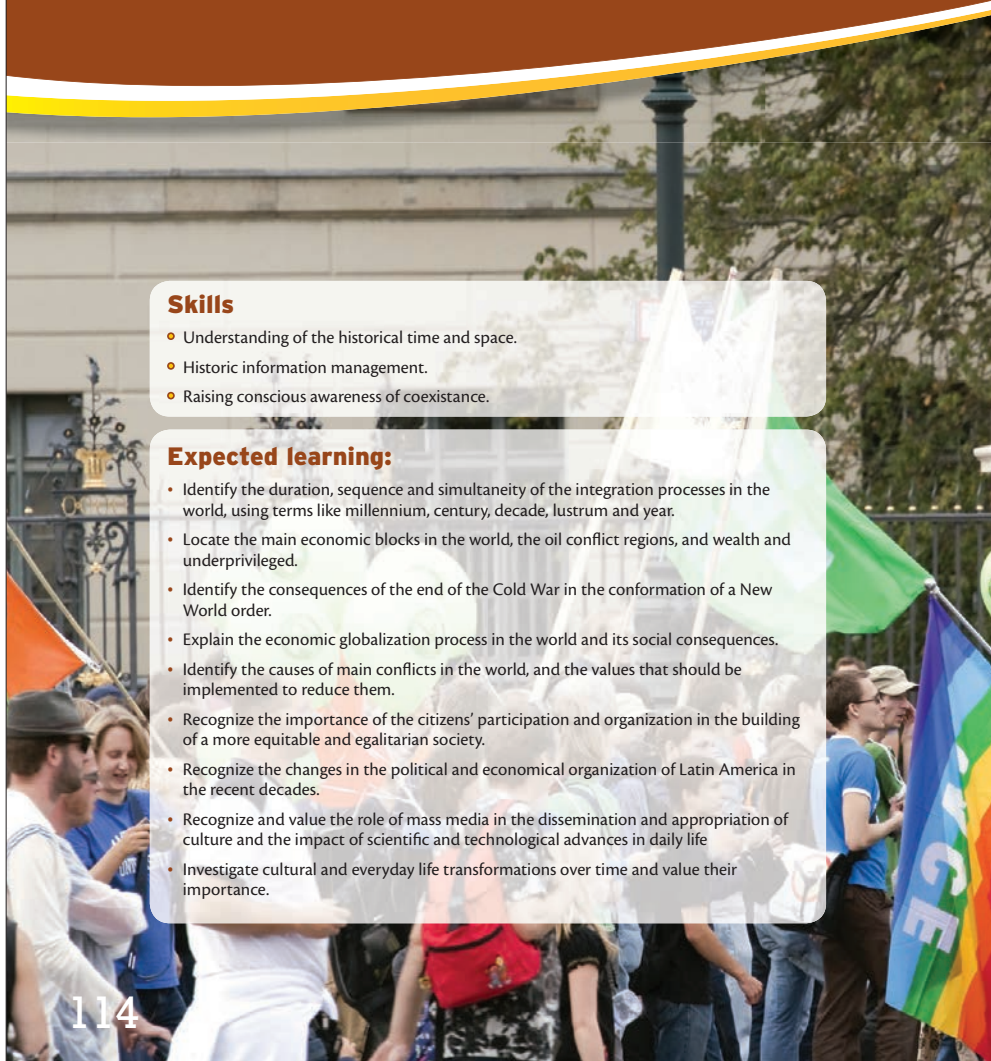
**Development:** Have students check the skills, learning outcomes and key concepts in unit 5. Ask them to identify the topics they consider the hardest ones. Then, they should plan how to study them and do better than the previous unit. If a strategy didn't work, then they should find another one. Help them with ideas. (Drawing mind maps, discussing with partners, making their own exams, making timelines, making associations, etc.)

**Closing:** Closing: Students should write down their study plan and have it checked.

**Homework:** Students should take two world maps the following session.



## Recent Decades



### Skills

- Understanding of the historical time and space.
- Historic information management.
- Raising conscious awareness of coexistence.

### Expected learning:

- Identify the duration, sequence and simultaneity of the integration processes in the world, using terms like millennium, century, decade, lustrum and year.
- Locate the main economic blocks in the world, the oil conflict regions, and wealth and underprivileged.
- Identify the consequences of the end of the Cold War in the conformation of a New World order.
- Explain the economic globalization process in the world and its social consequences.
- Identify the causes of main conflicts in the world, and the values that should be implemented to reduce them.
- Recognize the importance of the citizens' participation and organization in the building of a more equitable and egalitarian society.
- Recognize the changes in the political and economical organization of Latin America in the recent decades.
- Recognize and value the role of mass media in the dissemination and appropriation of culture and the impact of scientific and technological advances in daily life
- Investigate cultural and everyday life transformations over time and value their importance.

## SKILLS DEVELOPMENT

**Metacognitive skills:** Planning, organizing studies content.

## EVALUATION OF CONTENT

Students should get their study plan checked by the teacher.

## Period Overview

### Temporal and Spatial Location of the World's Integration Processes, Social Movements and Technological Advance

#### → Expected Learning

Identify the duration, sequence and simultaneity of the integration processes in the world, using terms like millennium, century, decade, lustrum and year.  
Locate the main economic blocks in the world, the oil conflict regions, and wealth and unprivileged.

The building of the Berlin Wall represented, in a certain way, a division of the world into the west or Capitalist side, and the east or Communist side. The Cold War that started by the end of World War II and continued until the 1980s.

During this period, there were events that made the world think that a face to face war could easily take place. One of these events was the Cuban Missile Crisis in which the United States forces were about to confront the Soviet forces because of the setting of nuclear missiles in Cuba. Fortunately, the representatives of both powers, John F. Kennedy from the United States, and Nikita Khrushchev from the Soviet Union, managed to solve the problem without hostility. Almost at the same time, Capitalism and Communism faced each other when the Vietnam War took place. The United States, while wanting to stop the communist advance, held a war that lasted a decade, which they lost and where there were many human casualties (Fig. 5.1).

During the 1980s, the Soviet Union's leader, Mikhail Gorbachev started a significant series of changes in policies as well as in the internal governmental structure: **Perestroika** and **Glasnost** which triggered the fall of the Socialist regimes in all Communist countries, except Cuba, North Korea, Vietnam and China. The fall of the Soviet regime led to the dismemberment of the Soviet Union Republics, transforming the block into many new countries, and integrating them to the capitalist economic system. In 1989, east and west Berliners finally gathered and deliberately crossed over, leading to the fall of the Berlin Wall (Fig. 5.2). This event represents the end of the Socialist regime, and the end of the Cold War. Unfortunately, some countries did not have a peaceful transition to structural change, and the creation of new independent states. Wars arose and millions of people died due to genocides carried out by extremist ideologies promoting racial superiority. The fall of Socialist regimes was not the only cause for religious and ethnic wars. These battles also happened in the Middle East and in some African countries where there have been several wars in the name of religion or based on the wrong idea that one race is better than other.

However, in South Africa, racial segregation was defeated the peaceful coexistence of white and black



FIG. 5.1 Demonstrations against Vietnam War in the United States.

#### GLOSSARY

**Perestroika.** Liberal political change encouraged by the former USSR at the end of the 1980s.

**Glasnost.** Liberalization of the political system and the mass media within the USSR that happened at the same time as Perestroika.



FIG. 5.2 Berliners gathered around the Wall that separated German population for three decades.

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#### SESSION INFORMATION

Week: 32

Session: 126

**Expected learning outcome:** Identify the duration, sequence and simultaneity of the integration processes in the world, using terms like millennium, century, decade, lustrum and year. Locate the main economic blocks in the world, the oil conflict regions, and wealth and the unprivileged.

#### CONTENT DELIVERY

**Start:** Students should read pages 115 and 116. Help with vocabulary problems as necessary.

**Development:** students should answer the section *Team Work* described on page 116.

**Closing:** Prepare some questions regarding the duration, sequence and simultaneity of the events described on pages 115 and 116. Ask students at random.

Kells

#### SKILLS DEVELOPMENT

**Reading skills:** Scanning, reading for detail.

**Visual/Spatial skills:** Locating areas according to information.

#### EVALUATION OF CONTENT

Students should be able to respond to your comprehension check questions accurately.

## SESSION INFORMATION

**Week:** 32

**Session:** 127

### Expected learning

**outcome:** Identify the duration, sequence and simultaneity of the integration processes in the world, using terms like millennium, century, decade, lustrum and year. Locate the main economic blocks in the world, the oil conflict regions, and wealth and the unprivileged.

## CONTENT DELIVERY

**Start:** Students should read pages 115 and 116. Help with vocabulary problems as necessary.

**Development:** Students should answer the section *Team Work* described on page 116.

**Closing:** Prepare some questions regarding the duration, sequence and simultaneity of the events described on pages 115 and 116. Ask students at random.



FIG. 5.3 South African violent movements ended the black segregation towards the end of the twentieth century.



FIG. 5.4 Feminist movements to reevaluate women's roll in society.

people within the same territory was achieved. Even though, unfortunately, there still remain many racial prejudices (Fig. 5.3).

The war for the control of the oil reserves also took place in the same period. The worst situation happened in the Middle East where combat took place after Iraq invaded Kuwait and the United States got involved.

In the Far East, the economies of Japan, China and India emerged. However, in countries such as India there are still countless social differences. This has caused industrial, scientific, technological and educational underdevelopment in certain parts of the world, especially in some countries of Latin America and Africa. On the other hand, European countries joined to create the European Union, that led to better life standards than those of the poor countries.

In Latin America, the American infiltration helped defeat Socialist regimes through military dictatorships. They were intolerant of the opposition and created Dirty Wars in which many lost their lives or had to emigrate to different places.

The last decades of the twentieth century and the first of the twenty first century, represent years of great scientific and technological advances. Societies changed thanks to these innovations. However, other kind of conflicts have significantly affected people, such as drug trafficking, terrorism, environmental changes and new diseases. Some of these threats have led the civilian population to gather peacefully to display an awareness about war.

The first demonstrations happened during the 1960s when students peacefully took the streets calling for peace. The feminist movement also took to the streets to fight for gender equality (Fig. 5.4). Recent decades have seen citizens create and join non-governmental organizations, NGOs, that support and work to improve the environment or supply health services to poor countries and conflict zones.

### Team Work

1. Work in pairs and answer the questions.
  - What were the main events during the Cold War and what happened when it ended?
  - Which countries reached a great economic growth during this period? Has economic progress reduced poverty in these nations?
  - What conflicts took place during the last decades of the twentieth century and the first of the twenty first century? What were the effects?
  - What are the new challenges and conflicts?
2. On a world map:
  - a) Color the poor areas blue and color the wealthy areas red.
  - b) Locate the main economic blocks of the world.
  - c) Circle the conflict zones.
3. Share your work with the class.

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Kells

## SKILLS DEVELOPMENT

**Reading skills:** Scanning, reading for detail.

**Visual/Spatial skills:** Locating areas according to information.

## EVALUATION OF CONTENT

Students should be able to respond to your comprehension check questions accurately.

## Topics to Understand the Period

Answer the question and discuss:

- What are the great world challenges of the twenty first century?

### The Rise of a New World Order

#### → Expected Learning

Identify the consequences of the end of the Cold War in the formation of a New World Order.

#### The Missiles and the Vietnam War

At the end of World War II, the world was involved in an ideological struggle between Capitalism, represented by the United States, and Communism, represented by the Soviet Union. This posture was called the “Cold War”, because there were never any military battles. However, tension was present in the Cuban Missile Crisis.

The conflict began when Nikita Khrushchev, leader of the Soviet Union, deployed missiles in Cuba. He was attempting to balance the nuclear armaments with the United States who had deployed missiles in Turkey 1961.

Both countries felt threatened because, as clearly shown on the maps below (Maps 5.1 and 5.2), Turkey bordered the Soviet Union and Cuba was very close to eastern coast of the United States. An attack was made possible from either side with military bases set so close.

When the CIA confirmed to the American president, John F. Kennedy, that there actually were Soviet missiles in Cuba, the United States felt threatened. Kennedy began to plan what to do to break the tension without starting a war.



MAP 5.1 The Missile Crisis between the United States and Cuba.



MAP 5.2 The Soviet Union and Turkey.

#### SESSION INFORMATION

Week: 32

Session: 128

#### Expected learning

**outcome:** Identify the consequences of the end of the Cold War in the formation of a New World Order.

#### CONTENT DELIVERY

**Start:** Ask students the introductory question and have them write some answers on the board. Divide the group into four teams. Each team will read one of the subtopics in the sequence “The Rise of a New World Order” explained on pages 117 to 121.

**Development:** Students should make a mind map or concept map or graphic organizer about the topic they read.

**Closing:** Every team will explain and have the rest of their classmates copy the graphic organizer, mind map or concept map they made.

Guide them to include all main events in their graphic organizers.

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#### SKILLS DEVELOPMENT

**Interpersonal skills:** Working as team members, teaching others.

**Critical thinking skills:** Summarizing information.

**Logical/Mathematical skills:** Abstracting information.

**Visual/Spatial skills:** Mind mapping information.

#### EVALUATION OF CONTENT

Students should be able to identify consequences of the end of the Cold War that formed the new world order.

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**SESSION INFORMATION**

**Week:** 33

**Session:** 129

**Expected learning outcome:** Identify the consequences of the end of the Cold War in the formation of a New World Order.

**CONTENT DELIVERY**

**Start:** Ask students the introductory question and have them write some answers on the board. Divide the group into four teams. Each team will read one of the subtopics in the sequence “The Rise of a New World Order” explained on pages 117 to 121

**Development:** Students should make a mind map or concept map or graphic organizer about the topic they read.

**Closing:** Every team will explain and have the rest of their classmates copy the graphic organizer, mind map or concept map they made.

Guide them to include all main events in their graphic organizers.



FIG. 5.5 Most of the world had the eyes set on Vietnam.

The Soviet Union and the United States had, in some way, their eyes focused on Vietnam. A very complicated conflict arose in this country, causing many human losses.



MAP 5.3 North Vietnam and South Vietnam.

Vietnam had achieved its independence from France in the so-called Indochina War (1945-1954). At the end of this war, Vietnam was divided in North Vietnam, supported by the Soviets, and South Vietnam, supported by the Americans. There was a clear intention of unifying the country, but the United States opposed it, fearing that the elections could be won by the Communists (Map 5.3).

In 1955, Ngo Dinh Diem rose to power in South Vietnam and established the Republic of Vietnam. However, the conflicts persisted since many of the south Vietnamese were against their corrupt and dictatorial governments, and they were also opposed to the United States' intervention in this territory. Therefore, the National Liberation Front was born against Diem and the United States.

The United States, seeing that Diem was not accepted by his people, supported the military sector, so they carried out a coup d'état. In 1963, Diem was deposed from the government, and a few days later he was murdered.

By 1964, the United States, supported by a new south Vietnamese regime, started attacking North Vietnam. North Vietnam responded to the aggressions confronting the American ship called Maddox. With this event the United States had an excuse for a war against Vietnam. The international public opinion questioned and condemned the United States' decision of intervening in Vietnam.

The conflict lasted many years. Meanwhile, American young men had to be drafted and sent to that country to fight. The restless civilian population started questioning the war, the same way the international public opinion did (Fig. 5.5 and 5.6).

In 1973, Nixon, the American President, announced that the United States, the Democratic Republic of North Vietnam, the Republic of South Vietnam as well as the Provisional Revolutionary Government who represented the guerrillas from the South



FIG. 5.6 Demonstration against the Vietnam War outside the White House in the United States.

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**SKILLS DEVELOPMENT**

**Interpersonal skills:** Working as team members, teaching others.

**Critical thinking skills:** Summarizing information.

**Logical/Mathematical skills:** Abstracting information.

**Visual/Spatial skills:** Mind mapping information.

**EVALUATION OF CONTENT**

Students should be able to identify consequences of the end of the Cold War that formed the new world order..



had met in Paris and agreed to end the war Paris to end the war. Shortly after, the American troops withdrew. As a consequence, Vietnam was united as one country under the rule of the Communists from the North (Fig. 5.7).

### The Soviet Dissolution and the Fall of the Berlin Wall

The pressure between the United States and the Soviet Union continued until the 1980's. Khrushchev had been dismissed in the 1960s and left the power to Leonid Brézhnev. He died in 1982, leaving the Soviet Union in a great economic crisis.

After Brézhnev's death, Yuri Andrópov rose to power and was later was replaced by Konstantin Chernenko. In 1985, for the first time, a young person took power with the sufficient energy and eagerness to carry out drastic changes: Mikhail Gorbachev.

In the United States, the Republican Ronald Reagan became President. He was a true defender of economic liberalism. Reagan began a massive military expansion to wear down the Soviet Union in an arms race. The costs were too much for the Soviets and it eventually led to Reagan and Gorbachev coming together to talk (Fig. 5.8).

Gorbachev started to make changes in the foreign politics as well as in the domestic. Outside the country, he started to negotiate the disarmament with Ronald Reagan, and regarding the domestic policy, he considered it essential to make radical changes.

Gorbachev carried out a very ambitious strategy that was defined by two terms: Perestroika, which means rearrangement, and Glasnost, which means freedom of information. With the implementation of this strategy, the Soviet Union now had freedom of speech and accepted criticism of the government. There was also a commercial opening.

Another important consequence of this strategy was the beginning of the end of the conflict between Capitalism and Communism.

The Socialist system had become unsustainable, since the Soviet Union had to send money to the Communist countries in different parts of the world. With Perestroika, he stopped the economical support to these Communist countries causing the collapse of the Socialist block.

The fall of the Berlin Wall became the symbolic ending of Socialism. During the summer of 1989, Hungary opened its borders, and many east Germans took advantage of this event to travel to West Germany through Hungary. Thus, in September 1989, there were a hundred thousand refugees in west Germany.

The government of the German Democratic Republic (East Germany) opposed to this situation, but did not receive the Soviet Union's support. Gorbachev had ordered the Soviet troops not to intervene in German affairs.

On November 8th, during a press conference, the government of East Germany announced that it would let Germans leave the country without the need of a permit. TV stations from both sides of Germany broadcast the news, a crowd of people showed up at the Wall, which was opened without restrictions (Fig. 5.9).



FIG. 5.7 Paris Peace Accords signed in Paris in 1973.



FIG. 5.8 Ronald Reagan and Mikhail Gorbachev in Geneva, Switzerland, in 1985.



FIG. 5.9 Fall of the Berlin Wall on November, 1989.

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## SESSION INFORMATION

**Week:** 33

**Session:** 130

**Expected learning outcome:** Identify the consequences of the end of the Cold War in the formation of a New World Order.

## CONTENT DELIVERY

**Start:** Ask students the introductory question and have them write some answers on the board. Divide the group into four teams. Each team will read one of the subtopics in the sequence “The Rise of a New World Order” explained on pages 117 to 121.

**Development:** Students should make a mind map or concept map or graphic organizer about the topic they read.

**Closing:** Every team will explain and have the rest of their classmates copy the graphic organizer, mind map or concept map they made.

Guide them to include all main events in their graphic organizers.

## SKILLS DEVELOPMENT

**Interpersonal skills:** Working as team members, teaching others.

**Critical thinking skills:** Summarizing information.

**Logical/Mathematical skills:** Abstracting information.

**Visual/Spatial skills:** Mind mapping information.

## EVALUATION OF CONTENT

Students should be able to identify consequences of the end of the Cold War that formed the new world order.

## SESSION INFORMATION

**Week:** 33

**Session:** 131

**Expected learning outcome:** Identify the consequences of the end of the Cold War in the formation of a New World Order.

## CONTENT DELIVERY

**Start:** Ask students the introductory question and have them write some answers on the board. Divide the group into four teams. Each team will read one of the subtopics in the sequence “The Rise of a New World Order” explained on pages 117 to 121.

**Development:** Students should make a mind map or concept map or graphic organizer about the topic they read.

**Closing:** Every team will explain and have the rest of their classmates copy the graphic organizer, mind map or concept map they made.

Guide them to include all main events in their graphic organizers.

### To Know More

Watch the movie *Good Bye Lenin!*, directed by Wolfgang Becker in 2003. It shows the daily life of east Germans after the fall of the Berlin Wall.

#### GLOSSARY

##### **Economic Embargo.**

Prohibition of negotiating or trading with a certain country. Usually is used as a political punishment to implement policies that are not in agreement with the other country's ideology.

### To Know More

As the Chinese economy grew in the 1980s, young people felt a common uneasiness about their corrupt government. The students held pro-democracy protests in Tiananmen Square in Beijing in 1989.

This ended after a few weeks when the government declared martial law and the shooting of hundred of civilians took place.

### The Permanence of the Socialist System in China, Cuba, Vietnam and North Korea, and the Democratic Transition in Europe

After the fall of the Soviet Union, only four countries continued with the Socialist policy: China, Cuba, Vietnam and North Korea. European countries that had been part of the USSR, changed to Capitalism to become part of the world's globalization through the financing of the WB and the IMF.

China was not part of the satellite countries of the Soviet Union. A nationalist feeling in China helped keep unity. The government of Deng Xiaoping opted for a new economic policy called market socialism, started negotiations with the United States, adopted Western technology and sent young people to study abroad. Trade was open to the exterior which led to the growth of its economy. During Xiaoping's government, agriculture and industry modernized, leading this country to be a current world power.

After its unification, Vietnam had depended on the Soviet economy, just like Cuba. The United States imposed an economic blockage to both countries, which is why, after the dissolution of the Soviet Union, both economies collapsed. Up until today, the United States still keeps the **economic embargo** on Cuba. The diplomatic communication was reestablished with Vietnam in 2000.

North Korea continues to have a Socialist regime. Since it was supported by the Soviet Union, it developed a weapons race, which still continues, through the manufacturing of nuclear weapons. This has caused great conflict between North Korea and the United States.

The countries of the Socialist block of Eastern Europe were renewed by the idea that democracy could persist. However, they realized that the policy of each of these countries had to be changed.

Poland, Hungary and Bulgaria led a peaceful transition in which the masses were not involved. In Poland and Hungary there were free elections during the 90s, while in Bulgaria, a coalition government was established that dissolved the Communist Party. The three countries recognized free trade within their territories.

In Romania, the situation was different, since it was under the dictatorial regime of Ceausescu. Demonstrations were repressed causing more than a hundred deaths. However, the military joined forces with the population, isolating Ceausescu. When tried to escape the country, they were apprehended and executed. They were apprehended and executed. Afterwards, the National Salvation Front was formed by thirty-six members and started the transition period towards free trading.

In Czechoslovakia the population held peaceful demonstrations that were known as the Velvet Revolution. The government did not want to allow these demonstrations and agreed to carry out free elections in 1990. In 1993, Czechoslovakia was divided into two countries: the Czech Republic and Slovakia.

### The War for the Control of Oil and Gas

Since 1990, the states of the Persian Gulf, especially Kuwait, increased the oil production over the quotas set by the OPEC, causing a fall in the price per barrel. This affected several oil-producing countries.

Iraq, who had lost the war against Iran in the 90s, was affected by the fall of the oil prices which made it difficult to collect resources to pay its debts and to rebuild the country.

Iraq asked Kuwait to lower its oil production so the prices could rise. When Kuwait did not listen, Iraq invaded Kuwait, conquering it in just twenty-four hours. In addition, Iraq tried to take over the oil-producing areas of Saudi Arabia, which would have given control of forty percent of the world's oil reserves.

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Kells

## SKILLS DEVELOPMENT

**Interpersonal skills:** Working as team members, teaching others.

**Critical thinking skills:** Summarizing information.

**Logical/Mathematical skills:** Abstracting information.

**Visual/Spatial skills:** Mind mapping information.

## EVALUATION OF CONTENT

Students should be able to identify consequences of the end of the Cold War that formed the new world order.

When the Soviet Union fell, the United States became the only world potency with enough power to control the oil-producing territories. When the United States learned about Iraq's attack on Kuwait, they decided, through the United Nations, to approve a series of economic sanctions against Iraq.

Saddam Hussein, Iraq's head of State, did not think that the United States had enough power in the Middle East to resist his invasion. However, the United States received Saudi Arabia's support to install bases on its territory. George Bush, President of the United States, with the American Congress' approval, decided to attack Iraq, starting the so-called Gulf War or Operation Desert Storm (Fig. 5.10). Meanwhile, Great Britain and France supported the war, sending troops. The Iraqi army withdrew from Kuwait allowing the United States to take control of the territory of one of the main oil producers in the world.



FIG. 5.10 Operation Desert Storm air campaign, 1991.

## Social and Economic Contrasts

### → Expected Learning

Explain the economic Globalization process in the world, and its social consequences.

### Globalization, International Financial Organizations and the Economical Crisis

As international trading relations increased after the 1960s due to economic liberalism, the fall of the Socialist block allowed integration with the capitalist world.

Globalization has caused a great controversy amongst the scholars of the social and economic changes. The ones in favor of the globalization maintain that due international relationships, a greater number of countries enjoy democracy. They point out that illiteracy rates have decreased as job opportunities have increased; a greater number of people have access to basic services, such as water, electricity and gas. In contrast, the ones who criticize the globalization phenomenon maintain that local and national identities have been lost and small business cannot compete in global markets. The Globalization process is seen as an extension of Capitalism's exploitation of underdeveloped countries.

#### Team Work

Form groups of four or five and follow the instructions.

1. Analyze the following Fig. 5.11 in which the Globalization process is represented. Discuss why this picture represents globalization. Draw a picture that your group thinks represents globalization.



FIG. 5.11 Globalization consists of the communication and interdependence between countries.

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## SESSION INFORMATION

Week: 33

Session: 132

**Expected learning outcome:** Explain the economic globalization process and social consequences in the world.

## CONTENT DELIVERY

**Start:** Students should draw what they understand when they listen "Globalization". Elicit two or three examples; have them show their work in whole class.

**Development:** Students should read "Globalization, International Financial Organizations and the Economical Crisis". Help with vocabulary as necessary.

**Closing:** Students should write a seven-question quiz about it. Then, they will exchange quizzes with another student to answer each other's paper. Finally, they will check each other's answers to the quizzes they made.

## SKILLS DEVELOPMENT

**Visual/Spatial skills:** Building models.

**Critical thinking skills:** Formulating questions.

**Interpersonal skills:** Teaching others.

## EVALUATION OF CONTENT

Students should be able to explain globalization, what international financial organizations and economical crisis mean.

## SESSION INFORMATION

Week: 34

Session: 133

**Expected learning outcome:** Explain the economic globalization process and social consequences in the world.

## CONTENT DELIVERY

**Start:** Students should define globalization, economical crisis and international financial organizations. Students might guess or look up the definitions.

**Development:** Students should read the page. Ask comprehension check questions and help with vocabulary as necessary.

**Closing:** In teams of four or five members, students should make a cartoon stripe depicting the financial development of Japan, China, India and other Asian countries.

### To Know More

Due to solid investments, Japan became, in just a couple of decades, a country with major automobile and high technology industries. Many of the most important and durable brands in the world market are Japanese. Thus, support for science, technology and education development was possible.

#### GLOSSARY

**Software.** Group of programs, instructions and rules to carry out certain tasks in a computer.

### The Japanese Miracle, China, India and the Asian Tigers

Towards the end of the twentieth century, much attention was paid to the economic awakening of Japan, China and India who were called the Asian Tigers due to their great financial development.

After World War II, Japan had to enter into a rebuilding stage since the country had been devastated. Their political life started to develop following western rules imposed by the United States. For several decades, corruption levels in the government had been extremely high. Still, the economic growth was very important since large amounts of money were invested in the development of industry, science, technology and education.

In the 70s, the Japanese economy started to weaken. The oil problems greatly affected Japan since almost all of the fuel it used was imported. In 1985, an agreement between Japan and the United States was signed, in which the yen was devaluated in relation to the dollar. This helped Japan to lower its production costs and to invest in enterprises in southeast Asia which had inexpensive work force. An International zone was created and made up of Indonesia, Malaysia, Thailand, South Korea and Taiwan. The Japanese investments made the Asian markets increase and encouraged other countries to invest, affecting, in a positive way the population's standard of living.

China accepted the economic policy of market socialism, adopting western technology and opening its trade to some exterior frontiers. But it still wanted to keep control over domestic finances. Today, it is the second largest economy in the world. In spite of the great economic growth, the Chinese

economic model has a policy of very low salaries. The measure does not allow the general wealth to be fairly distributed among the population (Map 5.4).

India's economy has had experiences similar to other Asian countries. In the mid-1980s, India had major developments in the **software** and telecommunications. In the mid-nineties, it opened to the International market and even though large amounts of money were invested, it did not help to diminish the poverty rates in the country (Fig. 5.12 p. 123).

In 1997, an economic crisis affected all the Asian Tigers. This crisis started with the devaluation of Thailand's currency. The magnitude of the problem in this zone, pointed to the fragility of their economic dependency on each other.



MAP 5.4 Japan and the "Asian Tigers".

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## SKILLS DEVELOPMENT

**Reading skills:** Scanning, reading for detail.

**Logical/Mathematical skills:** Abstracting information.

**Visual/Spatial skills:** Drawing information.

## EVALUATION OF CONTENT

Students should draw social consequences of globalization, economic crisis and international financial organizations interventions.

### The European Union

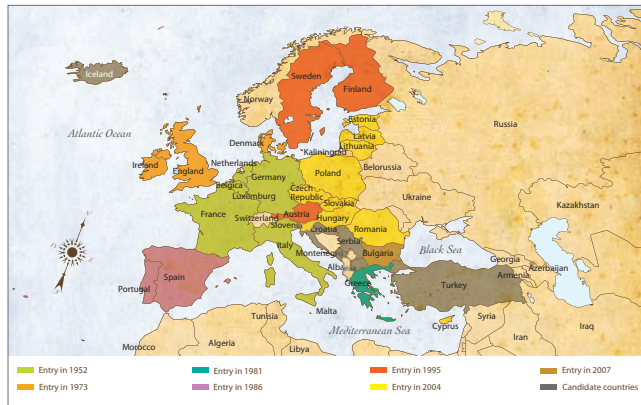
The devastation left by World War II in Europe, as well as the fear of the eruption of a new and similar war, made six European countries gather and create the European Union (Fig. 5.13). At the beginning, the members of this community were France, Federal Germany, Italy, Belgium, Holland and Luxemburg. The formal treaty of the European Economic Community was signed in 1957. This Community's goal was mainly to organize a common market between them through the abolition of the **customs duties**. In 1962, the Common Agricultural Policy, CAP, was formed and established the protected minimal prices for farmers.

These organizations were the basis to the association known as the European Union, shaped after the signing of the Maastricht Treaty in 1992. The gathering of these countries, involved not only the economical aspects, but also the political affairs. Thus, since 1993, there was free flow of capitals, goods, services and people among the members of this community. In 1999, a common European currency was generated: the Euro. Within the European Union, the **Euro zone** was formed by Germany, Austria, Belgium, Spain, Finland, France, Ireland, Italy, Luxemburg, Holland, Portugal and Greece. (Map 5.5).



FIG. 5.12 Poverty in India.

FIG. 5.13 European Union member's flags. The blue with yellow stars, represents the Union's emblem.



#### GLOSSARY

**Customs Duties.** Price that has to be paid to transport goods from one country to another.

**Euro Zone.** Group of countries that are members of the European Union, and that have adopted the Euro as a currency within their territory.

MAP 5.5 Member Countries of the European Union.

### Wealthy and Underprivileged Countries

In recent decades, the world's wealth has considerably increased. However, this richness has not reached all the inhabitants. The differences between wealthy and underprivileged countries have increased and so has the amount of poor people in the world (Fig. 5.14).

FIG. 5.14 Differences between wealthy and unprivileged countries.



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## SESSION INFORMATION

Week: 34

Session: 134

**Expected learning outcome:** Explain the economic globalization process and social consequences in the world.

## CONTENT DELIVERY

**Start:** Students should read "The European Union" and "Wealthy and Underprivileged Countries" which ends in the following page. Help with vocabulary problems, help as necessary.

**Development:** Divide the group into four or five teams. Each team will work on each topic. They should prepare a short story in which the reading topics are explained, or part of the story.

**Closing:** Students should present the story they created in whole class.

## SKILLS DEVELOPMENT

**Verbal/Linguistic skills:** Creating stories.

**Critical thinking skills:** Imagining.

## EVALUATION OF CONTENT

Students should explain in their own words the topics of the page.

## SESSION INFORMATION

**Week:** 34

**Session:** 135

### Expected learning

**outcome:** Explain the economic globalization process and social consequences in the world.

## CONTENT DELIVERY

**Start:** Students should read “Life in the Great Cities” and “Technological and Educational Underdevelopment in Africa and Latin America”. Help with vocabulary as necessary.

### Development:

Students will write an essay answering to the question: How is globalization responsible for cities problems and underdevelopment in Africa and Latin America? What can be done about it? Remind them of the writing process: Pre-writing, drafting, revising, proofreading, publishing.

### Project preparation:

Divide the group into nine teams. Each team will read and give a presentation about one of the subtopics in the sequence: “Contemporary Conflicts” (except for one team that will present “India and Africa”). Explain the project grading criteria (follow the projects rubrics explained on page 163).

FIG. 5.15 Megacities pollution.

### To Know More

China is the most populated country in the world with over 1300 million inhabitants. Its demographic growth happened during the twentieth century. Therefore, the Chinese government adopted a one child per couple policy. As a consequence, the birth rate was controlled and the population's growth was slowed. This policy was introduced in 1979, and has helped to decrease the social and environmental problems.



African and Latin American countries as well as some Asian regions have extremely poor populations.

There are demographic and economic rates that show the wealth and **poverty** rates in a country. One of these indicators is the infant mortality rate. A rich country has more resources so its infant population does not die of malnutrition or easy to control diseases.

### Life in the Great Cities

Poverty in certain zones of some countries has led to dramatic migration of a great part of the population to urban centers. Though

job opportunities are higher, the quality of life has worsened throughout the years in cities due to pollution, noise, violence and unsanitary conditions (Fig. 5.15).

Even in rich countries, where life in megacities is more bearable and there is less poverty, violence and pollution generated by carbon dioxide, the population's health is, nonetheless, affected.

### Technological and Educational Underdevelopment in Africa and Latin America

The African continent lives in a constant crisis due to wars, corruption, hunger and diseases. As a result, the nations, though independent, were not able to establish strong economies, so their populations do not have a decent standard of living (Fig. 5.16).

Almost all of the countries in the **Sub-Saharan Africa** zone shared the dream of carrying out industrialization projects. During the 1960s and 1970s, some nations achieved economic growth due to their exports of coffee, cocoa and copper. This advance was slowed during the 1980s when oil prices increased and raw materials prices dropped. These African regions had not invested in technology, nor industry, therefore, the fall in prices greatly affected them.

The situation in Africa is very complex. Some experts have tried to study it in order find new and solid solutions for their problems, but this has not been accomplished yet.

In Latin America the condition is not as extreme as it is in Africa, except for countries, such as Haiti. However, the technological and educational underdevelopment dates back to the end of World War II. Latin American countries developed agriculture technology focused on improving farming

techniques, but they did not invest in state of the art technology. This caused a lack of balance in most Latin American economies, forcing many youngsters to drop out of school and to work in other countries offering better opportunities.

The educational levels in Africa and in Latin America are below the standards, compared to other countries.

#### GLOSSARY

**Poverty.** When a person does not have the necessary resources to satisfy the basic needs: shelter, health and nutrition.

**Sub-Saharan Africa.** African countries not in the north of the continent bordering the Mediterranean Sea.

FIG. 5.16 Poverty in Africa.



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## SKILLS DEVELOPMENT

**Reading skills:** Scanning, reading for detail.

**Writing skills:** Writing process.

**Intrapersonal skills:** Developing an opinion based upon facts.

## EVALUATION OF CONTENT

Students should get their essay checked by the teacher.

## Contemporary Conflicts

### → Expected Learning

Identify the causes of the main conflicts in the world, and the values that should be implemented to reduce them.

### Ethnic and Religious Wars in the Middle East, India and Africa

Religious and ethnic wars are problems that have caused many deaths and thousands of displaced people in places like Yugoslavia, Middle East, India and Africa.

Yugoslavia was created after the fall of the Austro-Hungarian Empire, as the union of several political entities that came from several ethnic groups. At the end of World War II, Yugoslavia was ruled by Josip Broz Tito who imposed a Socialist government, and created a stable structure with a federal republic formed by the Republics of Serbia, Croatia, Slovenia, Bosnia-Herzegovina, Montenegro and Macedonia as well as the autonomous regions of Vojvodina and Kosovo (Map 5.6).

Tito passed away in 1980. Shortly after, the Soviet Union was dissolved. Both events caused a rupture in Yugoslavia, since Serbia was left as the most powerful republic, while Croatia, Slovenia and Bosnia-Herzegovina wanted to become independent.

The war was caused by ethnic and religious differences. Serbia, under Slobodan Milosevic's direction, repressed and killed many people of Bosnian and Muslim origin. According to him, there had to be an ethnic clean-up. The UN intervened in a limited way in this combat and sent the **Blue Helmets** who were not able to prevent genocides, such as the one that happened in the Bosnian region of Srebrenica, where over seven thousand Muslims were killed.

The conflict ended towards the end of the twentieth century, leaving excessive economic devastation and a low level in food production. Each of the independent country had to ask for help to the international community.

### The Middle East

In the Middle East, there have also been ethnic and religious wars. Almost all the countries in this region are originally Arab and most of the population is Muslim (Fig. 5.17). Except Israel, whose inhabitants are primarily Jewish. Amongst the Muslim countries there are also ethnic and ideological differences. Such unique dissimilarities have originated important problems like the Arab-Israeli conflict and the war in Iran and Iraq.

The ethnic variations between the Muslim countries have existed for a long time. Islam, the



MAP 5.6 Map of the Republics forming Yugoslavia.

#### GLOSSARY

**Blue Helmets.** Protection forces of the United Nations. In spite of their military power, their main objectives are to keep peace, supervise the cease fire, protect civilians, deactivate mines and train local policemen.



FIG. 5.17 The Middle East.

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## SESSION INFORMATION

**Week:** 34

**Session:** 136

**Expected learning outcome:** Identify the causes of the main conflicts in the world, and the values that should be implemented to reduce such problems.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, some comprehension-check questions, further information, language use and collaborative work.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

Week: 35

Session: 137

### Expected learning

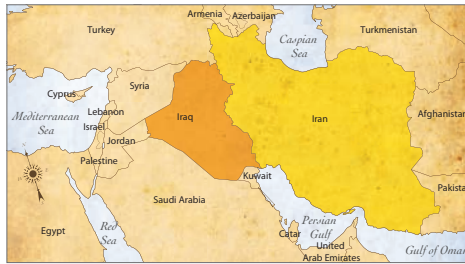
**outcome:** Identify the causes of the main conflicts in the world, and the values that should be implemented to reduce such problems.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant information, visuals, clear information, visuals, some comprehension-check questions, further information, language use and collaborative work.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.



MAP 5.7 Iran and Iraq. The war between the Shiite and the Sunnis lasted eight years.



FIG. 5.18 On the left, Saddam Hussein, President of Iraq from 1979 to 2003. In 2006, he was sentenced to death by the Supreme Iraqi Criminal Tribunal for crimes against humanity. On the right is the Ayatollah Khomeini, political and spiritual leader of the Shiite ethnic group.



FIG. 5.19 The Babri Mosque was destroyed in 1992, by Hindu groups.

### India

In India, there have been many struggles for its one billion inhabitants. Hindus, Muslims, Sikhs and Buddhists co-exist there. Though Indians follow Gandhi's non-violence code, there have been violent incidents. In 1992, a Hindu rally at the Babri Mosque in Ayodhya turned into a riot involving 150,000 people. The violence led to rioting in Mumbai and Delhi. 2000 Muslims were killed and the Babri Mosque, built in 1527, was destroyed (Fig. 5.19).

### Africa

In Africa there have been violent encounters since the decolonization after World War II. These conflicts worsened at the end of the Cold War, because the country stopped receiving the Soviets' or the Americans' support.

Amongst the conflicts in Africa the one in Rwanda has to be highlighted. From 1990 to 1994 the ethnic group Hutu faced the Tutsi. The Hutu carried out a genocide trying to exterminate the Tutsi (Fig. 5.20 p. 127).

religion of Muslim people, has two main branches: the Sunni orthodox and the Shiites.

Towards the end of the 1970s, there was a political-religious revolution led by the chief of the Shiite ethnic group, the Ayatollah Khomeini, who overthrew the Shah of Iran. The new fundamentalist regime ended the relationship they had with United States.

Iran's new Islamist government condemned Iraq's Socialist regime, whose President was Saddam Hussein. He encouraged the Shiite population of his country to carry out an Islamic revolution like the one in Iran. Therefore, Saddam declared war on Iran in 1980 with the support of most of the Sunni countries as well as western countries (Map 5.7).

In 1988, the Ayatollah Khomeini, Iran's leader, decided to create a cease fire pact with Iraq since he knew that Iran was weakened.

Iraq's situation was different since it had been provided with weapons by the west. However, Saddam Hussein directed an extermination campaign against the Kurdish people (mostly Sunni Muslims), that took place in the north, in order to keep control of the oil resources (Fig. 5.18).

The Arab-Israeli conflict has produced wars between the Palestinians and the Israelis since the creation of the state of Israel in 1948. All of these have a basis in the ideological and religious differences between the Arab countries. Some of these nations support Palestine, while others sympathize with the state of Israel, reinforced by the United States.

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## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.



**Team Work**

Form groups of three and follow the instructions.

- The following list shows ethnic and religious conflicts that occurred during the second half of the twentieth century. Draw a timeline and arrange them by date and geographical location.
 

• Six-Day war 1967	• Bosnian war 1995	• Somali rebellion 1986
• Yom Kippur war 1973	• Kosovo war 1999	• Rwandan civil war 1990
• Lebanon war 1982	• Ugandan war 1979	• Darfur conflict 2003
- Once you finish your timeline, answer the following questions in your notebook.
  - Have there been victors in these conflicts?
  - Who have been the most affected peoples in these wars?
  - How would you solve every ethnic and religious conflict?
  - Do you think there are similar conflicts in Mexico?
- Share your work with the class.



FIG. 5.20 Soldiers in the borders of African territories.

**South Africa and the End of the Apartheid**

South Africa was one of the African nations that after World War II, achieved its independence. This country was part of Holland and was colonized by the British Empire. Dutch and British colonizers had many conflicts because of the mine exploitation. Finally, the British kept the territory, creating and ruling the Union of South Africa. They segregated the native black people through the legalization of racism. This was the birth of the Apartheid, which considered the white population to be superior to the black population which didn't have equal civil rights.

The apartheid's policy continued well after South Africa became independent from the United Kingdom. The black population was not allowed to vote to elect their governments, to establish their own businesses, to use the same public transportation as white people; they had no freedom to move from one part of the country to another. In addition, the areas where black people lived did not have basic services such as tap water and electricity.

The harsh living conditions of black people led a group of black South Africans to create the African National Congress, ANC. This association wanted a state with no racial discrimination. The demonstrations organized by this Congress were violently repressed. One of its leaders, Nelson Mandela, was apprehended and sentenced for treason and received a life sentence in 1964.

For almost thirty years, the protests against racial discrimination continued and during the 1980s, even a white minority joined them.

There was international pressure in the late 1980s and early 1990s that led to political changes in the South African government.

In 1990, Nelson Mandela was freed and in 1991, he became the first black President of South Africa (Fig. 5.21). With Mandela as the leader, the Apartheid ended. Since then, white and black people have had the same rights. Nelson Mandela received the Nobel Peace Prize in 1993. He died on December 5, 2013 and many people around the world mourned his death.



FIG. 5.21 Nelson Mandela (on the right) when he was released from prison in 1990.

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**SESSION INFORMATION**

**Week:** 35

**Session:** 138

**Expected learning outcome:** Identify the causes of the main conflicts in the world, and the values that should be implemented to reduce such problems.

**CONTENT DELIVERY**

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, some comprehension-check questions, further information, language use and collaborative work.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

**SKILLS DEVELOPMENT**

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

**EVALUATION OF CONTENT**

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

Week: 35

Session: 139

### Expected learning

**outcome:** Identify the causes of the main conflicts in the world, and the values that should be implemented to reduce such problems.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, some comprehension-check questions, further information, language use and collaborative work.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

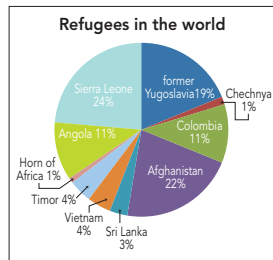


FIG. 5.22 Millions of people have had to abandon their place of origin due to the violence caused by wars.

### GLOSSARY

**Refugee.** Person who has abandoned his or her country and cannot go back because of a persecution due to racial, religious or nationality problems, belonging to a certain social group or political opinion.

**Internally Displaced Person.** People who have ran away from their homes, generally because of a civil war, but who have stayed in their countries of origin instead of seeking asylum abroad.

### Refugees and Displaced People

Struggles and wars that happened during the second half of the twentieth century and the first decade of the twenty-first, forced a great number of **refugees** to migrate to other places.

According to information from the UN, today, there are over twenty-two million refugees in the world. Most of them are women and children who had to leave their countries because of violence.

In order to help these people, the UN created the United Nations High Commissioner for Refugees, UNHCR, in 1950. Its main functions are: to protect the refugees, intervene before governments in their favor and seek solutions so they can have a life in a normal environment once again, either repatriating them to their place of origin or integrating them in their asylum-giving country.

There have also been internal migrations in the countries going through a civil war. Affected people have been called **internally displaced persons**. The UNHCR also helps these individuals (Fig. 5.22).

### Drug Trafficking and the Armament Trade

One of the big battles fought in the world today, especially in Mexico, is the fight against drug trafficking and the armament trade.

Unfortunately, in Mexico, as well as in other places in the world, criminal organizations dedicated to drug and armament trafficking, have gained great power. These groups have caused not only corruption, but a lot of violence, too.

The narcotics sale has increased around the world, because their consumption among young people has considerably augmented in recent years. In general, drugs are produced in Latin American and Asian developing countries and they are illegally traded in other countries.

The expansion of weapons trading has produced a great number of victims in the world. There are about five-hundred thousand people involved in gun trafficking. Unfortunately, many children living in poor countries are forced to be part of this conflict.

### Terrorism

Terrorism is the series of violent acts carried out to implant fear among the civilian population. It can be performed through attacks to public buildings, kidnappings or even murders.

During the second half of the twentieth century, the number of terrorist organizations in different parts of the world significantly increased. Some groups seek to demonstrate against their own country, while others seek to deal with international conflicts.

Some of the associations from the first category are the IRA in Northern Ireland; and the ETA, from the Basque Country in Spain.

Within the second category, the terrorist group Al-Qaeda is found. It defines itself as an Islamic Resistance Group and the main leader was Osama bin Laden until his killing in 2011. Al-Qaeda was the responsible terrorist group for the attack on the twin towers in New York in September 2001, the incident in the Barajas airport in Madrid in 2004, and the attacks in London in 2005 (Fig. 5.23).



FIG. 5.23 Attack on the twin towers by Islamic Fundamental Groups, in September, 2001.

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## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## AIDS

Some other problems humanity faces today are epidemics and pandemics due to the spread of a virus. One of these viruses is HIV/AIDS that has caused the death of around two million people around the world.

The first cases of AIDS were found in New York and San Francisco in 1981. Since then, there has been research into the origins of the virus. There are many theories, but it is thought that it was transmitted from a primate in Africa to the human population and quickly spread to other parts of the world.

AIDS has affected over thirty million people all over the world. The African community has been most affected by it.

A vaccine for HIV has not been found, because of the virus' frequent mutations. However, there have been many campaigns seeking to stop the spread of it because infection can be avoided taking certain precautions (Fig. 5.24).



FIG. 5.24 World AIDS day is commemorated every December 1st since 1988.

## Global Warming and Environmental Movements

Global warming is the increase of the world's average temperature and this has happened for different reasons. Some of them are unrelated to man, such as volcano eruptions or a variation in the flow of solar radiation. However, climate change has also derived in environmental problems caused by man, such as the increase of the greenhouse gases linked to human activities that have been carried out since the Industrial Revolution. The growth of the population, the use of polluting fuels and deforestation are some of the factors that affect the climate the most.

The increase of the temperature has caused glaciers of the poles to melt and decrease in size. Thus, tides rise, causing flooding (Fig. 5.25). In addition, tropical storms have become stronger yearly, affecting the coastal regions

Some people, worried about the future of our surroundings, have created environmental organizations. One of the most known around the world is Greenpeace which was founded in Canada in 1971, as a protest against the testing of nuclear weapons that was carried out by the United States. Since then, this ngo, non-governmental organization, has proposed solutions for avoiding environmental disasters.



FIG. 5.25 Global warming has decreased the glaciers' thickness at the poles.

### Team Work

1. Form groups of four or five and make a list of the conflicts that have affected humankind since the second half of the twentieth century. Choose one to research, using your textbook, other books or the Internet.
2. With the information you gathered, prepare a presentation about the causes and consequences of this problem and propose a solution to it.

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## SESSION INFORMATION

**Week:** 35

**Session:** 140

**Expected learning outcome:** Identify the causes of the main conflicts in the world, and the values that should be implemented to reduce such problems.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: See the projects rubrics on page 163.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

**Project preparation:** Divide the group into six teams. Each team will read one of the subtopics in the sequence "Social and Political Order Questioning" in order to create a mural depicting the conflict that they read.

Materials to make the mural: Two or three meters of "manta" fabricor, canvas, acrylic, washable paint, brushes.

## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

**Week:** 36

**Sessions:** 141, 142

**Expected learning outcome:** Recognize the importance of the citizens' participation and organization in the building of a more equitable and egalitarian society.

## CONTENT DELIVERY

**Start:** Students should first show you the draft they want to create. Guide them to create images about the most important facts. Take them to an open area where they can paint without problems.

**Development:** Students should create the mural.

**Closing:** They should make an art exhibit.

## Social and Political Order Questioning

### → Expected Learning

Recognize the importance of the citizens' participation and organization in the building of a more equitable and egalitarian society.

### The Civil Rights Movement in the United States and its Social Impact

Apparently, after World War II, the American society lived a time of prosperity and comfort. In fact, the term "American way of life" was coined, it refers to the American lifestyle in which its inhabitants are free and seek happiness.

However, a certain percentage of the American population did not have access to this way of living. Black people, Latinos, and other group that did not agree with the United States' interventionist policies, started to gather to demand equality and civil rights.

One of the difficulties the United States faced was racism against the African American population. In the southern states of the country, black people were forbidden from entering and sharing the same spaces as white people. Many of the legal trials against black people were unfair. During the early 1960s, a civil rights movement began, led by Martin Luther King.

Martin Luther King was assassinated in 1968. However, his peaceful battle served to force the American government to deal with the situation blacks were in (Fig. 5.26). In the mid-1960s, civil rights laws were passed that integrated the schools, universities and public places.

This movement was very important because it was the beginning of many world movements for civil rights.



FIG. 5.26 Martin Luther King, during one of his speeches.

### Students' Movements

During the 1960s, young people became involved in the problems affecting society, especially those caused by governments and wars. More students than ever were attending university, developing critical thinking skills and questioning society's role in the world. Student demonstrations started against the Vietnam war and in Paris there were student protests in 1968 against the actions of the French government.

In Prague, for some months of the same year, young people took to the streets to protest the Totalitarian regime of their country. This movement ended with the arrival of the Soviet military.

In Mexico there were also student demonstrations in 1968. These were controlled by the Mexican government. On October 2nd, army troops and paramilitary groups killed a great number of people who were peacefully demonstrating at the *Plaza de las Tres Culturas* in Tlatelolco (Fig. 5.27 p. 131).

### Feminism and the Sexual Revolution

Throughout history, women had unequal rights to those of men. This led to the emergence of ideological, political, cultural and economic movements where women's role in society was

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Kells

## SKILLS DEVELOPMENT

**Critical thinking skills:** Imagining.

**Visual/Spatial skills:** Creating a mural.

**Logical/Mathematical skills:**

Abstracting information.

## EVALUATION OF CONTENT

All students should actively participate in the mural making process.



FIG. 5.27 The army at the Plaza de las Tres Culturas in Tlatelolco, in 1968.

questioned. The movements had their peak during the 1960s as women became aware of their roles in society. The feminist movement and the so-called sexual revolution demanded women have control over their bodies and their destininations. The use of the contraceptive pill gave women the power to decide when and how many children they wanted. By the 1970s, the feminist movement had spread throughout the world (Figure 5.28). Today, most women in the world have the same rights and privileges as men. Unfortunately, there are still countries where women are subdued by men. In fact, in countries like Mexico, despite the law recognizing the equality and civil rights, there are many sexist practices in society.



FIG. 5.28 Symbol of the feminist movements.

### Indigenism

Indigenous people in Mexico, as well as in other parts of the world, are ethnic groups native to a place. They were exploited by the colonizers in the past. Discrimination led to these communities being treated in a different manner that negatively affects their way of living. During the second half of the twentieth century, a cultural and anthropological current spread, called Indigenism. It aimed to help the indigenous communities integrate with the social, political and economic life of their country.

### Civilian Society Organizations

Just as people was concerned about the environment founded non-governmental organizations to fight against global warming, other people have joined to form civil societies to help the underprivileged. These organizations, that are Non-Profit Organizations, NPOs or Non-Governmental Organizations, NGOs, work to defend human rights of certain minorities such as Indigenous people, children and homosexuals. There are associations devoted to promote children's education, while others are formed by doctors who help environmental disaster or war victims. Some offer legal advice to ethnic minorities or Indigenous communities (Fig. 5.29).



FIG. 5.29 Doctors Without Borders (MSF), is a French NGO known for its projects in regions where health care systems are not enough for the population.

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## SESSION INFORMATION

**Week:** 36

**Sessions:** 143, 144

**Expected learning outcome:** Recognize the importance of the citizens' participation and organization in the building of a more equitable and egalitarian society.

## CONTENT DELIVERY

**Start:** Students should first show you the draft they want to create. Guide them to create images about the most important facts. Take them to an open area where they can paint without problems.

**Development:** Students should create the mural.

**Closing:** They should make an art exhibit.

**Project preparation:** Students will make a jeopardy game. Form four or five teams.

**Material to take to the following session:** 20 white "bibliography" cards, markers per team.

## SKILLS DEVELOPMENT

**Critical thinking skills:** Imagining.

**Visual/Spatial skills:** Creating a mural.

**Logical/Mathematical skills:**

Abstracting information.

## EVALUATION OF CONTENT

All students should actively participate in the mural making process.

## SESSION INFORMATION

**Week:** 37

**Session:** 144

### Expected learning

**outcome:** Recognize the changes in the political and the economical organization of Latin America in the recent decades.

## CONTENT DELIVERY

**Start:** Students should read the sequence “Our surroundings”. Help with vocabulary as necessary.

**Development:** Students will create a jeopardy game with the information from the sequence. On each card, they should write a question on one side and the “money” they can get on the other side.

**Closing:** They will finish and play the game the following class.

### The Youth's Future

Around thirty percent of the world's population is composed of people over ten years old and younger than twenty-four, that is to say, youngsters. Young people's lives had greatly changed in the last century. Today, people study for longer periods and start working and having families at an older age than people did at the beginning of the last century. In some ways, young people have had more benefits than the older generations. Several factors have affected their lives, such as demographic growth, globalization and technological advances. These have made life better and added difficulties to find a good job.

### Our Surroundings

#### → Expected Learning

Recognize the changes in the political and the economical organization of Latin America in the recent decades.

#### GLOSSARY

**State terrorism.** Incitement of fear or terror on the civilian population of a country by their government to reach certain goals.

### American Interventions

After World War II, the Organization of American States, OAS was created, even though in reality it was the United States who decided the political direction of most of Latin American countries.

During the Cold War, the United States supported many right-wing governments in order to stop the spreading of the Communist ideas in American territory. Since then, this country has intervened in a more direct way in the governments of countries such as: Argentina, Chile, Paraguay, Uruguay, the Dominican Republic, Haiti, Nicaragua, Panama and Guatemala, and in an indirect way in almost all the other countries, including Mexico. In the Southern Cone, a clandestine organization was carried out during the intelligence plan “Operation Condor”, that used **State terrorism** supported by the United States, causing the disappearance of many people who opposed the dictatorships.

The Chilean case clearly shows Americans' responsibility in the victory of the Dictatorships in the Southern Cone. Since the 60s, the CIA was involved in Chile sending money to favor the right-wing candidate, carrying out a negative campaign against the socialist Salvador Allende.

Allende won the elections, but the United States, through the CIA, ordered a military coup d'état carried out by Augusto Pinochet in 1973. This created a military dictatorship that, in addition to being illegitimate, was violent and cruel; however, Pinochet had the support of most of the Chilean population, therefore, he was in power until 1990 (Fig. 5.30).

During Pinochet's regime there was a lot of repression, the so-called “Caravan of Death” soldiers took war prisoners out of jail and murdered them. There were thousands of missing people and many others had to leave the country.

The case of Chile is just an example that shows the bloody time lived in Latin America due to the military dictatorships supported by American interventionism.

FIG. 5.30 Salvador Allende was overthrown through a coup d'état carried out by Augusto Pinochet, supported by the United States in 1973.



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## SKILLS DEVELOPMENT

**Reading skills:** Scanning, reading for detail.

**Critical thinking skills:** Summarizing.

**Verbal/Linguistic skills:** Playing word games.

## EVALUATION OF CONTENT

Every student should actively participate in the game production.

### The Last Military Dictatorships and the Democratic Transition

The American interventionist policy changed in 1980 with the fall of the USSR. The emphasis was on trying to overthrow the military dictatorships and promote the access to power in a democratic way. Elections in countries such as Argentina, Peru, Uruguay and Brazil were free during this time.

Other countries, such as Chile, had to wait until the 1990s. However, what was happening in other Latin American countries widely influenced Chile, so Pinochet agreed to create different political parties during the late 1980s. Even though there were free elections, the socialist groups did not take power until much later.

In other Latin American countries, the changes were gradual and there started being free elections. However, democracy can only exist when the ones voting are responsibly informed and not manipulated by the mass media. In addition, it is essential that there are serious political parties who really represent all citizens, and not only the interest of a few.

### Latin American Economy and the Commercial Treaties

In general, during the 1980s, the governments in Latin America were characterized by the introduction of a Neoliberal Economic policy and this way they signed international commercial treaties.

In order to achieve that, associations helping commercial exchange between two or more countries were created. Amongst the commercial associations created in Latin America are:

- Central American Common Market, CACM.
- Andean Community of Nations, CAN, in Spanish.
- Southern Common Market, Mercosur.
- North American Free Trade Agreement, NAFTA.
- Economic Commission for Latin America and the Caribbean, ECLAC.

### Mexico and its Access to the Market Organizations

After World War II, Mexico had an economic upturn through the so-called “stabilizing development”. The economic growth was great and kept the inflation rates low. This was achieved thanks to an increase in exportations, which gave this nation the necessary stability to start its industrial development.

During this time, there were prohibitions in Mexico on consuming the products coming from other parts of the world. The import market was closed. Although this measure benefitted Mexican producers, in the long run, it resulted in a lack of market competition. As a consequence, some production means became obsolete and the products Mexicans had access to were, in general, of bad quality.

Though Mexico still had economic growth, it was not reflected in the reduction of poverty and in the improvement of the quality of life. Luis Echeverría tried to fix this problem, going to the extreme and taking populist policies. He indebted the country without ability to pay, and as a result, Mexico entered in an economic crisis (Fig. 5.31).

This struggle continued during the term of López Portillo as Mexico was also affected by the decrease in oil prices during the 1980s. Throughout this period, private banks were nationalized, and the peso currency was gradually devaluated every week.

Miguel de la Madrid, pressured by the IMF and by the WB, had to change the economic policy by applying an austerity plan in order to pay the debt from Echeverría's term.

With Carlos Salinas de Gortari, Mexico adapted neoliberalism. Mexico opened to market by integrating to globalization and commercial treaties were signed, such as the North American Free Trade Agreement, NAFTA. In addition, banks were privatized again, receiving foreign investment.



FIG. 5.31 Luis Echeverría.

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## SESSION INFORMATION

**Week:** 37

**Session:** 145

**Expected learning outcome:** Recognize the changes in the political and the economical organization of Latin America in the recent decades.

## CONTENT DELIVERY

**Start:** If students finished the jeopardy game, check it.

**Development:** Students should participate with their team answering to other teams questions.

**Closing:** The winners of the game will get applause.

**Project preparation:** Divide the group into five teams. Each team will bring a telephone or tablet in order to make a video. In the video they will include information from one of the subtopics in the sequence “Achievements in Knowledge and the Richness of Cultural Diversity” and images that illustrate such concept.

## SKILLS DEVELOPMENT

**Interpersonal skills:** Working as a team.

**Verbal/Linguistic skills:** Playing word games.

**Critical thinking skills:** Remembering.

## EVALUATION OF CONTENT

Students should be able to respond to each other's questions.

## SESSION INFORMATION

**Week:** 37

**Session:** 146

**Expected learning outcome:** Recognize and value the role of mass media in the dissemination and appropriation of culture and the impact of scientific and technological advances in daily life.

## CONTENT DELIVERY

**Start:** : Each team should have read about one of the subtopics in the sequence “Achievements in Knowledge and the Richness of Cultural Diversity”.

**Development:** The video should be filmed in school with a telephone or tablet. They might choose the best format for their video, but they should include images that illustrate each concept, the explanation in their own words and some examples of each concept.

**Closing:** Students should show their videos in whole class.



FIG. 5.32 The number of illegal Mexican immigrants in the United States has increased in recent decades. Today there are six million of illegal people working there.

This has led to the increase of unemployment during recent years, as well as to the increase in poverty levels in Mexico, forcing many individuals, to illegally migrate to the United States to find a job (Fig. 5.32).

## Achievements in Knowledge and the Richness of Cultural Diversity

### → Expected Learning

Recognize and value the role of mass media in the dissemination and appropriation of culture and the impact of scientific and technological advances in daily life.

### Consumer Society and the Mass Diffusion of Knowledge

Think about the following words: consumption, trend, necessity, **advertising**. What do you think they have in common?

All of them have to do with a consumer society formed throughout the twentieth century. Since the Industrial Revolution, the manufacturing of consumer goods was systematized and the production of items became easier and faster. During the twentieth century, mass production took place, which led to more people having access to products such as electrical appliances and cars. However, since the 70s, there has been a rupture and even though manufacturing was still efficient, consumption completely changed.

Before this time, people bought goods that were necessary. Since 1970, people started buying goods that were attractive. That is to say, the function value was replaced by the good-looking value through a social phenomenon called trend.

A consumer society arose in most developed countries, where a “use and throw” mentality exists. This is how the goods consumed by a society such as clothing, electrical appliances, technological gadgets are easily replaced by new ones.

This has also been possible because of the gigantic diffusion in the mass media: television, radio, newspapers, magazines and the Internet. With the advances in technology, not only a greater number of people can learn almost immediately about what happens anywhere in the world, but it has also been useful to advertise goods. Most of the mass media get their profits from advertisement, which is paid by the enterprises that produce the goods.

Mass media does not always tell the truth, they can guide certain parts of the population. This guidance is sometimes positive, and sometimes it is not.

#### GLOSSARY

**Advertisement.** It is a massive communication process, from where the consumer is informed about the products and services of an enterprise, aiming to influence the buying behavior of potential market.

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## SKILLS DEVELOPMENT

**Interpersonal skills:** Working as a team.

**Critical thinking skills:** Summarizing, creating.

## EVALUATION OF CONTENT

Every student should actively participate in the video making process.



### Sports and Health

The sports activities have been part of the human everyday life since ancient Greece. However, industrialization has allowed leisure time to become longer. As a result, people today, can spend part of their lives practicing a sport. A hundred years ago, American and Anglo-Saxon athletes were very interested in practicing sports. Thus, the Olympic Games which are of Greek origin, were restarted. Additionally, since 1930, the World Soccer Championship has been celebrated.

Sports worked, during the Cold War, as a substitution of military battles between the United States and the Soviet Union. The mass media made this more evident because these countries used athletes as political propaganda.

The apogee of mass media has led sports to be practiced not only to improve health, but also as entertainment for the population.

In fact, the World Soccer Championship is watched by millions of people all over the world and brings millions in profits to the event's sponsors, as well as it does to the hosting country.

### Rock, Ephemeral Art and Performance

**Ephemeral art** has proliferated in the last two decades. Addressed as a demonstration by contemporary artists who are against the elitist artistic manifestations. This art can only be appreciated by a minority through the access to art galleries or art spaces. Most of the time, these artists are anonymous because they show their art on the streets without signing it. The British artist Banksy has used graffiti to express social protests through what some people call ephemeral art (Fig. 5.33).

One of the representations of ephemeral art is performance. This artistic manifestation is based on action that can be presented through dance, theater, rituals, political demonstrations and even funerals.

Music cannot be considered ephemeral art because it does have a permanence. What has changed in recent decades in music is the fact that it has been used as a means of spreading social protests. One of the genres that promoted such demonstrations was Rock music.

Rock derived from the rock and roll of the 1950s. Since the 1960s British and American musicians stood out with groups such as the Beatles, the Rolling Stones, Pink Floyd, Bob Dylan, Jimi Hendrix, Eric Clapton and Simon & Garfunkel. This music was for young people who were criticized by adults for listening to something that, according to them, did not have rhythm or harmony.

Towards the end of the 1960s, events where young people gathered became popular, promoting peace through music and dance. One of the most famous festivals was Woodstock in 1969 that brought together around four-hundred thousand spectators.

Since the 70s, Rock music peaked and was listened to by more people thanks to the mass media. In 1981, the famous music channel, MTV, Music Television, appeared, broadcasting music around four-hundred thousand spectators (Fig. 5.34).



#### GLOSSARY

**Ephemeral art.** Artistic demonstration conceived in the non-permanent idea because it is momentary.

FIG. 5.33 Graffiti painted by the British artist Banksy.



FIG. 5.34 Young hippies gathered to proclaim peace through music and dance.

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## SESSION INFORMATION

**Week:** 37

**Session:** 147

**Expected learning outcome:** Recognize and value the role of mass media in the dissemination and appropriation of culture and the impact of scientific and technological advances in daily life.

## CONTENT DELIVERY

**Start:** Each team should have read about one of the subtopics in the sequence “Achievements in Knowledge and the Richness of Cultural Diversity”.

**Development:** The video should be filmed in school with a telephone or tablet. They might choose the best format for their video, but they should include images that illustrate each concept, the explanation in their own words and some examples of each concept.

**Closing:** Students should show their videos in whole class.

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## SKILLS DEVELOPMENT

**Interpersonal skills:** Working as a team.

**Critical thinking skills:** Summarizing, creating.

## EVALUATION OF CONTENT

Every student should actively participate in the video making process.

## SESSION INFORMATION

**Week:** 37

**Session:** 148

### Expected learning

**outcome:** Recognize and value the role of mass media in the dissemination and appropriation of culture and the impact of scientific and technological advances in daily life.

## CONTENT DELIVERY

**Start:** Each team should have read about one of the subtopics in the sequence “Achievements in Knowledge and the Richness of Cultural Diversity”

**Development:** The video should be filmed in school with a telephone or tablet. They might choose the best format for their video, but they should include images that illustrate each concept, the explanation in their own words and some examples of each concept.

**Closing:** Students should show their videos in whole class.

### The Advances in the Universe Exploration and Genetics

Throughout the second half of the twentieth century, scientific development has widely grown. Knowledge about the universe is considerably higher than one-hundred years ago.

The Cold War also influenced the space race. Just as in sports, the space exploration substituted an armed conflict between the United States and the Soviet Union. This led to the development of technology and the launching of artificial satellites and human expeditions.

During the 1990s, at the end of the Cold War, both nations cooperated to continue with the development of the knowledge about space.



FIG. 5.35 Picture taken by the Hubble telescope.

In 1990, the Hubble telescope was sent to space as a shared project between NASA and the European Space Agency. Thanks to this telescope and others, it has been possible to discover great things about the universe during recent years (Fig. 5.35).

The development of space expeditions has affected the daily life of the world's population. For instance, cellular telephones work linked to the artificial satellites orbiting the Earth.

The advances in genetics has also been favored during the last decades of the twentieth century. The use of genetics to improve quality of life and prolonging its cycle has been spectacular.

Thanks to genetics it has been possible to detect certain diseases such as arthritis, diabetes and some allergies. The study of this science has also allowed the development in the organ transplants field.

### Optical Fiber, Laser Beam and their Use

Scientific development has also allowed technology to advance in the synthetic materials field. The advancements have been in the manufacturing processes, and even in fiber optics and laser beams.

Optical fiber is a very thin thread made of glass or plastic and that has allowed the transmission of electronic data. This is managed through the diffusion of light-waves through the fiber. Today, optical fiber is used in telecommunications because it allows the transmission of a great number of data. Thanks to this new invention, the whole world has connected through the Internet.



FIG. 5.36 Laser beam.

In 1971, Albert Einstein, who was carrying out experiments with atoms, set the theoretical foundations for the development of the laser beam. The laser beam is a light amplification system that generate a great amount of luminous energy. Laser beams produce a very narrow concentration of light and is used to measure distances with great precision, scan barcodes, cut metal and read CDs and DVDs (Fig. 5.36).

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## SKILLS DEVELOPMENT

**Interpersonal skills:** Working as a team.

**Critical thinking skills:** Summarizing, creating.

## EVALUATION OF CONTENT

Every student should actively participate in the video making process.

## Topics to Analyze, Discuss and Reflect

### → Expected Learning

Investigate cultural and everyday life transformations over time and value their importance.

### Global Warming and Environmental Catastrophes

The Earth's temperature has changed since the glacial periods when ice still covered most of the planet's surface. However, before the industrial era, the causes originating this climate transition had little to do with human activity (Fig. 5.37). In general, variations in temperature were mainly due to the amount of radiation the Earth received depending on its orbit, the intensity of the radiation of the solar rays, volcanic eruptions, and the increase in the temperature of the oceanic currents.

Scientists say that until the nineteenth century, Earth's temperature had been relatively stable. The increase in the average temperature has happened in the last one-hundred years, caused by **greenhouse gases**, widely linked to human activities and the environmental catastrophes.

The greenhouse effect is due, in great measure, to the increase of gases such as carbon, methane, nitrogen oxide and chlorofluorocarbons (Fig. 5.38). All these gases come from natural processes of living beings, but the increase in recent decades is the consequence of human activities.

Catastrophes caused by man have seriously affected the environment. Without any doubt, two of the most damaging events were the atomic bombs dropped by the United States in 1945 and the catastrophe in Chernobyl, in 1986. However, other tragic events have also affected the environment, such as the oil spill in the Gulf of Mexico in 2001 which deeply damaged the flora and fauna of the area.

### From the First Machines, up to the New Technologies

Daily life has been rapidly changing thanks to new technologies. Distances have shortened and people can communicate almost instantly, either through a cellular phone or the Internet. The extraordinary advances of computer technologies in the last century have caused these transformations in which computers have an outstanding place

Computers' nearest precedent was the machine to solve mechanical calculations invented by the mathematician Blais Pascal in 1642. This machine could only solve additions and subtractions. Later on, the German mathematician and philosopher Gottfried Wilhelm Leibniz perfected this system in 1670, making the machine carry out multiplication operations. During the nineteenth century, the mechanical machines started to show specific tasks. Herman Hollerith used Jacquard's perforated cards system to process statistical data obtained from the population census.

This is the most direct example of computers since the first ones in the twentieth century still used the same perforated cards mechanism.



FIG. 5.37 Deforestation is one of the causes of Global Warming.

#### GLOSSARY

**Greenhouse gases.** Gases that are found in the atmosphere and cause the so-called greenhouse effect.



FIG. 5.38 Industrial activity produces gases and steam that increase the greenhouse effect.

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### SESSION INFORMATION

Week: 38

Sessions: 149 - 152

**Expected learning outcome:** Investigate cultural and everyday life transformations over time and value their importance.

### CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, some comprehension-check questions, further information, language use and collaborative work.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

### SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

### EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

## SESSION INFORMATION

**Week:** 38

**Sessions:** 149 - 152

### Expected learning

**outcome:** Investigate cultural and everyday life transformations over time and value their importance.

## CONTENT DELIVERY

**Start:** Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, some comprehension-check questions, further information, language use and collaborative work.

**Development:** Students should give their presentations. Assign time according to your class length. Help as necessary.

**Closing:** Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

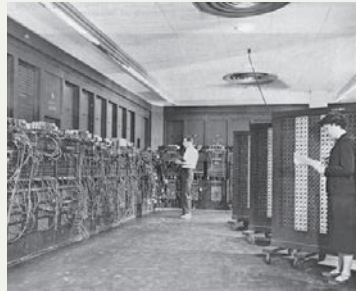


FIG. 5.39 The first digital computer was invented during World War II. It was used to decode secret messages.

The first digital computer, the Colossus, was created during World War II by a British team of scientists and mathematicians. This computer was used during the armed conflict to decode radio messages sent by the Germans (Fig. 5.39).

Scientific advance allowed the manufacturing of transistors that were the smallest and fastest elements to improve data transmission.

The integrated circuit appeared in the 1960s. It allowed the price of computers to decrease and the error percentage to decrease.

From that moment on, the size of computers became smaller, weigh less, and they are faster.

Thanks to the invention of computers, human beings have been able to reach the moon, discover better solutions for the cure of diseases, send satellites to space that give detailed information about what happens on Earth, and in other parts of the Solar System, etc. Technological development has also evolved nanotechnology, that is the use of technology at a nanoscopic scale.

### Individual Work

1. Compare the development of cellular phones and computers based on the following figures. In your notebook, explain why these machines were reduced in size and mention the way the world's population has been affected or benefited by using them (Fig. 5.40).



FIG. 5.40 The Evolution of Telecommunications.

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## SKILLS DEVELOPMENT

**Reading skills:** Scanning.

**Critical thinking skills:** Formulating questions.

**Listening skills:** Understanding the message.

**Metacognitive skills:** Delivering content, self-monitoring, self-evaluating their presentation.

## EVALUATION OF CONTENT

Follow the projects rubrics, Teacher's Guide page 163.

# Evaluation

## Self-Evaluation

1. Check (✓) the outcome that reflects best what you can do with what you learned in the unit.

Learning Outcomes	I succeeded	I succeeded with difficulty	I must try harder
I can identify the duration, sequence and simultaneity of the integration processes in the world, using terms like millennium, century, decade, lustrum and year.			
I can locate the main economic blocks in the world, the oil conflict regions, and wealth and unprivileged countries.			
I can identify the consequences of the end of the Cold War, in the conformation of a New World Order.			
I can explain the economic globalization process in the world and its social consequences.			
I can identify the causes of the main conflicts in the world, and the values that should be implemented to reduce them.			
I can recognize the importance of the citizens' participation and organization in the building of a more equitable and egalitarian society.			
I can recognize the changes in the political and economical organization of Latin America, in the recent decades.			
I can recognize and value the role of mass media in the dissemination and appropriation of culture and the impact of scientific and technological advances in daily life.			
I can investigate the cultural and everyday life transformation over time and value their importance.			

2. Think about your answers, you may return to the book and the contents of the learning outcomes in which you obtained lower scores.

## Co-evaluation

1. Get together with another classmate to take a mutual evaluation. Both should write in the chart below the other person's answers in order to evaluate your performance in relation to group work.

Skills	Always	Usually	Sometimes	Never
Shows interest in the topics of the unit.				
Finishes on time the activities he/she was assigned to do.				
Actively participates in team activities.				
Respects the others' points of view when answering to opinions contrary to his/hers.				

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## SESSION INFORMATION

Week: 39

Session: 153

## SELF EVALUATION

## CONTENT DELIVERY

**Start:** Explain to students why evaluation is important.

**Development:** Get students to answer the self-evaluation and check it.

## SKILLS DEVELOPMENT

**Metacognitive skills:** Self-monitoring, self-evaluating.

## EVALUATION OF CONTENT

Students should get their self-evaluation instrument checked by the teacher.

## SESSION INFORMATION

**Week:** 39

**Sessions:** 154 - 156

## EVALUATION

## CONTENT DELIVERY

**Start:** Students should answer to pages 139 to 141 prior to taking the unit assessment. Go through the answers; help them with techniques to study content they do not remember clearly.

**Development:** Students are to take the unit assessment. You can find it in the Teacher's Guide pages 159 to 162, along with the answer key.

**Closing:** Check their assessments, record the score and provide with feedback. You might want to use the Attendance and Evaluation formats that you can find in the Teacher's Guide pages 167 and 168.

# Evaluation

## Evaluation

**Read the following questions and underline the correct option.**

1. The start and end of the Cuban Missile Crisis took place when:
  - a) The Americans set missiles in Turkey, and the Soviets reacted after an aggressive statement by the American President, John F. Kennedy.
  - b) The Soviets set missiles in Cuba as a response to the missiles set in Turkey by the Americans. Both countries agreed to withdraw the missiles.
  - c) The Soviets set missiles in Cuba, and the Americans reacted after an aggressive statement by the Russian President, Nikita Khrushchev.
2. The Soviet block fall, caused:
  - a) The end of the Cold War, the creation of new independent States and the entrance of Capitalism to almost every nation that had belonged to the Socialist block.
  - b) The displeasure of the inhabitants of the Socialist countries when the nation entered the free market.
  - c) The most complicated and tense part of the Cold War, and the beginning of armed conflicts in almost all the territories of Eastern Europe.

**Fill in the blanks with the correct answer.**

1. In the War of \_\_\_\_\_, \_\_\_\_\_ fought against North Vietnam to stop the advance of \_\_\_\_\_.
  - a) Vietnam, the Soviet Union, Capitalism.
  - b) Korea, the United States, Communism.
  - c) Vietnam, the United States, Communism.

**Read the following questions and underline the correct option.**

1. Countries of Europe that belonged to the Socialist block, but not to the Soviet Union, and that entered the free market after the fall of the Communist Regime, are:
  - a) Yugoslavia, Lithuania, Estonia, Belarus, Moldavia and Ukraine.
  - b) Hungary, Poland, the Czech Republic, Slovakia, Romania and Bulgaria.
  - c) Macedonia, Bosnia and Herzegovina, Serbia, Croatia, Slovenia and Kosovo.
2. Two of the demographic indicators, that can be analyzed to determine the degree of poverty of a country are:
  - a) The gross domestic product and the infant mortality.
  - b) The inflation rate and the devaluation rate.
  - c) The interest rate and the birth rate.
3. Countries involved in the Gulf War:
  - a) Iran, Iraq and Afghanistan.
  - b) The United States, Iraq and Kuwait.
  - c) Israel, Lebanon and Palestine.

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4. The American intervention in Latin America derived in:
  - a) The establishment of democratically elected Governments, chosen by the general population.
  - b) The fall of the Military Dictatorships.
  - c) The rise to power of Military Dictators, who overthrew democratically elected governments with Socialist tendencies.
5. Some of the conflicts that have affected people's lives since the second half of the twentieth century are:
  - a) Smallpox, earthquakes, economic debts, piracy and obesity.
  - b) Drug trafficking, AIDS, terrorism, the cities' growth and global warming.
  - c) Malnutrition, the plague, solar radiation, the technological advance and the lack of educational systems.
6. Some of the social movements that happened during the second decade of the twentieth century were.
  - a) Student demonstrations in favor of the Civil Rights, Indigenism and Feminist Movements.
  - b) Religious demonstrations, ethnic demonstrations, minority's demonstrations and performances.
  - c) Ephemeral art, ideological demonstrations, political demonstrations and music festivals.
7. The creation of non-governmental organizations, NGO, mainly happened.
  - a) As a response from the civilian society, to the lack of ecological conscience.
  - b) As a response from the civilian society, to the war conflicts.
  - c) As a response from the civilian society, to certain problems emerged during the second half of the twentieth century.
8. Most of the countries in the Middle East are.
  - a) Of Arab origin and Jewish religion.
  - b) Of Arab origin and Muslim religion.
  - c) Of Caucasian origin and Catholic religion.
9. The South African Apartheid meant.
  - a) The segregation of the black population.
  - b) The segregation of the white population.
  - c) The segregation of the Muslims.
10. The advance in genetics have made it possible that certain diseases are detected, such as:
  - a) Arthritis, diabetes and some allergies.
  - b) Cancer, AIDS and smallpox.
  - c) Leukemia, chicken pox and hepatitis.

**Fill in the blanks with the correct answer.**

In order to help \_\_\_\_\_, the UN created the \_\_\_\_\_ in December, 1950. Its main functions are: to protect the refugees, intervene before governments in their favor and seek solutions so they can have a life in a normal environment once again, either \_\_\_\_\_ them to their place of origin or \_\_\_\_\_ them in their asylum-giving country.

- a) refugees, United Nations High Commissioner for Refugees, unhcr, repatriating, integrating.
- b) immigrants, the associations Doctors Without Borders, integrating, repatriating.
- c) poor citizens, the North Atlantic Treaty Organization, NATO, sending, integrating.

**SESSION INFORMATION**

**Week:** 39

**Sessions:** 154 - 156

**EVALUATION**

**CONTENT DELIVERY**

**Start:** Students should answer to pages 139 to 141 prior to taking the unit assessment. Go through the answers; help them with techniques to study content they do not remember clearly.

**Development:** Students are to take the unit assessment. You can find it in the Teacher's Guide pages 159 to 162 along with the answer key.

**Closing:** Check their assessments, record the score and provide with feedback. You might want to use the Attendance and Evaluation formats that you can find the Teacher's Guide pages 167 and 168.

# Teaching Strategies



## Historical Analysis

### Its Purpose

Every year, history teachers face questions from their students, such as “*What is the point of studying history? Why should I know about events that happened many years ago?*” The usual answers are: “*History is an essential part of our lives because knowing the past, helps us understand our present....*” Or, “*...understanding past events help us build a better future, or...*” *It is important to know about our origins...*” However, none of these answers seem to satisfy students.

The study of history has traditionally focused on memorizing facts, dates and names, which can be very extremely heavy and boring for students. This approach to history adds very little to historic reality knowledge. Therefore, *World History*, intends to give students the opportunity to analyze and discuss their reality and reflect on facts from the past that will help them to answer everyday questions as well as to determine the cause and effect of social phenomena that leads to society development. Learning history in this way will help them understand that individuals and societies can act with a historical perspective and plan their future with an understanding of previous events. They can build a better world by knowing the causes, consequences and characteristics of historical events.

### The Study of History – Its Purpose

The study of history includes all human communities that have appeared on the planet. It is an attempt to scientifically analyze the past of mankind and provide with a rational explanation of cause and effect of social phenomena. Students will learn that history is not about the individual, but about the community. That is, history is not only written by heroes, but by human societies and their struggle to survive, develop, excel and dominate other communities and nature.

Current nations are the result of small and great contributions of all cultures that inhabit our planet; however, a complete analysis of these cultures would be impossible to cover in this course, so we have included the study of those cultures that have significantly contributed to the creation and development of what we now know as our world since the study of history cannot be partial but inclusive.

### Acquiring Knowledge and Developing Skills to Perform Historical Analysis

Every historical analysis should be oriented to encourage students to develop skills to organize, guide and enrich knowledge acquisition, becoming active participants in the historical process.

The purpose of *World History*, is to help students analyze historical facts and processes as well as to work on and develop the following competencies:

- 1. Understanding spatial and temporal location of historical events.** In order to determine the sequence of events, establish simultaneous relationships with other events and determine their multiple causes and consequences, it is important to develop, locate and establish their extent, in a specific historical context, as well as to identify the continuity and transformation of societies, their own characteristics and developmental pace.



Hence, we have included chronological analysis of different periods through history, such as *The First Civilizations in America, Europe, Asia and Africa; The Middle Ages and The Modern World; The Transformation of the Political Systems, The Industrialization Development, The Two Great Wars, Social Movements, New Economic Models*, as well as *The Social, Political and Economic Realities and Technological Developments in a Globalized World*.

Spatial location is carried out with a series of maps and illustrations that represent specific regions and places.

The period's analysis is done by developing chronological schemes such as timelines that help students locate the historical time and place of events in a simple and clear way.

- 2. Managing historical information.** Students should build their own knowledge, becoming active subjects of history through research projects and activities, with specific questions that lead to the elaboration of a hypothesis. It also helps to select different and reliable information sources (books, websites, news, magazines, etc.), a synthesis of their work to approve or discard the hypotheses, based on the information and their personal opinions. Finally, through the presentation of their work and conclusions through different means such as discussion panels, presentations, forums and debates, students learn to organize and manage what they have learned.
- 3. Raising conscious awareness for coexistence.** In addition to understanding the phenomena and historical processes, students should be able to understand the world situation and value the importance of intercultural and democratic coexistence, participating in a responsible, respectful and caring manner.
- 4. Identifying areas of analysis.** In historical analysis, students should consider multiple factors that build up the current social reality, including economic, social, cultural and political structures, which are closely related and define societies as a whole.
- 5. Integrating cross-curricular knowledge.** Secondary education contributes to students' critical thinking skills in a comprehensive way; therefore, different subjects should share purposes and aims with other subjects in the curricula to reinforce knowledge as they develop a history perception as part of a whole process and not as a single piece of information.
- 6. Managing learning resources.** Learning resources include timelines and chronological schemes; written sources in the form of simple texts to guide and strengthen the analysis; historical maps, graphs and statistics, conceptual maps, images and illustrations, information and communication technologies, as well as oral sources which are useful when students participate in conversations, interviews, surveys; visits to museums and historical sites as well as watching recommended films.

## General Teaching Guidelines

### Structure of the student's book

As mentioned before, the *World History* textbook is divided into five units. At the beginning of each unit, the skills and learning outcomes have been clearly stated for students to be aware of what they will be learning throughout the unit.

The units are divided into three main sections: *Period Overview, Topics to Understand the Period* and *Topics to Analyze, Discuss and Reflect*.

In the *Period Overview*, students are given a first look to the historical period to be analyzed. It includes a timeline and a map to help students with the spatial and temporal location of the period, a brief explanation of the process and a series of activities that will help you diagnose previous knowledge and engage students' interest.

The section *Topics to Understand the Period* is aimed to have students analyze the historical events and processes that characterize that period in time. Each topic begins with a question that engages students into discussion followed by several activities that reinforce and analyze the topic.

In the section *Topics to Analyze, Discuss and Reflect*, students will deal with technological, cultural and everyday topics. This section is intended to awaken students' interest, to challenge them with different activities and to work in a collaborative way to solve problems humans have faced throughout history.

Throughout the text you will find there are *Glossary* and *Key Concept* boxes, which include words considered to be important to understand the context. Other important, useful and very interesting boxes are: *ICT* and *To Know More*, that provide students with additional information about the topic and as well as *Did You Know...?* and *Historical Information* with extra cultural information.

In this Teacher's Guide you will find that every unit offers three types of evaluation: a Self-evaluation, a Co-evaluation and a Summative evaluation. The answer key to the latter type has been included.

Based on experience and as an extra way of having students develop critical thinking and language skills, is to have them write a report at the end of each topic or unit, in which they include the most important international, national and local events that took place during that precise period they are studying. This activity will help students relate historical facts with their reality and engage them to share a personal point of view of their place in society and history.

We are sure that with your experience, enthusiasm and guidance, your students will succeed at acquiring a very rich and new perspective of World's History.

The authors

# World History

## Unit 1 Assessment

Date: \_\_\_\_\_

Name: \_\_\_\_\_

UNDERLINE THE CORRECT ANSWER

1. What products imported from the East, were the most attractive for Europeans?
  - a) Spices and silk.
  - b) Powder and wool.
  - c) Firearms and spices.
2. Which were the monarchies seeking new routes to the East?
  - a) England and Spain.
  - b) Portugal and France.
  - c) Spain and Portugal.
3. Why did the way trade was organized change in the mid-fifteenth century?
  - a) Because Europeans began to produce their own spices.
  - b) Because Europe lost control of the area of trade with the East.
  - c) For the Genoese and Venetian merchants preferred to trade with European products.
4. Match the columns:

a. They expelled the Arabs from their territories in 1492		Genoese and Venetian.
b. They introduced European products from the East.		Kingdoms of Aragon and Castile.
c. The reason for the voyages of exploration was:		It generated a large trade that led to commercial capitalism.
d. The importance of spices was that:		They preserved food such as meat.
e. The exchange between Europe and Asia was very important because:		Reaching the production centers of objects.

Answer the following questions.

5. During the thirteenth century, who was more developed, Europe or East?

---

6. On a map draw the silk and spices routes, and mark with an asterisk the city of Constantinople.



7. Was there trade in Europe in the fifteenth century, between different realms, besides being made with the East?

---

---

8. Locate on the map Venice and Genova and answer why you think these cities were responsible for introducing goods from East Europe?

---

---

9. What do you think is the difference between an event and a historical process?

---

**10.** Trace on the map (6) Spain and Portugal and answer why you think these countries boosted more than France or Germany navigation.

---

**11.** Where did the Genoese and Venetian collect the goods from the East?

---

**12.** Investigate and write the meaning of bourgeoisie.

---

**13.** Investigate and write the meaning of capitalism.

---

**14.** Do you think it is possible to have a historical process without important events?

---

**15.** Why?

---

# History of Mexico

## Unit 1 Assessment Answer Key

1. A
2. C
3. B
4. A.2 B.1 C.5 D.4 E.3
5. East
6. MAP
7. Yes, Italian and Northern Europe
8. Because they were in the Mediterranean and its geographical situation gave them greater access to the contact point with the East.
9. The event takes place at a specific time and place, while the process can be of different length and space.
10. Because they were near the Atlantic and the Mediterranean.
11. In the Constantinople area.
12. Social class that was born in the Middle Ages and it was made for especially merchants, craftsmen and free people who were not subject of the feudal lords. Since the nineteenth century, it appoints the social group comprised of people of affluent middle class.
13. Economic system based on the dominance of capital as an element of production and creator of wealth.
14. No, it is not.
15. The whole process is made up of many different events.

# World History

## Unit 2 Assessment

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Answer the questions.

1. What was the Industrial Revolution and what were its social and economical consequences?
2. What was *The Enlightenment* and why is the period that it took called “The Century of Lights”?
3. Explain the causes and consequences of the Thirteen Colonies of America independence.
4. Explain the causes and development of the French Revolution.
5. Order the following facts chronologically: U.S. Revolution, Industrial Revolution, Independence Revolutions in Latin America, Napoleon Bonaparte Empire Expansion, French Revolution.
6. Mention two thinkers in The Enlightenment and explain what was proposed by each one.
7. Mention what socialist ideas consist of.
8. Dominant government form in Europe in the XVI century and up to the end of the XVIII century, in which power is unlimited, enduring, hereditary and theocratic.

Choose the correct answers.

9. A coup d'état is:
  - a) Legitimate election of a ruler in which suddenly or unexpectedly the system changes.
  - b) Military concept in which the state is in charge of all functions.
  - c) Taking of the political power, in a sudden and violent way, from a power group, breaking the institutional legality of a country.
10. Political and economical doctrine in which liberty, equality and individualism are defended. The economical liberalism sought for free competition and limited the state intervention. The political one rejected absolutism and supported the separation of powers in the state.
  - a) Absolutism.
  - b) Enlightened Despotism.
  - c) Liberalism.
  - d) Labor Unions.

11. Political concept in which kings in absolute monarchies included the ideas from The Enlightenment in their political system, created social and economical reforms contributing to the culture enrichment and adopted a paternalist discourse.
- a) Absolutism.
  - b) Enlightened despotism.
  - c) Liberalism
12. Life expectancy refers to:
- a) The years a person lives.
  - b) The years that the majority of women have when they get married.
  - c) It is the average amount of years that a person lives within a population in a defined period.

Answer the following questions.

13. What was the name of a Spanish child born in America?
14. What was the name of the tax paid by the natives of the Americas to the Spanish crown?
15. Union of workers constituted to defend and promote professional, economical or social interests of its members:
16. What's the name of the social class composed by the working class?

Choose the correct answer.

17. Political and social phenomenon that emerges in the XIX century in Latin America. It consists of a charismatic leader whose power was based on informal and vague leadership recognition from the mass.
- a) *Caudillismo*.
  - b) Absolutism.
  - c) Liberalism.
  - d) Neoclassicism.
18. Esthetic movement that reflects upon arts the intellectual principles of the Enlightenment that were transferred to all culture scopes.
- a) Proletariat.
  - b) Romanticism.
  - c) *Caudillismo*.
  - d) Neoclassicism.

# History of Mexico

## Unit 2 Assessment Answer Key

1. The production means changed from handcrafted to mass production. This process is known as Industrial Revolution and it started up in England, in 1750. There were huge consequences: there was a massive migration from the countryside to the cities; many jobs were lost because the industry required less workforce increasing unemployment and lowering salaries. The working conditions became harsh and both the landscape and the environment were affected. Communication also changed. Innovations like the first locomotives and steamboats appeared, so that great amounts of products and people were moved in a faster, more efficient way.
2. The Enlightenment was a cultural and philosophical movement that developed in Europe in the XVIII century. It sought to set humanity free from the darkness of ignorance through reasoning; that's why it is called "the century of Enlightenment".
3. The ideas of the enlightened thinking that proposed to limit the state intervention and a more balanced society influenced the North American colonies seeking for their independence. The birth of the United States of America and the influence over other independence movements in Latin America were both consequences of it.
4. The Enlightenment ideas, the abuse from the absolutist regimes, the tax increases because of the Seven Years' War, the bad harvests that caused starvation, and the excessive court expenses all led to the French revolution. In 1789, Louis XIV was facing a financial crisis. To solve the problem, he called the States-General Assembly. The clergy and the nobility proposed an increase in taxes for the people to solve the problems. The Third State faced with this proposal, separated from the General Assembly and formed the National Assembly. The members of the assembly decided to draft a Constitution to rule them and the Constituent Assembly was declared. The rumors about the King pretending dissolve the Assembly enraged the people who on July 14th, 1789, took the Bastille prison and started the Revolution. The Assembly wrote the Declaration of the Rights of Man and of the Citizen, where the equality of the French before the law was established.
5.
  1. Industrial Revolution.
  2. U.S. Independence.
  3. French Revolution.
  4. Napoleon Empire Expansion.
  5. Independence Revolutions in Latin America.



6. Some of the most influential thinkers were: In France, Montesquieu, Jean-Jacques Rousseau and Voltaire; in England, John Locke, and Isaac Newton; the bourgeoisie who supported freethinking and wanted a law to rule the nation, a constitution, backed them up.
7. Socialism proposed a society that could be just and equitable. Mikhail Bakunin from Russia proposed Libertarian Socialism or Anarchism, which proposed a society where workers controlled the industry without the State intervention. Karl Marx and Frederick Engels from Germany created Scientific Socialism in which the proletariat controlled power through parties that would lead to a new state.
8. Absolutism.
9. c) Taking of the political power, in a sudden and violent way, from a power group, breaking the institutional legality of a country.
10.
  - c) Liberalism.
  - e) Labor Unions.
11. b) Enlightened despotism.
12. c) It is the average amount of years that a person lives within a population in a defined period.
13. Creole.
14. Indian Tribute.
15. Labor Unions.
16. Proletariat.
17. Caudillismo.
18. Neoclassicism.

# World History

## Unit 3 Assessment

Date: \_\_\_\_\_

Name: \_\_\_\_\_

- During the XIX century, who were not considered citizens and therefore could not vote?
  - The poor and citizens.
  - Women and slaves.
  - The poor and women.
- From the socialist ideologists who sought for working class support, who had more influence in some nations politics at the beginning of the XX century?
  - Freud.
  - Marx.
  - Bakunin.
- Mention three causes that led imperialist countries to World War I.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Which were the new empires that came up in the XIX century?
  - The German, Italian and Austro-Hungarian Empires.
  - The Italian, English and Spanish Empires.
  - The Russian, Austrian and Hungarian Empires.
- To which continents were the XIX century empires expanded?
  - Asia and America.
  - Africa and America.
  - Asia and Africa.
- Order the following inventions according to their creation date.  
Telegraph. \_\_\_\_\_ Steam machine. \_\_\_\_\_ Telephone \_\_\_\_\_
- Which is a characteristic of the revolutionary process in China?
  - Demonstrations against foreigners started and there was a civil war among Sun Yat Sen supporters.
  - Conflict due to peasants and workers complains due to poverty condition against wealthy landowners and authoritarian politics.
  - Lenin led strikes and workers demonstrations against the Czarist government.

8. Which is a characteristic of the revolutionary process in Mexico?
- a) Demonstrations against foreigners started and there was a civil war among Sun Yat Sen supporters.
  - b) Conflict due to peasants and workers complains due to poverty condition against wealthy landowners and authoritarian politics.
  - c) Lenin led strikes and workers demonstrations against the Czarist government.
9. Which is a characteristic of the revolutionary process in Russia?
- a) Demonstrations against foreigners started and there was a civil war among Sun Yat Sen supporters.
  - b) Conflict due to peasants and workers complains due to poverty condition against wealthy landowners and authoritarian politics.
  - c) Lenin led strikes and workers demonstrations against the Czarist government.

10. Who was the person who made biological studies about the evolution of species?

---

11. Who was the scientist that could isolate the element "Radium"?

---

12. Person who studied genetics and identified the existence of DNA and RNA?

- a) Darwin.
- b) Engels.
- c) Medel.
- d) Marx.

13. Who was the person that suggested anarchy as a social system?

---

14. Who wrote *The Communist Party Manifesto*?

---

15. Who was the person who studied behavior? He is best known as "The Father of psychoanalysis?"

- a) Marx.
- b) Lenin.
- c) Freud.
- d) Joyce.

16. Mention three consequences of World War I.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# History of Mexico

## Unit 3 Assessment Answer Key

1. b)
2. b)
3. During the last three decades in the XIX century the dominant countries took colonies around the world, but not everyone was pleased. Germany, for example, had achieved industrial development and needed colonies to keep it. Rival bands led to two alliances: The triple entente, formed by England, France and Russia versus the triple alliance, formed by Germany, Austro-Hungary and Italy. The two alliances finally clashed in 1914, and with Archduke Franz-Ferdinand murder, heir to the Austro-Hungary throne, declarations of war spread up to start World War I.
4. a)
5. c)
6. 1. Steam engine. 2. Telegraph. 3. Telephone.
7. a)
8. b)
9. c)
10. Charles Darwin.
11. The Curies.
12. c)
13. Bakunin.
14. Karl Marx.
15. c)
16. The end of the war devastated Europe. 10 million soldiers died and 20 million wounded people were left. Consequences for European countries were overwhelming: poverty, industry and agriculture were paralyzed and countless material damages.

# World History

## Unit 4 Assessment

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Underline the correct answer.

1. The Great Depression in 1929 occurred because:
  - a) The government asked European nations for loans to cover the war expenses and it had to declare bankruptcy.
  - b) Speculation, over production and uneven wealth distribution caused New York stock market crash.
  - c) The expenses in weaponry were beyond the government budget; then the government asked for a loan to bankers; so when bankers didn't get the payment in the deadline, they declared bankruptcy.
  
2. Stalin government is remembered as:
  - a) The population lived with fear, because whoever disagreed with the government politics, could be deported to work fields
  - b) Workers were really satisfied with the government policies because they had more work opportunities.
  - c) Relationships with other countries improved since it was allowed that other nations invested to help the Soviet Union industrial development.
  
3. Nazism led in \_\_\_\_\_, by \_\_\_\_\_, claimed conservative and \_\_\_\_\_ ideals.
  - a) Benito Mussolini, Italy, anticlerical.
  - b) Adolf Hitler, Italy, anti-Semites.
  - c) Adolf Hitler, Germany, anti-Semites.
  
4. Countries that integrated the military blocks during World War II:
  - a) Axis: Germany, Italy and Japan. Allies: France, Great Britain and the Soviet Union.
  - b) Axis: Great Britain, Italy and The U.S. Allies: The Soviet Union, Holland and France.
  - c) Axis: Spain, Greece and Germany. Allies: Italy, The Soviet Union, the United States.
  
5. The invasion that started World War II was:
  - a) Germany's invasion to France in 1939.
  - b) Germany's invasion to Great Britain in 1939.
  - c) Germany's invasion to Poland in 1939

6. The country that attacked Hiroshima and Nagasaki with atomic bombs was:
- a) Germany.
  - b) The United States.
  - c) The Soviet Union.

Complete the blanks.

7. To avoid making the same mistakes that caused a financial crash after the \_\_\_\_\_ treaty, \_\_\_\_\_ decided to financially assist devastated countries with the Marshall Plan. The plan started in \_\_\_\_\_ and it was named after George Marshall, who was secretary of state in the U.S. Through this plan, the U.S. gave more donatives than loans. For a country to get it, it should be a member of \_\_\_\_\_.
- a) Versailles, The United States, 1947, the European organization for economic cooperation.
  - b) Westfalia, Great Britain, 1939, the United Nations.
  - c) Weine, The United States, 1952, the North Atlantic Treaty
8. Mahatma Gandhi's political movement to free India, was:
- a) Legal and it sought to establish a democratic regimen.
  - b) Pacifist and it sought for freedom.
  - c) Inclusive, talking about race and it sought to reach a better social situation for workers.
9. The Cold War consisted of:
- a) The Soviet and American blocks clash trying to take over world control
  - b) Germany that tried to keep its rights and Great Britain that belonged to the winner group of World War II and tried to get paid for the war expenses.
  - c) The Bolshevik and Menshevik clash to get The Soviet Union government.
10. Populist governments in Mexico, Argentina and Brazil used to:
- a) Support the lowest social classes.
  - b) Develop a capitalist economy that favored industry.
  - c) Promote elections so that their legislative sector would support their decisions.
11. The United States supported some dictatorships in Latin America in the immediate period after World War II because:
- a) Expansionist politics, that characterized the United States, tried to take territories through dictatorships.
  - b) Dictators set their government supported by the American army and tried to enroll men in their army.
  - c) For the United States, it was not convenient that Communist ideals spread nearby and dictators had extreme right politics.
12. The American States Organization symbol clearly reflects the aim of the organization

and it is:

- a) Democracy for peace, security and development.
- b) Education will set us free.
- c) Respect to other's rights is peace.

13. One consequence of the Cuban Revolution was:

- a) The revolutionary group, led by Fidel Castro, made a deal with Fulgencio Batista dictator, in which they agreed to change the Constitution seeking for more justice.
- b) The economical and social system turned into a socialist government.
- c) The capture and exile of everyone who participated in the revolution.

14. In the 1950 decade, poverty increased in \_\_\_\_\_. The population growth, due to medical research, besides poor technological development, led to \_\_\_\_\_ to be insufficient and that poverty, hunger and malnourishment became every day problems. Seeking to solve such problems, countries asked for loans to \_\_\_\_\_.

- a) Underdeveloped countries, food, International Monetary Fund.
- b) Countries that were at war, richness, the United Nations.
- c) Countries with water supply problems, vital liquid supply, the U.S.

15. Scientific development between 1920 and 1960 made changes in:

- a) Weaponry, industry and every day life.
- b) Religious life, food and education.
- c) Medicine, racial integration and salaries.

# History of Mexico

## Unit 4 Assessment Answer Key

1. b
2. a
3. c
4. a
5. c
6. b
7. a
8. b
9. a
10. a
11. c
12. a
13. b
14. a
15. a



# World History

## Unit 5 Assessment

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Choose the correct answer.

- The Soviet disintegration caused:
  - The end of Cold War, the creation of new independent states and the entrance of capitalism to almost all of the nations that had been in the socialist block.
  - Public unrest in the socialist countries when these nations were added to the free market.
  - The most complicated and tense part in the Cold War and the start of armed conflicts in almost all the territories in East Europe.
- In \_\_\_\_\_ war, \_\_\_\_\_ fought against North Vietnam to avoid the advance of \_\_\_\_\_.
  - Vietnam, The Soviet Union, capitalism.
  - Korea, The United States, communism.
  - Vietnam, The United States, Communism.
- East European countries that belonged to the Soviet block but not to the Soviet Union and that accessed the free market after the communist collapse were:
  - Yugoslavia, Lithuania, Estonia, Byelorussia, Moldavia and Ukraine.
  - Hungary, Poland, Scheck Republic, Slovakia, Rumania and Bulgaria.
  - Macedonia, Bosnia and Herzegovina, Serbia, Croatia, Slovenia and Kosovo.
- Two of demographic indicators that can be analyzed to define the poverty degree in a country are:
  - Gross domestic product and infant mortality.
  - Inflation rate and devaluation index.
  - Interest rate and birth rate.
- Countries that were involved in the Golf War:
  - Iran, Iraq and Afghanistan.
  - The United States, Iraq and Kuwait.
  - Israel, Lebanon and Palestine.
- The American intervention in Latin America caused:
  - The establishment of democratically chosen governments.
  - The fall of military dictatorships.

- c) The rise to power of military dictators who overthrew democratically socialist governments.
7. Some of the conflicts that have affected people's life since the second part of the XX century are:
- a) Small pox, earthquakes, external debt, piracy and obesity.
  - b) Drug dealing, AIDS, terrorism, city growth and global warming.
  - c) Malnourishment, pest, solar radiation, technological advance and lack of educational systems.
8. Some of the social movements that occurred during the second decade of the XX century were:
- a) Students' demonstrations, civil rights demonstrations, pro-indigenous people movements and feminist movements.
  - b) Religious demonstrations, ethnic demonstrations, minority's demonstrations and performances.
  - c) Ephemeral art, ideological demonstrations, political demonstrations and music festivals.
9. The Balkans war was a consequence of ethnic and religious differences. Serbia, led by \_\_\_\_\_, repressed and killed many people from \_\_\_\_\_ and \_\_\_\_\_ religion because, according to him, an ethnical cleansing should be made. The United Nations intervened in a limited way sending \_\_\_\_\_, but it was unable to stop \_\_\_\_\_ such as the one in Srebrenica, Bosnia where more than 7,000 Muslims died.
- a) Slobodan Milosevic, Bosnia, Muslim, The Blue helmets, genocides
  - b) Mijail Gorbachov, Palestine, Jewish, the red cross, a killing
  - c) Nikita Jrushchov, Slavia, Catholic, No borders Medics (Medicines' Sans Frontiers), massacre.
10. The creation of non-governmental organizations occurred:
- a) As an answer from civil society to the lack of ecological consciousness.
  - b) As an answer from civil society to war conflicts.
  - c) As an answer from civil society to certain problems that came up during the second half of the XX century.
11. Most people who live in Middle East are:
- a) Arabic race and Jewish.
  - b) Arabic race and Muslims.
  - c) Caucasian race and Catholic.
12. The South African apartheid meant:
- a) Black people segregation.
  - b) White people segregation.
  - c) Muslims segregation.

- 13.** To help the \_\_\_\_\_, the United Nations formed \_\_\_\_\_ in December 1950. Its main functions are: Protect the refugees, intervene before governments favoring them and look for solutions so nations can have a life with a normal environment; either \_\_\_\_\_ to their places of origin or \_\_\_\_\_ to a country as refugees.
- a)** Refugees, the high commission of the United Nations, repatriating, integrating.
  - b)** Immigrants, Medicines' Sans Frontiers association, integrating, repatriating.
  - c)** Poor citizens, North Atlantic Treaty Organization (NATO), sending, sending.
- 14.** The advance in genetics has caused that certain diseases be detected as:
- a)** Arthritis, diabetes and some allergies.
  - b)** Cancer, AIDS and smallpox.
  - c)** Leukemia, chicken pox and hepatitis.
- 15.** The beginning and end of the Missiles Crisis were:
- a)** Americans set missiles in Turkey and the Soviets reacted with an aggressive message to president John F. Kennedy.
  - b)** Soviets placed missiles in Cuba as an answer to the missiles placed in Turkey by the Americans. Both countries agreed to remove the missiles.
  - c)** The Soviets placed missiles in Cuba and the Americans reacted by sending an aggressive message to the president Nikita Khrushchov.

# History of Mexico

## Unit 5 Assessment Answer Key

1. a
2. c
3. b
4. a
5. b
6. c
7. b
8. a
9. a
10. c
11. b
12. a
13. a
14. a
15. b

# Projects Rubrics

Aspect	Beginner	In process	Expert
Theoretical framework	The introduction is weak or there are major inaccurate aspects.	The introduction does not fit with the rest of the project or there are minor inaccurate aspects.	The introduction provides with accurate and relevant information.
Project evidence	The project has inaccurate data. It is irrelevant or repetitive and it contains questionable evidence.	The project has minor errors or it is not very elaborated.	The project is clearly explained.
Project design and performance	The variables are not controlled. The study object is not focused. There's a lack of data.	Some variables are controlled. The study object is focused. The data has mistakes.	The variables are under control. The study object is clearly focused. There are few data mistakes.
Conclusion	There is not a conclusion or it is not sustained.	There is a conclusion, but it is weakly sustained.	The conclusion is well sustained.
References	The reference list contains one or two sources but the references are incomplete.	The reference list contains three sources with complete references.	The reference list contains four or more sources with complete references.
Language use	The project is not very clear. It lacks organization, coherency or appropriate grammar use.	The project is clear, with a few flaws on organization, coherency or appropriate grammar use.	The project is coherently described and clearly stated with few grammar and spelling mistakes.
Collaborative work	Not all the members of the team presented or participated.	Some of the members of the team presented or participated.	All the members of the team presented or participated.

# Resources list

Unit 1		
Student book page:	Topic	Resources
11	The first civilizations in America	Students should do research on the domestication of plants and how agriculture evolved.
12	The first civilizations in America	Ask students to take color pencils, cardboard or a large piece of paper.
30	The richness of Artistic Expressions	Students will make an art exhibit. Check page 29 and 30 for further information.
33	The Geographic discoveries	Students will make armor and pre-Hispanic costumes with recycled materials. Check page 32 for further information.
Unit 2		
38	Temporal and space location of the Industry transformation	Students should take a map of Europe to the following sessions.
39	Temporal and space location of the Industry transformation	Students will create a video called "The Enlightenment show". Check page 38 and 39 for further information.
42	Liberal Revolutions	Students will narrate a revolution using toys, finger puppets, puppets or costumes. See page 41 for further information.
44	A new political and economical geography	Students will do research about Napoleon Bonaparte. Check page 43 for further information.
47	A new political and economical geography	Students should take a map of Europe to the following session.
52	Our surroundings	Students should take an America continent map the following class.
Unit 3		
67	Industrialization and imperialism	Students will prepare a project about Thomas Alva Edison. Check page 66 for further information.
74	Our surroundings	Students will create a mural. Check page 73 for further information.
81	Scientific Knowledge and Arts	Students will make a contest to decide who the most important person of the early XX century was. Check page 80 for further information.

82	Scientific Knowledge and Arts	Students should get a picture of some artworks from different artists. Check page 81 for further information.
83	Scientific Knowledge and Arts	Students will present information about famous museums. Check page 82 for further information.
84	Scientific Knowledge and Arts	Students will do research about Scientific World Fairs. Check page 83 for further information.
<b>Unit 4</b>		
100	The Cold War	Students should prepare a theater play about the Cold War. Check page 99 for further information.
Note: This unit contains many projects but completely based on the book information. Prepare them by reading each project preparation along the unit.		
<b>Unit 5</b>		
115	Temporal and Spatial location...	Students should take two maps to the following session.
130	Social and Political Order Questioning	Students should make a mural. See page 129 for further information.
132	Our surroundings	Students will make a jeopardy game. They will need 20 "bibliography" cards, markers. Check page 131 for further information.
134	Achievements in knowledge and the richness of cultural diversity	Students will make a video. See page 133 for further information.







*World History* is an interesting text that helps you to enjoy and understand events that took place between the 15th century and the 21st century. Flip through the pages in the book and walk through different places that no longer exist, meet characters who shaped history and then exchange your ideas with others about how these events have influenced the world we live in nowadays.

The purpose of *World History* is to engage your imagination and awaken creativity as you improve your skills in English language when exchanging information and interacting with others in class.

*World History Teacher's Guide* aims at helping teachers facilitate learning through notes to lesson plan, dynamics, skills development and class content evaluation. Unit assessments are included along with projects rubrics to evaluate students' performance so that teachers boost class work.

