Unit 1: The Rise of Civilizations

Chapter 1 Human Beginnings
- Section 1 Discovery of Early Humans in Africa - Section 1 Assessment #1-5
- Section 2 The Appearance of Homo Sapiens - Section 2 Assessment #1-5
- Section 3 Emergence of Civilization - Section 3 Assessment #1-5

Chapter 2 Early Civilizations
- Section 1 The Nile Valley - Section 1 Assessment #1-5
- Section 2 The Fertile Crescent - Section 2 Assessment #1-5

Chapter 3 Kingdoms and Empires in the Middle East
- Section 2 Early Israelites - Section 2 Assessment #1-5
- Section 3 Empire Builders - Section 3 Assessment #1-5

Unit 1 Primary Source Library - Interpreting Primary Sources #1-4

Unit 1 Bridge to the Past - Gilgamesh - Responding to Literature #1-4

Unit 1 History Assessment: Imagine you are an archaeologist researching ancient civilizations. Write an article to be published in National Geographic Magazine on your findings describing the major features of early human civilizations. Describe how humans began settling into areas and creating civilizations. Discuss the common cultural, economic, social, and geographical features of the ancient civilizations. (Min. 3 paragraphs)

Unit 2: Flowering of Civilizations

Chapter 4 The Rise of Ancient Greece
- Section 1 Beginnings - Section 1 Assessment #1-5
- Section 3 Rivals - Section 3 Assessment #1-5

Chapter 5 The Height of Greek Civilization
- Section 1 Quest for Beauty and Meaning - Section 1 Assessment #1-5
Unit 2 History Assessment: Identify and describe the impact that ancient Greece and Rome have had on modern society. What values, systems of government, and/or philosophies that were introduced in Greece or Rome do we still use or are still relevant today? Cite at least four examples with two from each civilization. (Min. 2 paragraphs)
Section 2 Early Mesoamerican Cultures - Section 2 Assessment #1-5

Section 3 The Aztec and Inca Empires - Section 3 Assessment #1-5

Unit 3 Primary Source Library - Interpreting Primary Sources #1-4

Unit 3 Bridge to the Past - Four Poems by Li Bo - Responding to Literature #1-4

Unit 3 History Assessment: Create a journal from the perspective of a peasant living in Medieval Europe. Describe what your day-to-day life is like with at least six different entries into your journal. Include specific details of the era, including world events, explanation of the monarchy, and the role of the Church in everyday life. (Min. 6 journal entries)

Unit 4: Emergence of the Modern World

Chapter 16 Renaissance and Reformation
   - Section 1 The Italian Renaissance - Section 1 Assessment #1-5
   - Section 3 The Protestant Reformation - Section 3 Assessment #1-5

Chapter 17 Expanding Horizons
   - Section 1 Early Explorations - Section 1 Assessment #1-5
   - Section 2 Overseas Empires - Section 2 Assessment #1-5

Chapter 18 Empires of Asia
   - Section 1 Muslim Empires - Section 1 Assessment #1-5
   - Section 2 Chinese Dynasties - Section 2 Assessment #1-5

Chapter 19 Royal Power and Conflict
   - Section 2 England - Section 2 Assessment #1-5
   - Section 5 Russia - Section 5 Assessment #1-5

Unit 4 Primary Source Library - Interpreting Primary Sources #1-4

Unit 4 Bridge to the Past - The Prince by Machiavelli - Responding to Literature #1-4

Unit 4 History Assessment: How does the phrase “God, gold, and glory” define the age of exploration by European countries during the 1500s-1600s? Choose one nation that was active in exploration during this time and analyze how each term (God, gold, glory) drove them to discover new lands around the world. (Min. 3 paragraphs)
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Unit 5: Age of Revolution

Chapter 20 Scientific Revolution

Section 1 New Scientific Ideas - Section 1 Assessment #1-5
Section 3 Triumph of Reason - Section 3 Assessment #1-5

Chapter 21 English and American Revolutions

Section 3 Road to Revolt - Section 3 Assessment #1-5
Section 4 A War for Independence - Section 4 Assessment #1-5

Chapter 22 The French Revolution

Section 2 Constitutional Government - Section 2 Assessment #1-5
Section 3 Dawn of a New Era - Section 3 Assessment #1-5
Section 4 Napoleon’s Empire - Section 4 Assessment #1-5

Unit 5 Primary Source Library - Interpreting Primary Sources #1-4

Unit 5 Bridge to the Past - Les Misérables by Hugo - Responding to Literature #1-4

Unit 5 History Assessment: Vive la révolution! Create a pamphlet, poster, or letter convincing people to join the French Revolution. Include what life is currently like for you and your fellow common French countrymen and what you intend to change with the new French Republic. (Min. 2 paragraphs)

Unit 6: Industry and Nationalism

Chapter 23 Age of Industry

Section 2 The Beginnings of Change - Section 2 Assessment #1-5
Section 3 The Growth of Industry - Section 3 Assessment #1-5

Chapter 24 Cultural Revolution

Section 1 New Ideas - Section 1 Assessment #1-5
Section 3 Popular Culture - Section 3 Assessment #1-5
Chapter 25 Democracy and Reform

Section 4 Expansion of the United States - Section 4 Assessment #1-5
Section 5 Latin American Independence - Section 5 Assessment #1-5

Chapter 27 The Age of Imperialism

Section 2 The Partition of Africa - Section 2 Assessment #1-5
Section 3 The Division of Asia - Section 3 Assessment #1-5
Section 4 Imperialism in the Americas - Section 4 Assessment #1-5

Unit 6 Primary Source Library - Interpreting Primary Sources #1-4

Unit 6 Bridge to the Past - The Beggar by Chekhov - Responding to Literature #1-4

Unit 6 History Assessment: Write a paper describing what you consider to be the most important advancement in science or technology from the Industrial Revolution era (1700s-early 1900s). Discuss its inventor/creator, the original need for the invention, and its uses. Last, present an argument as to why you think it was the most important innovation of the era, and what its lasting impact is on modern society. (Min. 3 paragraphs)

Unit 7: World in Conflict

Chapter 28 World War I

Section 2 The Spark - Section 2 Assessment #1-5
Section 3 The War - Section 3 Assessment #1-5
Section 4 The Russian Revolution - Section 4 Assessment #1-5

Chapter 29 Between Two Fires

Section 3 Fascist Dictatorships - Section 3 Assessment #1-5
Section 4 The Soviet Union - Section 4 Assessment #1-5

Chapter 30 Nationalism in Asia, Africa, and Latin America

Section 2 India’s Struggle for Independence - Section 2 Assessment #1-5

Chapter 31 World War II

Section 1 The Path to War - Section 1 Assessment #1-5
Section 3 A Global Conflict - Section 3 Assessment #1-5
Unit 7 History Assessment: Create your own fascist/totalitarian government. You must include the following: a name and symbol for your fascist state, a piece of propaganda (examples: poster, newspaper article, etc.), a mock lesson plan for a day in school describing what your students will be taught, and a list of ten “commandments” for your state.

Unit 8: The Contemporary World

Chapter 32 The Cold War

Section 1 The East-West Split - Section 1 Assessment #1-5

Section 2 The Communist Bloc - Section 2 Assessment #1-5

Chapter 35 The Middle East

Section 1 Nationalism in the Middle East - Section 1 Assessment #1-5

Section 2 War and Peace in the Middle East - Section 2 Assessment #1-5

Chapter 36 Latin America

Section 2 Mexico and the Caribbean - Section 2 Assessment #1-5

Section 4 South America - Section 4 Assessment #1-5

Chapter 37 The World in Transition

Section 1 The End of the Cold War - Section 1 Assessment #1-5

Section 5 Global Interdependence - Section 5 Assessment #1-5

Unit 8 History Assessment: Prepare a speech to be given at the General Assembly of the United Nations describing the Arab-Israeli conflict. Identify both sides that are in conflict, the history of their conflict, and what each of their goals/aims are. Your speech must also include a proposition or idea for ending the conflict. How would you bring both sides to an agreement? What is a solution that would work for all parties involved? (Min. 2 paragraphs)