

World History

Credits: 1

Recommended: 9th-12th

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

Notes:

- There is a lot of printing for this course. Please plan accordingly. (If you really don't want to print, students can make their own notes based off of the course notes.)
- There are no answer sheets because a lot of the assignments are answering questions straight off websites or are opinion type questions. (i.e.: "What do you think is the greatest invention of "x" time period? Justify your answer.")
- This course requires a lot of writing. It's great practice for you, especially to restate the question in the beginning of your answer. Follow the directions and form proper sentences, paragraphs and essays. If you lose points on your essays or paragraphs, edit and resubmit. You can search for online resources if you don't know what these things are: main idea, topic sentence, thesis sentence, introduction, body, conclusion.

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

Ancient River Valley Civilizations

Day 1 (Note that an asterisk * indicates that there is a worksheet on this day)**

1. *Print out the [first quarter](#) grading sheet or use the [Excel](#) version.
2. *Look over the [key terms](#) on ancient civilizations. You may want to write or print these. Or make flashcards for terms you need to study more.
3. The materials used in this course are secular. They aren't basing their history "facts" on the Bible. I personally believe the earth is actually near 6000 years old. What we know of history does fit in that time span, but only if you look at it from a biblical perspective. It didn't take people thousands of years to develop language. Adam and Eve had a Father who spoke to them, who taught them. He made them clothing. He showed them. I'm sure many discoveries and advances were God-inspired. I will give you a basic timeline here, and if you ever get confused about things, one place to search online for answers is: [Answers in Genesis](#). Another place is the [Institute for Creation Research](#). They have articles and resources to help you understand how things fit together.
4. Here's a basic early BC timeline with rounded dates. We can't know exact dates even if we take the Bible for exactly what it says. When it says that someone was one hundred years old, we don't know if that was one hundred and one day or one hundred and three hundred and fifty days. Generation after generation that can add up to many years, so you could really add dozens of years onto any of my Bible dates and still be following the Bible literally. There are many different ideas out there about dates! Here's my best from my research and based on what I believe the Bible shows us. In the course, you won't be asked to memorize dates, but I want you to have a framework and a basic understanding of where things fit in time from a Creationist perspective.
 - 3966 Creation
 - Fall, forced out of Eden
 - Mesopotamia, Cradle of Civilization
 - 2910 Noah
 - 2310 flood, Tower of Babel, Sumerians, Egyptians
 - 2018 Abraham born
 - 1990 Pyramids first appear
 - 1950 Sumerians attacked by the Elamites and Amorites (the beginning of the decline of the Sumerians)
 - 1918 Isaac born
 - 1750 Hammurabi, king of the Amorites, writes code of law
 - In a more basic way, you could say creation was around 4000 BC and Abraham was around 2000 BC for a foundation.

Assignments for 11th Grade

- Let's begin with the definition of civilization. It's the structure of society. It's how people organize themselves into groups.
- Read through the [introduction and about Sumer](#).
- *Read over the *[Sumer notes](#).
- Read the [Tigris-Euphrates](#) civilization guide.
- Take a look at this map of the [ancient world showing Sumeria](#). Did you notice a city named Biblos? It means Bible. The name for the city in Hebrew is a combination of "origin" and "God." Maybe that's where the Garden of Eden was. It's in modern-day Lebanon.

Day 2

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

Day 3

- Read about [ancient Mesopotamian society](#). Scroll down to the questions in bold (What is Mesopotamia?) and read from there. And again, you don't have to learn these dates. This course is really about the post-flood world.
 - People have lived in the fertile crescent since there were people. At one point they were wiped out and it began again. The article mentions how the Sumerians language is unusual since it didn't originate from the same language family as other languages of the area such as Hebrew. Of course we know it's because at the Tower of Babel new language families were formed.
- Read about [Hammurabi's Code](#).
- Read some of [Hammurabi's Code](#) of laws.
- Answer in a paragraph. What was Hammurabi's Code, what was the significance of the laws, and what was the impact of these laws on later civilizations?
 - Your introduction might be: "The development of Hammurabi's Code was very significant." Then explain what it was, its significance and its impact.Score up to 2 points for form (intro, body, conclusion), up to 2 points for clarity/flow (not just a list of facts an idea and details to support it), up to 6 points for content/info.
Record your score out of 10.

Day 4*

- Do the [crossword puzzle](#). Multiple words have no spaces.
- *Print out the [Ancient Egypt notes](#).
- Read about [Nile river civilizations](#).
- Take a look at these maps: [one](#), [two](#). What do they show?
- Read more about the "[Gift of the Nile](#)."
- Watch the [first half](#) of the video. It will say it's the end of the episode.
- Read about the [Rosetta Stone](#).

Day 5

Assignments for 11th Grade

1. Do the [crossword puzzle](#). Multiple words have no spaces.
2. Answer the following questions. Write two as paragraphs and two in complete sentences. Make sure you restate the question in your answer.:
 1. Describe ancient Egypt's climate and geography.
 2. What was the role of the Nile River in the lives of Egyptians?
 3. Describe some religious beliefs of Egyptians and the significance of the pyramids.
 4. What kind of government existed?
3. Score up to 2 points for each question answered in complete sentences. (Your answer must restate the question to get 2 points.)
4. Score up to 10 points for each question answered in a paragraph. (2 points for form, 2 points for clarity/flow, 6 points for content)
5. Record your score out of 24 total points.

Day 6

1. Read about [Egypt from 1500 BC to 1000 BC](#).
2. Play the [mummification game](#).
3. Based on what you have learned, how important was the process of mummification and the afterlife to Egyptians?
4. Answer in paragraph form and score up to 10 points. (You can refer to the grading guideline at the top of the page.)

Day 7*

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

Day 8

1. Do the [crossword puzzle](#). Multiple words have no spaces.
2. Complete an essay answer based on the presentations and other internet sources. (This should be a paragraph of at least 8 sentences.)
 - Explain the major differences between Hinduism and Buddhism.
3. Record your score out of 10.

Day 9*

1. *Print out the [notes](#) on Ancient China.
2. Read about [Yellow River civilization](#).
3. Take a look at these maps: [one](#), [two](#). What do they show?
4. Explain the "[Mandate of Heaven](#)" idea and "[Dynastic Cycle](#)" of China.

Day 10

1. Complete the [crossword puzzle](#). Don't leave spaces between words.
2. Explain the "Mandate of Heaven" idea and "Dynastic Cycle" of China. Write two paragraphs.
3. Each worth a possible 10 points.
4. Record your total for the day out of 20.

Day 11*

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

Day 12

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

Day 13

1. Complete your chosen [assignments](#).
2. Record up to 30 points for completion.

Assignments for 11th Grade

3. Add to your timeline. Add the dynasties, the Indus River civilization, etc. If you include information and pictures on your timeline, it will be easier for you to present it on Day 180. You are going to have to tell something about each thing on the timeline.
4. What is a civilization? Write or tell your answer. You should be able to define it.

Ancient Greeks and Romans

Day 14*

1. *Print the [Greek](#) and [Roman](#) key terms and read through them. It defines apostle as a follower of Jesus. Of course they did follow Jesus but the term means "sent one." They were sent out to share the gospel.
2. Read the introduction to the Bronze Age below.
 - Before the classical Greeks, there were the Bronze Age Greeks. The Bronze Age Greeks lasted from around 1700BC to 1000BC. The most famous of the Bronze Age Greeks were the Mycenaeans and Minoans. The Mycenaeans were located on mainland Greece and the Minoans were located in the middle of the Mediterranean Sea. The two groups traded with each other and often warred with each other. Both cultures would heavily influence the later classical Greeks. It is during this period that historians believe the great Trojan War was fought in Anatolia. Around 1000BC a series of natural disasters destroyed both civilizations. (from [GVL](#))
3. *Print the notes on the [Minoans](#) and the Bronze Age. Make sure you always read the notes you print.
4. Take a look at the [map](#). Do you know where in the world that is? Use these maps: [one](#) and [two](#) (and additional research if necessary) to place it in the world.
5. Read about the [Minoans and the Bronze Age](#).
6. Read about the [Trojan War](#).
7. What were some major accomplishments of these civilizations? Answer in a paragraph.
8. What was the significance of the Trojan War? Answer in a paragraph.
9. Record up to 10 points.

Day 15

1. Read [HistoryWiz: Homer and the Mycenaeans](#).
2. Use the links (over on the left) on the above site to learn more.
3. Describe the relationship between Homer and the Trojan War.
4. Record up to 10 points.

Day 16**

1. Who told the stories of the Trojan War?
2. What large sea does the Aegean Sea open into?
3. *Print out the notes of the [Golden Age of Greece](#). Go over the notes.
4. Read about [Athens and Sparta](#). ([Alternate link](#))
5. *Complete this [chart](#) based on the information. (Disregard the instructions about submitting to dropbox. You will score this yourself.)
6. Record up to 12 points for completion.
7. Take a look at the [map](#). What is it showing? ([alternate link](#))

Day 17

1. Watch the presentations.
 - [Persian Wars](#)
 - [Greek city-states](#)
 - [Golden Age of Greece](#)
2. Take a look at this [map](#). What is it showing?
3. Complete the [matching exercise](#).

Day 18

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

Day 19*

1. *Print the [Alexander the Great notes](#).
2. Watch the following presentations.
 - [Alexander the Great](#)

Assignments for 11th Grade

- [Greek Achievements](#)

3. Skim for important information from this page. Learn what the [Peloponnesian War](#) was.
4. Read about the [results of the war](#).
5. Tell someone (or write) about what the war was and its impact.

Day 20

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

Day 21

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

Day 22*

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

Day 23

1. Read about [Roman Society](#).
2. Read about [The Roman Army](#).

Day 24*

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

Day 25

1. Go through the [terminology](#) on the flashcards.
2. Read about [Roman Religion](#).
3. In the last section it says, "Christian church as it resumed its role as the religion of the power. In AD 380 emperor Theodosius took the final step and made Christianity the official religion of state. Severe punishments were introduced for people who disagreed with the official version of Christianity." This is the period of history when the *Roman Catholic Church* began and came to power. It is a religion of power. Jesus was homeless, but the Pope has his own city. Please remember that Christianity is not a religion. There are many forms of the Christian religion, but they aren't the true Church, the one body of Christ. It says that there were "severe punishments" for disagreeing with the official church. We will come to see the "official" church killing true Christians for the offense of owning a Bible!
4. On that page it also says that Constantine's conversion should "change the fate of Christianity for good." There are different versions of the story told, but it's something like this: Constantine saw a vision of a flaming cross with the Latin words "in this name conquer." So, he killed in the name of Jesus, whereas Jesus taught it was murderous to even tell someone you hate them. Anyone who knows church history can tell you that it's persecution that's good for Christianity; it purifies the church and spreads it. It's official religion that kills it, which is what it became under Constantine. Constantine and the Roman Catholic Church are responsible for us worshiping on Sundays. It was known as the "venerable day of the Sun." It was the day they went to the sun god's temple. *Sunday*, get it? It was kept that way for the people. They would be more accepting of this new religion if they were allowed to keep many of their practices.
5. Use the [interactive map](#) to explore the city of Rome. Move your mouse over the map and hover over the dots to read about the locations.

Day 26*

1. *Print out the notes on the decline of the [Roman empire](#).

Assignments for 11th Grade

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

Day 27

1. Read about the beginning of the end.
 - At Constantine's death at Nicomedia in AD 337, three sons and two of his nephews were destined by the late emperor to succeed him. Though two of those sons were absent from Nicomedia. With the consent of the third, Constantius, the other members of the imperial family, except two young cousins were slaughtered by the soldiery. The empire was thereafter by agreement parted between the three sons.
([source](#))
2. Use the matching activity to learn the [key terms](#).
3. Use [this website](#) or any other resource to choose a famous Roman to learn about. Read what it has to say and then find another source to learn more about your chosen person.
4. Tell someone about what you learned.

Day 28

1. You have learned about the ancient Greeks and Romans. To solidify what you have learned, compare and contrast the ancient Greek and Roman civilizations. Include achievements, famous leaders, and reasons for decline.
2. You have two days.
3. Include introductory paragraph, three paragraphs comparing and contrasting each of the three points listed, and conclusion paragraph.
 1. Intro should start with an interesting sentence and end with your thesis statement—the point you will make in your essay
 2. Your three body paragraphs should each show ways the societies were similar and different (for instance in religion, in social structure, government, etc.).
 3. Your conclusion should restate your thesis (in different words) and sum up with a "so what" statement. Let us know why it matters.

Day 29

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

Day 30

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

Byzantines, Islam, and the Mongols

Day 31*

1. You will begin the third unit, Byzantines, Islam, and the Mongols.
 - As Western Europe lingered in the dark ages from 500 until 1400, the Middle East and Asia became the center of the civilized world. A new, "Christian" Roman Empire had arisen in the east that was headquartered in Constantinople founded by the Roman Emperor Constantine. In the 7th century (600's) a new religion, Islam, was founded by the prophet Muhammad and would challenge the Byzantines for physical and spiritual dominance in the middle east and parts of East Asia. The last two hundred years of this era will be dominated by the fierce, nomadic group from Asia, the Mongols. The Byzantines, the Islamic Empires, and the Mongols all had lasting and profound effects on Asia, the Middle East, and Eastern Europe that are still felt and seen today.
([Source](#))
 - How did the Byzantine Empire affect the development of Russia?
 - What is the most important, lasting legacy of the Byzantine Empire?

Assignments for 11th Grade

- How did the rise of Islam affect the Byzantine Empire and eventually cause its downfall?
 - What were the major effects, good and bad, of the spread of the Mongols over Asia and into India?
 - ([Source](#))
2. *Print the notes on the [Byzantine Empire](#). (What should you do with them? Read them over!)
 3. Study the maps. What do they show? (Some of them have moving parts. Play around in a scholarly fashion.)
 - [one](#)
 - [two](#)
 - [three](#)
 - [four](#)
 - [five](#) (This map is called The Great Schism.)
 4. What do these maps show? Write a list of things you can learn about the time period and about the Byzantine Empire from these maps. One point for each point you make.
 5. Record your score out of 5. If you can find more than five points to make, you can get extra credit.
 6. Now go through this history as shown in maps.
 - What do these [maps](#) show you? Keep clicking on next and reading the text with each map. ([alternate link](#))
 - Write a short paragraph to answer the question.
 7. Record up to 10 points.

Day 32

1. Watch this presentation on the [beginning of the Byzantine Empire](#).
 - Explore the [Byzantine maps](#). You can look at these while you listen.
 - Read about the [Justinian Code](#).
 - Read about the [Great Schism](#). This is what map five on Day 31 was showing.
 - Read about the [Byzantine Empire's](#) rise and fall. Just exit any media and read the article.
2. Answer the following questions in complete sentences. Your answer should let the reader know what question you are answering. (eg. The impact of the blah blah blah could be seen in the... That answered the question: Where could the impact of the blah blah blah been seen?)
 1. What was Justinian's role in the Byzantine Empire? Who was his wife and how influential was she?
 2. What were the major accomplishments of Justinian?
 3. How did the rise of Islam and the Crusades weaken the Byzantine Empire?
 4. How was the practice of Christianity different in the Byzantine Empire different from that in the west?
 5. How would you explain the Iconoclast controversy?

([Source of questions](#))

Record up to 10 points. (up to 2 points for each question – must restate the question for 2 points)

Do the [crossword](#) for review.

Day 33(*)

1. (*)Answer the Byzantine Empire [questions](#). Use course links or online resources as necessary to answer the questions.
2. Record up to 12 points, 2 points per answer.
3. Answer the following essay question. What were the three most important contributions of the Byzantine Empire to world history? Do not just list the contributions; justify your answers. This can be written as a paragraph.
4. Record up to 20 points. (3 points for form-intro, body, conclusion, 2 points for clarity/flow, 15 points for content-must be three contributions each with a reason why)
 - Don't over complicate this. An intro can be just like restating the question when answering. (eg. While the Byzantine Empire produced many contributions to the world, the three most important were their...)
 - Then you just go through each thing you just listed and give a reason why it was so important.
 - Wrap up stating something about them being important!

Day 34*

1. Take a look at these maps. What do they show?
 - [one](#) ([alternate link](#))
 - [two](#) ([alternate link](#))
2. Watch the [Mongol presentation](#).

3. Read the [article](#).
4. Answer the questions on the [Mongols](#). Answer in complete sentences. You can type in your answers and then print it for a nice addition to your portfolio.
5. Record up to 12 points (2 points each-1 point form, 1 point content).
6. Complete the [crossword](#).

Day 35

1. Read on [Islam](#).
2. As someone who has lived and ministered among Muslims for more than a decade, may I say a few words on this? It is said that the angel Gabriel gave Mohammed the revelation of the Koran. As Christians we do not believe the angel Gabriel, as we know him as a messenger of the one true God, was the one who gave the revelation of the Koran. We do not believe it is from God. It also says that Muslims believe that the Bible is also the word of God. While this is true, they don't believe what the Bible says. They believe the Bible has been changed. (The Dead Sea Scrolls prove it hasn't.) The god of Islam is not the God of Christianity. The god of Islam says you must work for your salvation. You have to do more good than bad so that when your deeds are weighed they will tip in the favor of the "good side" and you'll get to heaven which is about satisfying the flesh. The reading talks about praying in the mosque on Fridays. This is only for the men and it's the noonday prayers that are most important. Stores close midday on Friday so employees can go pray. Being clean is VERY important. While Muslims are clean on the outside to show their godliness (while they can be full of sin), Christians emphasize being clean on the inside. The God of Christianity is holy and cannot have sin in His perfect presence. He offers salvation free, as a gift, an extension of His grace and mercy. It's impossible to earn salvation. One sin is enough to send you to hell. The only chance of heaven is to have our sin cleaned away by Jesus' sacrifice on the cross and by His gift of His Spirit to free us from the power of sin. We long for heaven to live in God's presence. The god of Islam also commissions the killing of Christians in the end times. The reading points out that Muslims are to give 2.5% of their income. This is one way it's easier to be a Muslim if you are rich. You can afford to give alms. You can afford to go on the pilgrimage. Rich Muslims even go to "easier" countries for the Ramadan fast. You have to fast from sun up to sun down. People go to countries where the days are shorter. Or even if you are sitting in an air-conditioned office, that's much easier than working in a field on a long July day. Remember they aren't supposed to even drink. Even nursing mothers aren't supposed to drink during the day. On the other hand it's easier to be a Christian if you are poor. The Bible says that it's impossible for a rich man to enter heaven and that the poor are rich in faith. I'll stop preaching now.
3. Read about [Ibn Sina](#), a famous Iranian philosopher.
4. Watch the presentation on [Islam's Golden Age](#).
5. Try the [crossword puzzle](#).

Day 36

1. Answer the following Islam questions. At least two must be answered in paragraph form. Use your notes or other research (suggested sites: [one](#), [two](#), [three](#)). The other two (maybe number 1 and 3) could be answered in complete sentences. You can receive up to 5 points extra credit for any additional answers given in paragraph form.
 1. How, where, and when did Islam begin?
 2. Explain the differences in Sunni and Shiite beliefs.
 3. Give two major accomplishments of the Islamic community.
 4. What countries are majority Sunni? What countries are majority Shiite? What is the relationship between modern-day Sunnis and Shiites?
2. Score up to 10 points for 2 paragraphs and 2 points for each answered in complete sentences.
3. Record your score out of 24. (potential for 10 points extra credit)

Day 37

1. Complete this activity on [Muslim conquest](#). The [map link](#) is at the top before the questions. You can click on each color and each symbol on the map key.
2. Watch the [Crusades overview](#).
3. Read pages 3-5 about the [effects of the Crusades](#).
4. Watch the short video of the [outcome of the Crusades](#).

5. Try the [crossword puzzle](#).

Day 38*

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

Day 39

1. Complete the quizzes. Getting them all right is great. Getting some wrong is a chance to learn. Take advantage of the opportunity!
 - [Byzantine Empire](#)
 - [Islam](#)
 - [Islam](#)
 - [Islam](#)
 - [Byzantine Empire](#) (login easypeasy allin1)
 - [Crusades](#) (You can always learn from what you didn't know.)
 - Answer these [review questions](#).
 - Click on the triangles to check your answers.
2. Get the Byzantine Empire, the Mongols and some dates for Islam on your timeline. Again, put them on generally, such as Byzantine Empire, and then maybe some specifics for what you think is important to include.
3. Go through your timeline and recall something about each thing you've put on there.

Early African and Meso-American Societies

Day 40**

1. You will now begin the next unit, Early African and Meso-American Societies.
 - The Bantu migrated from Congo or Niger Delta Basin. Their migration throughout Africa is one of the largest migrations in human history. This migration began in about 1000 AD -1800 AD. There is continued speculation about why they moved in the first place. One reason may be that overpopulation encouraged some groups to move away in order to practice agriculture. Another could be that they were in search of fertile land. Or, the move may have been due to internal conflicts within their communities or external attacks by their neighbors. The Bantu introduced many things into the areas they migrated to. They were an agricultural people and introduced crops such as millet and sorghum. They may also have introduced iron smelting and iron tools. The ancient Olmec civilization is believed to have been centered around the southern Gulf Coast of Mexico area (today the states of Veracruz and Tabasco) – further south east than the heart of the Aztec empire. The Olmec culture developed in the centuries before 1200 BC (BCE), and declined around 400 BC. The Maya originated in the Yucatan around 2600 B.C., they rose to prominence around A.D. 250 in present-day southern Mexico, Guatemala, western Honduras, El Salvador, and northern Belize. The Aztecs were a wandering Native American tribe who came to Mexico during the 13th century. There they built a great civilization including cities, pyramids, and temples. In 1519, Spanish conquistadors arrived in Mexico and defeated the Aztecs. The Incas were a native South American people that once ruled one of the largest and richest empires in the Americas. Their empire covered much of present-day Ecuador, Peru, Bolivia, and Chile and parts of Columbia and Argentina. The Inca empire was conquered by invading Spain in the 16th century. ([Source](#))
2. *Print the notes on the [development of Africa](#). (What are you supposed to do with notes?)
3. *Print and review the [key terms](#) for this unit.
4. *Write out the Development of Africa [questions](#). Read these over and answer them as you are able to as you learn about the development of Africa.
5. Read about the [Kingdoms of Africa](#). Make sure you click on next page.
6. Take a look at these maps linked on page 2.
 - [Bantu migration](#)
 - [Ghana empire](#)

- [Mali empire](#)
 - [Swahili city-state](#)
7. Watch the [presentation](#).

Day 41

1. Read about the [Songhai Empire](#).
2. Read about [Sundiata](#), the Lion King.
3. Read about [Mansa Musa](#).
4. Are you taking notes? You don't need to write down all the facts, but jotting down names, places and something significant about them can help you recall the information later.
5. Answer the Development of Africa questions that you are able to.
6. Complete the [crossword puzzle](#). Don't leave spaces between words! This is reviewing the [key terms](#) for this unit.

Day 42

1. Essay question: What were some of the accomplishments and achievements of Sundiata and Mansa Musa? (Essay questions don't require a full essay as an answer. It means to answer in paragraph form, instead of just jotting down the answer. Remember that your first sentence needs to restate the question in some way, such as: The African leaders Sundiata and Mansa Musa accomplished many achievements during their reigns. Your last sentence should sum up your point.) (3 points for form-intro, body, conclusion, 2 points for clarity/flow, 15 points for content)
2. Record your score out of 20.
3. Read the intro to the Olmecs and the Mayans.
 - The first signs of complex society in Mesoamerica were the Olmecs an ancient Pre-Columbian civilization living in the tropical lowlands of south-central Mexico around 1500 BC. They created a thriving culture that would influence later Meso-American civilizations such as the Aztecs. The Mayans were found to be a very highly developed civilization and lived around 1000 BC to 500 AD. They lived in the jungle of Mexico and Central-America. The Mayan culture was the most developed culture in the whole of ancient America and developed pyramids and the most accurate calendar of the ancient world.
([source](#))
4. Take a look at these maps. What do they show?
 - [Olmecs \(alternate\)](#)
 - [Mayans \(alternate\)](#)
5. Watch the [presentation](#) on pre-Columbian people. (This has some fake images of human sacrifices if you want to be prepared to look away.)
6. Don't read this page right now. Just look at the map and then scroll through and look at the [pictures](#).

Day 43

1. Take notes on the accomplishments and the influences of these cultures.
 - [Olmec Civilization](#)
 - [The ancient Olmec Civilization](#)
 - [The Preclassic or Formative Period](#)
 - [Mayans](#)
 - [Mayan Civilization](#)
2. Answer the relevant questions from the printed questions from Day 40.

Day 44*

1. *Print the notes on [Aztecs](#). (You read them, right?)
2. *Print the notes on [Incas](#).
3. Take a look at these maps. What do they show?
 - [Aztec \(alternate\)](#)
 - [Inca \(alternate\)](#)
4. Be taking notes on the accomplishments and influences of these societies.
5. Watch these presentations.
 - [Aztec](#)
 - [Inca](#)

Assignments for 11th Grade

6. Read about the [Aztecs](#).
7. Don't read this whole page. Glean from it important information on [Inca Civilization](#).
8. Answer the relevant questions from the printed questions from Day 40. These questions should now be complete.
9. Record up to 23 points. Take a point off for any left blank (or better yet, go find the answer!)

Day 45*

1. *Print and complete the [Meso-American Societies Chart](#).
Adapted from a Georgia Virtual Learning Assignment [source](#)
2. Use the suggested links, the links in the previous assignments, and your notes to help you.
 - [The Mayans](#)
 - [Mayan Civilization](#)
 - [Aztecs](#)
 - [Aztecs](#)
 - [Aztec Community](#)
 - [Incas](#)
 - [Inca Empire](#)
3. Score 2 points for each box.
4. Record your score out of 40. (potential for extra credit)

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

Day 46

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

Day 47

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

The Middle Ages

Day 48****(*)

1. (*)Look at the key terms for [The Middle Ages](#). You can [print](#) them if you want.
2. Read the introduction to the Middle Ages.
 - The Middle Ages, also called the 'Medieval Era', is divided into two time periods. The first 500 years takes place immediately after the collapse of the Roman Empire (500 to 1000 AD. The church was the strongest institution during this time and worked hard to convert the barbarian kingdoms to Christianity. The Feudal system also developed during this time. This was a social and political system that developed around land ownership and military service. By 1000, trade began to slowly pick up in Western Europe. By the time the first crusaders returned in the middle 1200's, this age saw the increase in the development of towns. These towns would gain independence from the feudal system and give rise to a new class of people, the middle class.

Assignments for 11th Grade

Significant events during the middle ages would be the rise of Charlemagne, the exertion of church power, the agricultural increases, and the devastating 100 years war and the black plague.

([source](#))

- Look at this [map](#). What does it show? ([alternate map link](#))
- *Here are all the overview notes for this unit to give you, well, an overview before you begin. Print them out.
 - [The Dark Ages](#)
 - [The Power of the Church](#) (Remember that the *real* church is the body of Christ, those united in Christ Jesus, not a political structure or organized religious institution.)
 - [Feudal Society](#)
 - [Developments of the Middle Ages](#)
- You are going to write a paragraph on each event in this timeline ([source](#) – you don't need to click the source link). We'll do two each day starting tomorrow. (Start planning today!)
 - 324** – Constantine became Emperor of the Roman Empire. **455** – Vandals sacked Rome. (**476** – Fall of the Roman Empire. **We've already written on this. Skip this one.**) **481** – Clovis became King of the Franks. **570** – Birth of Muhammad. **732** – Battle of Tours. **800** – Charlemagne is crowned Holy Roman Emperor. **896** – Alfred, King of England, defeats Danish invaders. **988** – Christianity reaches Russia. **1066** – William of Normandy conquers England. **1096** – First Crusade to the Holy Land. **1206** – Genghis Khan founds the Mongol Empire. **1337** – Start of Hundred Years' War between France and England. **1347 – 1351** – Black Death (plague) in Europe.

Day 49

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

Day 50

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

Day 51

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

Day 52

- Today research and write about these two events, each in its own paragraph. Tell what it was and its significance. Why is it on an "important events" timeline?
 - 896** – Alfred, King of England, defeats Danish invaders. **988** – Christianity reaches Russia.
- Here's one [website](#) to help you, but you can feel free to search the internet.
- Record your score out of 20.

Day 53

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

- Record your score out of 20.

Day 54

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

Day 55

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

Day 56

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

Day 57

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

Day 58*

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

Day 59

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

Day 60

- Here's a site where you can [choose what you'd like to learn more about](#). Choose a couple of topics that are of more interest to you than the others.
- Add Middle Ages dates to your timeline. Add general dates for the Middle Ages and as usual whatever specifics you think are important.
- (You can play the [Medieval Game of Life](#) – This will NOT work in Chrome browser.)

Day 61

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

The Renaissance and the Protestant Reformation

Day 62**

- You will begin the next unit-The Renaissance and the Protestant Reformation.
- (*)Look at your [key terms](#). You can [print](#) if you want.
- Read the introduction to the next unit.
([source](#))
 - The Renaissance began around the year 1400 in the city-states of Northern Italy. This is because many of the trade routes of the returning crusaders and merchants from the 12th and 13th centuries were located there.

Assignments for 11th Grade

The goods and knowledge brought back by the crusaders and merchants touched off a new wave of learning and cultural creativity in western Europe that became known as the "rebirth" or "Renaissance." This new knowledge was based on the old rational texts of the Greeks and Romans. As the Renaissance progressed, it led to the questioning of the power of the Roman Catholic Church and the Pope. By the 1500's, this questioning would lead to open rebellion and division within the Catholic Church. Led by men such as Martin Luther, John Calvin and a somewhat reluctant King Henry VIII of England, this era would become known as the Protestant Reformation and would forever change the religious landscape of Europe. Explore the websites in the side bar to gain a preliminary understanding of these very important movements.

4. *Print the [Renaissance Notes](#). (It is 10 pages long. Yes, read them.)
5. Look at this [map](#). What does it show? ([alternate map](#))
6. You can read more about it [here](#).

Day 63

1. Watch the videos on the [Renaissance](#) and [Machiavelli](#).
2. Read this on the [Medici family](#).

Day 64

1. Read the following poem by Thomas Campion, poet and author during the Renaissance.
 - [What is a day, what is a yeere?](#)
 - It should be easy to read, even with the spelling differences of the day.
2. The poem talks about how time in this world goes quickly and if one wants to get to heaven, one must be virtuous. Folly, vain pleasure, and worldly treasure disappears like a vapor. Religious beliefs at the time focus on works and behavior to get to heaven. Contrast this to the free gift of God's grace in Christianity today.
3. Record up to 5 points for a complete answer.
4. Read about [Florence](#).
5. Read about [art and architecture](#) in Florence.
6. Do the [crossword](#). No matter what it says, there are no spaces between the words.

Day 65

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

Day 66

1. Read about [Miguel de Cervantes](#). He is a Spanish writer of the period who makes fun of the feudal system.
2. Read the intro on the Renaissance artists.
 - The Renaissance is best known for its great cultural achievements. The greatest pieces of artwork were created during this time. Artists such as Michaelangelo, Leonardo DaVinci, and Raphael were responsible for much of the extraordinary paintings and sculptures created during this period. Along with the great works of art created, the Renaissance was also as much about shifting attitudes. People began to believe in the potential of the human mind and body and began to move away from strictly religious concepts. This emphasis on individual achievements was led by the new Renaissance scholars called "humanists". Humanists philosophers would soon lead to open questioning of the church's authority.
([source](#))
3. Read about [art in the Renaissance](#).
4. Read about each [artist](#). ([alternative](#))

Day 67*

1. Read about [humanism](#). (If you are taking [Foundations](#), on Day 86 you will start listening to a [sermon](#) which talks about humanism-If you aren't taking that course and want to hear that part, you can jump to minute 16.)
2. Do the [self-assessment](#). There are NO spaces between words.

Assignments for 11th Grade

3. *Print and complete the [Artist and Writer Chart](#). Here are some links that might help.
 - [Petrarch](#)
 - [Dante](#)
 - [Erasmus](#)
 - [Michelangelo, Raphael, DaVinci](#)

4. Record up to 24 points for filling in all the squares-2 points a square.

Day 68*

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

Day 69

1. Use the links to learn about the [Counter Reformation](#).
2. Do the [self-assessment](#).
3. Complete the [crossword](#). There are NO spaces between words.
4. On Day 70 you will be writing an essay. You might want to write your introduction today to get going on it.

Day 70

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

Day 71

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

Day 72

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

Day 73

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

Day 74

1. Take these quizzes and play the games. Use them as learning tools. If you get something wrong, then you get the chance to learn, so do it! Learn from your mistakes.

2. Take the [Renaissance quiz](#).
3. Take the [Renaissance quiz](#).
4. Play [Walk the Plank](#). (login using easypeasy and allin1)
5. Play [Shoot the Duck](#).

Day 75

1. Again!
2. Take the [Reformation quiz](#).
3. Take the [Reformation quiz](#).
4. Take the [Reformation quiz](#).
5. Play duck shoot, [Tudors](#).
6. Play the game on [King Henry the VIII](#). To play these games login as easypeasy and allin1.

Day 76

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

Day 77

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

Day 78

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

If my link isn't available search youtube for Tales From the Green Valley Full Episode 1.

Age of Exploration

Day 79*

1. Look at your [key terms](#). *Print the [Age of Exploration Key Terms](#).
2. Read the introduction.
 - The years between 1450 and 1750 was a period of significant change in Europe, the Middle East, and Japan. In Europe, the search for sea routes to India and China would lead to the Age of Exploration and the discovery of the new world. The introduction of new products from new world to old and old world to new would be called the Columbian Exchange. Nutrition would improve in Europe and a new source of income would cause the rise of powerful European kings and numerous wars over territory in the new world. Unfortunately, the Native Americans would be wiped out by disease and oppression. The Middle East would see the rise of three empires known as the "Gunpowder" empires because of their reliance on their militaries to maintain order. These Empires, the Ottomans, the Safavids, and the Mughals would usher in a new age of economic interdependence and cultural achievements the Islamic world had never seen. Japan would begin this period by opening its country to European explorers only to completely isolate itself by the mid 1500's. The Feudal Age had begun in Japan with warlords called Shoguns dominating the political and social landscape until the mid-1800's.
([source](#))
3. *Print the [Reasons for Exploration](#) notes.
4. *Print the [Explorers Chart](#) and complete it as you go through this unit.
5. Watch this video on some Portuguese explorers, [Age of Exploration Begins](#). Begin to fill in your chart.
6. Watch this brief video on Bartholomew [Diaz](#).
7. Watch this brief video on Vasco [da Gama](#).
8. Answer the following questions in complete sentences (remember to restate the question in your answer):

Assignments for 11th Grade

1. Give an important invention of Prince Henry and his school of Navigation and why it was important. (2 points)
2. Why was Bartholomew Diaz important to Portugal? (2 points)
3. Why was Vasco da Gama important to Portuguese exploration? (2 points)
4. What was da Gama's reasons for exploration? (2 points)

Record up to 8 points.

Day 80

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

Day 81

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

Day 82

1. Watch the brief biography of [Ferdinand Magellan](#).
2. Why did Magellan give the Pacific Ocean its name? (2 points)
3. How did Magellan die? (2 points)
4. Did the remaining ships make it back to Spain? (2 points)
5. Give a rough estimate of how long the entire journey was. (2 points)
6. What are the accomplishments of the journey? (8 points)
7. Record your score out of 16.

Day 83

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

Day 84

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

Day 85

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

Day 86

1. Do the [self-assessment crossword puzzle](#). There are no spaces between words.
2. Read about the [Gunpowder Empires](#). What are they?
3. Take a look at this [map](#). What does it show? (Don't just say the Gunpowder Empires. What modern countries do they intersect, etc.) ([alternate](#))
4. Take a look at these maps. What do they show?
 - [Safavid](#) ([alternate](#))
 - [Mughal](#) ([alternate](#))
5. Read about science and technology and [Safavid](#) Empire.
6. Watch the videos and presentations.
 - [Ottomans](#) (Requires restricted mode to be taken off.)
 - [Safavid](#) (There's no need to watch the whole thing. You can just read the beginning and ending and just peek at what the rest is, unless you want to watch. This is obviously from a point of view, but it's always good to remember that all history comes from a point of view.)
 - Here's another on the [Safavid Empire](#). (There are war reenactments in here if you don't want to watch the fake blood and bodies.)
 - [Mughal Empire](#) (I thought it would be nice to use a video from India.)

Day 87

1. Read about the [Qing Dynasty](#).
2. Read about the [Kangxi emperor](#).
3. Read about [Zheng He](#).
4. Watch the presentation on [feudal Japan](#).
5. Watch the [Tokugawa](#) presentation.
6. Who was the the Chinese Muslim Admiral who through his seven voyages of discovery to the West, helped transform China into the superpower of his time? (answer:)
7. What are Zheng He's accomplishments? (2 points)
8. Record up to 2 points.

Day 88

1. Answer the questions on the Tokugawa. Use this website for [information](#).
 1. Describe the establishment of the Tokugawa Shogunate.
 2. Who was the first Shogun of this period?
 3. What city was the Shogunate based in?
 4. Did Ieyasu promote foreign trade?
 5. What was the effect of the lasting peace on the Samurai class?
 6. What was Shogun Iemitsu's effect on foreign travel?
 7. What were the five classes (in order) of society during the "Neo-Confucious" era?
 8. What social values did the Neo-Confucians stress?
 9. What was the cause of the Tokugawa decline?
 10. Describe the pressures Japan was under to "open-up" in the late 19th century. Why did the Japanese decide to open up?
 - Questions from a [Georgia Virtual Learning Assignment](#).
2. Record up to 20 points. (2 point per answer)

Day 89

Assignments for 11th Grade

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

Day 90

1. Islamic Empires [quiz](#) — Remember to use these as learning tools. Grow your brain.
2. Mughal [quiz](#)
3. Exploration and discovery [quiz](#)
4. Another exploration and discovery [quiz](#)
5. Now go through the [questions and answers](#). Answer to yourself before looking at the answer.
6. Add the age of exploration to your timeline. What do you think is significant to add? What event or person do you think had the most impact on exploration? Tell someone who/what and why.
7. This is the end of the unit and end of the quarter. Determine your grade for this quarter. Hold onto all of your written work for your high school records.

The Age of Enlightenment and The Age of Revolutions

Day 91*

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

Day 92

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

Day 93

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

Day 94

1. Try to answer the [questions](#). Check your answers as you go.
2. Complete the [crossword puzzle](#). There are no spaces between words.
3. Watch this [video](#) on the Enlightenment, eight minutes.
4. How did the Enlightenment affect the development of the government of the United States? (Essay answer – Write a paragraph.)
5. Record your score out of 10.

Day 95****

Assignments for 11th Grade

1. *Print the four sets of notes. (12 pages total)
 - [Age of Absolute Monarchs](#) (This one is for today.)
 - [French Revolution](#) (You don't have to read these others today.)
 - [Napoleon](#)
 - [Latin American Revolution](#)
2. Read about the causes of the [English Civil War](#).

Day 96

1. Read about the [Causes and Effects of the American Revolution](#).
2. Use the links at the bottom of the page to review/learn more. (timeline, people, events, etc.)
3. Write a paragraph on either the causes or effects of the American Revolution.
4. Record up to 10 points.

Day 97

1. Read your notes on Napoleon and the French Revolution. (from Day 95).
2. Watch the presentation on the [French Revolution](#).

Day 98

1. Read your notes from Day 95 about Latin American Revolutions.
 - Read about the [Haitian Revolution](#).
 - Read about the [Latin American Revolutions](#).
2. Watch the video on [Latin American Revolutions](#). (If you are very careful about what you see and hear, you should probably use [this video](#) instead. Make it full screen and start at part 2 at 5 minutes.)

Day 99*

1. Do the key terms [crossword puzzle](#).
2. *Print the [Age of Revolutions questions](#). Spend today and Day 100 completing the 31 questions. You may also use the links provided in the pdf (also listed below). There isn't an answer key for this. Think of these questions as a note-taking activity. Read through all the questions before you start so you know what you are looking for in the reading. As you read, answer the questions as best you can from the reading. If you are able to fill in info for all 31 questions from your reading and research, you will get full credit.
 - [English Civil War](#) (alternate [link](#))
 - [American Revolution](#)
 - [American Revolution](#)

Day 100

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

Day 101*

1. *Print notes on [China and Japan](#).
2. Read the introduction to this section:
 1. In the 1600's, both China and Japan closed off trade to foreigners. Both countries were afraid of outside influence and becoming to "westernized". However, goods from both China and Japan were highly valued, so Europeans would continue to search for goods that the Chinese and Japanese might find valuable. In the mid-19th century, Britain would finally open up Chinese markets to the Opium Trade. Opium was a powerful narcotic brought by British merchants from India. The Opium trade began to have a very negative influence on the Chinese as Opium dens sprang up all over China. By the time the Emperor attempted to ban the import of Opium, it was too late. British gunships were far superior to the antiquated Chinese navy and the loss by the Chinese to the British in the Opium War would spell the slow end of the Chinese Qing dynasty. The Japanese reaction was much different. As the Japanese saw China being slowly carved up by the Europeans, the Japanese emperor pushed for acceptance of western technology and quickly modernized Japan to prevent its takeover by western powers. ([source](#))
3. Watch the presentations:
 1. [Imperialist China and China and the Opium War](#)
 2. [Imperialist Japan and the Decline of Tokugawa](#)
4. Answer the [questions](#).

Day 102

1. Answer the following. Each answer should be at least 12 sentences.
 1. Discuss the effect of Commodore Matthew Perry's visit to Japan in July of 1853. (Include information on the Treaty of Kanagawa and the long term effect on Japanese society.)
 2. Discuss the causes and effects of the Opium War in China. Then discuss the causes and results of the "Taiping Rebellion" in China. Make sure to include major characters names and major events.
2. Here are the links given in the assignment.
 - [Opening of Japan](#)
 - [Opium Wars](#)
 - [Causes of the Taiping Rebellion](#)

You should be writing at least 24 sentences. (Questions from a Georgia Virtual Learning Assignment [pdf](#))

Record your score out of 24. (1 point for each great sentence that contributes to the whole in a meaningful way-up to 24 sentences. Add up to 2 extra credit points for proper form and great structure.)

Day 103

1. Who do you think was one of the most influential leaders of the period?
2. Add to your timeline.
3. Try at least four games and quizzes. You don't have to know all the answers. Use mistakes to learn.
 - [On the Road to the US Revolution](#)
 - [American Revolution Practice Quiz](#)
 - [Stuarts and the English Civil War](#) Duck Shoot. To play these games login as easypeasy and allin1.
 - [The US Colonial War](#)
4. Record 10 points for completion. Continue below...

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

1. You will begin a new unit today.
2. *Print the [key terms](#) on the Industrial Revolution, Nationalism and Imperialism in the 19th Century.
3. Read the introduction to the new section.
 - The French Revolution and the Napoleonic Wars touched off a wave of nationalistic feelings all over Europe. Groups of people living in areas that were not unified, pushed for the joining together of their regions into one nations. This was particularly visible in the Germanic and Italian kingdoms where their drive for unification would cause lasting rivalries that would eventually break out into full scale war in the early 20th century. Happening in the background at the same time as this rise of nationalism, was the Industrial Revolution. Beginning in England, machines would replace hand labor and thousands would move from rural areas to the new cities where the factories and jobs were located. This rapid and unplanned urbanization would change not only where people lived, but how they lived as well. Nationalistic feelings, along with the new industrial inventions, such as better guns and better transportation, would encourage European countries to control other areas of the world. These other areas, primarily in Africa, India, and the Asian far-east, would be important to the larger countries because of their raw materials and militarily strategic importance. This 19th century policy of controlling other nations and making them colonies was called "Imperialism" and would affect the foreign policies of European nations for the next 100 years.
[\(source\)](#)
4. Search youtube for any episode or several clips from Victorian Farm. Note any technological advances. It again follows historians during a simulated 19th century English farm. There is a mark in the center of the screen, but please watch anyway.

Day 104*

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

Assignments for 11th Grade

- Watch the presentation on the [Industrial Revolution](#) and [the industrial economy](#). (This guy always has slightly questionable things in his presentation. He does talk about 15,000 years of history which, of course, I don't agree with.)
5. Define capitalism.

Day 105

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

Day 106

1. Watch the rest of Hidden Killers: The Victorian Home. Complete your chart.
2. Record up to 10 points for completion. (Did you record at least 5 pairs on your chart?)
3. Complete the Industrial Revolution project.
 1. Create an advertisement (flyer) for one of the many inventions that came out of the Industrial Revolution. Be sure to include the following information:
 - A picture of the invention
 - A catchy phrase or slogan
 - Three ways that the invention has improved life or made a specific task or tasks easier
 - A history of the invention: who invented it, where, when, why, etc.
 - Your sources
 - (From a Georgia Virtual Learning Assignment [source](#))
4. Record up to 15 points. (There are 5 parts to this; score up to 3 points each.)

Day 107

1. Read about [growing urbanization](#) during the Industrial Revolution.
2. Read about [Karl Marx and socialism](#).
3. Read a summary of the [Communist Manifesto](#).
4. In a complete paragraph answer the question: In your opinion, what was the greatest impact of the Industrial Revolution? Was it a new invention? The development of cities? The development of new political movements? Or was it something else? Make sure to explain why you feel as you do.
([source](#))
5. Record up to 10 points.

Day 108*

1. Complete the short [quiz](#).
2. Do the [crossword puzzle](#).
3. *Print the notes on [nationalism in Europe and Russia](#).
4. Look over those notes. You already did, right? Read the introduction.
 - The Napoleonic wars in the early 19th centuries caused waves of nationalistic feelings across Europe. Many different ethnic groups began pushing for their independence from the larger European countries. This would cause a great deal of tension as larger countries, such as Austria-Hungary refused to give up much of their geographical territory. In other places, Nationalistic feelings would finally unify long separated groups into single, powerful countries. The unification of Germany and Italy would create both national pride and animosity with other countries that would eventually lead to WWI. Meanwhile in Japan and China, they were fighting their own battles stemming from their growing resentment of foreign influence and their desire to control their own destinies. Read over the information in the websites in the sidebar to introduce you to the basic characteristics of nationalism and some of the larger nationalistic movements of this era.
([source](#))
5. Look over this "[flow of history](#)" chart. Follow it as best you can.
6. Look at these maps. What do they show?
 - [unification of Italy](#)
 - [unification of Germany](#)
7. Read about [nationalism and its impact in Europe](#).
8. Read about the [rise of nationalism in Europe](#).

Day 109

1. Do this "Nationalism Assignment". Answer the following two questions in paragraph form.
 1. Discuss the events, people, and major events that caused the unification of Germany in the late 19th century.
 2. Discuss the events, people, and major events that caused the unification of Italy in the late 19th century.
 - From a Georgia Virtual Learning [source](#)
2. Watch the video on the [unification of Germany](#).
3. Watch the video on the [unification of Italy](#).
4. Record up to 20 points. (Score up to 10 points per paragraph.)

Day 110

1. Read about the [Boxer Rebellion](#). (An interesting missionary biography that talks about the Boxer Rebellion is on Jonathon Goforth.)
2. Read about the [Meiji Restoration](#). (You can decide if you learn better by reading or by watching the videos.)
3. Read about the [Russo-Japanese War](#).
4. Here are videos on the [Boxer Rebellion](#), the [Meiji Restoration](#), and the [Russo-Japanese War](#).

Day 111

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

Day 112*

1. *Print the [Imperialism](#) notes.
2. Read the introduction on imperialism.
 - The Industrial Revolution and the new feelings of Nationalism encouraged European countries to look for new markets for their goods. Also, Europeans began to feel a "superiority" over less advanced countries and believed it was their duty to "civilize" the more underdeveloped regions. China, the Middle East, and Africa were carved up by England, France, Germany, and other European countries as well during the middle to late 19th century.
([source](#))
3. What do you think [this political cartoon](#) is saying about England? Familiarize yourself with some [terms and concepts](#) of the Imperialist Age.
4. Read the poem by Rudyard Kipling "[The White Man's Burden](#)." Be sure to read the interpretations, history, and explanations found on this [page](#). The poem was pro-imperialism and attempted to paint those living in many foreign countries as lesser people, in need of help from more "civilized" societies.
5. Describe the [political cartoon](#) based on the poem and what statement it is making.
6. The poem was written just before the Boxer Rebellion and gives a glimpse into how some people viewed foreigners. Write a paragraph about what peoples Kipling was disparaging and what he was saying about them. You can use the website or additional research.
7. Record up to 10 points.

Day 113

1. Read about [imperialism](#).
2. Watch the video on [Imperialism in Africa](#).
3. Look at these maps. What do they show?
 - [Imperialism in China](#)
 - [African imperialism](#)
 - [Africa in 1914](#)
 - [Asia in 1914](#)
4. Why were African tribes, colonies, and countries easy to conquer? (2 points-Answer these in complete sentences.)
5. What were the views of the Europeans to justify conquest? (2 points)
6. What kinds of goods came from Africa? (2 points)
7. Read some quotes from the book [Heart of Darkness](#) by Joseph Conrad.
8. Write how these quotes make you feel about imperialism in Africa. (5 points)

Assignments for 11th Grade

- Record your score out of 10 points. (There's a potential for one point extra credit.)

Day 114

- Watch the presentation on [Matthew Perry](#) and Imperial Japan. (This is a National History Day competition video. You could compete too! I competed for all seven years I was eligible in the Individual Media category.)
- Answer the following questions (not just from the video). You've learned about imperialism in Japan and China previously. You can look things up as well.)
- Explain in a few sentences some of the effects of imperialism on Japan. (5 points)
- What is the "Open Door Policy" promoted by Commodore Matthew Perry? Explain. (5 points)
- Who was Sun Yat-sen and what did he accomplish? (5 points-Use a complete sentence.)
- What type of government was created in China after he stepped down? (2 points)
- Record your score out of 15 points. (There's a potential for 2 points extra credit.)

Day 115

- Complete the Imperialism Analysis Assignment.
([source](#))
 - Look at this [map](#).
 - Who were the major colonizers from Europe?
 - Explain three reasons why these countries were so interested in colonies.
 - How did the colonizers benefit from imperialism?
 - Look at this [political cartoon](#).
 - Which country does the octopus in the above political cartoon represent?
 - What do you think the cartoonist's opinion of imperialism is? Why? Explain your answer fully.
- Record up to 25 points. (Score up to 5 points for each thoughtful answer.)
- Add to your timeline.

Day 116

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

Day 117

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

Day 118

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

World War I

Day 119*

- In this unit, you will learn about the events that led up to World War I, the war itself, and the aftermath. Visit this BBC website and go through the timeline by clicking on four dots per day (or simply scroll down). This site covers the [events 37 days prior to war beginning](#). Do June 28, 29, 30, and July 5 today. There are links to click on for each day and some videos there to watch as well as audios to listen to. Make sure you do all of the parts. (*Note: You do NOT have to read the "Diary of a British Naval Commander, Kiel, 1914" on June 30. It's over 200 pages long. You are welcome to read it on your own time if you'd like.*)

Assignments for 11th Grade

2. *Print the [key terms](#) on WWI. Become familiar with the terms as you work through the unit.
3. Read through the introduction.
 1. WWI officially began in 1914. However, the root causes of the war go back to the late 19th century. The Industrial Revolution, Nationalism, Imperialism, and a system of complex alliances were the long-term causes of the war. Once the war began, it quickly became a deadly stalemate and continual slaughter between the trenches on the western front. The war would see the development of new technology and the collapse of three major empires. Once the war was over, the map of Europe would be redrawn and harsh demands would be placed on Germany. The treaty that ended the war would do nothing to solve the problems the war had created and it only created a "delayed" peace that would end 20 years later with the rise of Nazi Germany and the start of WWII. Visit the website in the sidebar to search around the major topics of WWI before you begin this unit.
([source](#))

Day 120

1. Go through days July 7, 9, 19, 21 of [37 Days](#). Scroll down or click on the dots on the timeline at the top of the page to move through the page.

Day 121

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

Day 122

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

Day 123

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

Day 124

1. View this [map](#) from before the war. What does it show?
2. Read this page on the [causes](#) of war.
3. Use this page to make sure you understand the [alliances](#).
4. Answer the [questions](#).

Day 125

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

Day 126

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

Day 127

1. Read the introduction for this unit.
 - "Germany's worst fear had come true in 1914. It was fighting a war on two fronts. Germany faced off with France and Britain in the West and Russia in the East. Years before the war began; the German Army had created a plan for just such a war called the "Schlieffen Plan", named after General Von Schlieffen. The plan did not work in the west as France mobilized quickly and was able to halt the German armies advance towards Paris. Germany's advanced army would devastate the outdated Russian army in East however, and would force Russia to withdraw from the war by 1917. The western front became a horrific stalemate as trench warfare became the norm and hundreds of thousands of men would be killed in the area between the trenches known as "no man's land." The new technology and weapons developed during the Industrial Revolution proved deadly for the men on the western front. Finally, in 1918, with the arrival of the Americans, was the stalemate broken in the West and the war would mercifully end. Take a look at the image of Trench Warfare to the left."
 - ([source](#))

Assignments for 11th Grade

2. What does this [map of Europe in 1914](#) show?
3. Read about the [Schlieffen Plan](#). Click through all of the slides.
4. Take the [quiz](#). Start with a score of 15. Take one off half a point for each time it starts you over. Learn from your mistakes.
5. Record your score out of 15.
6. Explain this plan. Write in complete sentences.
7. Explain if the Germans were able to fulfill this plan. If not, what circumstances prevented them?
8. Record up to 5 points for your explanations. (This is listed on the grading sheet for Day 128.)
9. Watch the video on [trench warfare](#). (images of war)

Day 128

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

Day 129

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

Day 130

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

Day 131*

1. Watch [America Enters the War](#) video.
2. *If you are able to work at a computer with a printer, complete this page, filling in the sections on the [US becoming involved in the war](#). Write in complete sentences. If you aren't able to complete the assignment where you can print it, you can write a paragraph with at least twelve sentences about the main reasons the US entered the war.
3. Record up to 12 points. (Score up to three points for each section for including at least two facts – 2 points – and writing complete sentences – 1 point.)

Day 132

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

Day 133(*)

1. Do the little [quiz](#).
2. Watch the presentation on the [end of the war](#).
3. Watch the videos on the [Treaty of Versailles](#) and its [impact](#).
4. How will the Treaty of Versailles in some way contribute to World War II? (2 points)
5. President Wilson urged the creation of the League of Nations. Did the United States join? Why or why not? (2 points)
6. Compare these two maps. What new countries have formed?
 - [Europe in 1914](#)
 - [Europe after the Treaty of Versailles](#) (alternate and [another map](#))
7. (*)Complete the [Treaty of Versailles Assignment](#).
8. Record your score out of 14. (Score 2 points for each complete answer written in a complete sentence.)

Day 134

1. Do the Propaganda Assignment.

(source)

1. Choose two propaganda posters from WWI that interest you. Here's the catch, though, the posters must have originated in different countries.
 2. Create a PowerPoint presentation or some type of presentation that includes the following:
 - pictures of your two posters
 - country of origin for each poster
 - Techniques used within each poster
 - Is it trying to scare people with a supposed threat?
 - Is it calling up feelings of patriotism and duty? Etc.
 - Effectiveness of each poster
 3. Propaganda websites:
 - [Wake Up America](#) – There are 25 WWI posters. Click next to view them all.
 - [Germany and other countries](#) – In the right-hand side bar you can click on other countries to see their posters.
 4. If you can't save the image, use your keyboard's print screen option.
2. There were 5 things to include for each cartoon, including the cartoon. Score up to 2 points for each part completed according to the directions.
 3. Record your score out of 20.
 4. Add WWI events and dates to your timeline. Go over your timeline. Do you know something about each thing on there?

Day 135

1. Do the [crossword puzzle](#).
 - [The Outbreak of WWI – Walk the Plank](#) To play these games login as easypeasy and allin1.
 - [WWI Causes Quiz](#)
 - [WWI Causes Quiz](#)
 - [WWI Review – Walk the Plank](#) To play these games login as easypeasy and allin1.
 - [WWI – Penalty Shot](#) (This requires flash)
2. This is the end of the unit and the third quarter. Calculate final grade for the quarter.
3. Hold onto all of your written materials in your portfolio for your course record.

The Years Between the Wars

Day 136*

1. *Print the [grading sheet](#) for the fourth quarter or use the [Excel](#) version.
2. *Print the [key terms](#) for the new unit: The Years Between the Wars.
3. Read through the introduction.
 - The Treaty of Versailles did little to solve many of the problems that had started the war. This caused much political and social instability in Europe during the period between the two world wars (1919-1939). A new political order called "Fascism" would emerge in Italy under Benito Mussolini. This militaristic government promised to return greatness and glory to the Italian people as long as they sacrificed control of their lives to the state. The Great Depression which began in late 1929 would throw Europe into total economic chaos. This opened the door for other Fascist leaders, such as Adolf Hitler in Germany and Francisco Franco to assume control. By 1931, only two democratic governments remained in Europe, France and Great Britain. The political and social instabilities would lead to disillusionment in the arts. Painters such as Pablo Picasso began abstract artistic movements that represented and escape from current harsh realities. Albert Einstein would spread his theories on the principles of atomic energy and Sigmund Freud would publish disturbing theories on human behavior and the subconscious mind. By the end of the 1930's, the new totalitarian governments would begin their military conquests setting the stage for another terrible and costly war.

(source)

4. Watch the documentary [on Mahatma Gandhi](#) OR [read](#) about him. Take notes on his life and philosophical views.

Day 137

1. Read the introduction.

Assignments for 11th Grade

- After WWI, many colonized areas such as India, Turkey, and China began movements to gain total independence. National movements led by Mahatma Gandhi in India, Ataturk in Turkey, and Sun Yat Sen in China would cause great upheaval and eventually lead to the establishment of independent governments in their countries, though sometimes with great loss of human life. Meanwhile, new developments and ideas were being explored in the cultural and scientific communities. Painting, physics, and a new understanding of human behavior would all take place during this period of great instability in Europe.

([source](#))

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

Day 138

1. [Read](#) about Ataturk and [watch](#) the first couple of minutes of this end to a movie about him. Stop when the credits roll.
2. [Read](#) about Sun Yat Sen and watch this [news clip](#).
3. Take notes on their accomplishments/views.
4. Summarize for someone how each changed their country.

Day 139(*)

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

Day 140*(*)

1. *Print the [Russian Revolution Reading Notes](#). (Have you read them yet?)
2. (*)Look over the [Russian Revolution Chart](#) so that you can fill in answers as you are able.
3. Read about the [Russian Revolution](#). Jot down notes. Remember not to copy sentences. Just right down important words/names/dates to help you remember them.
4. Use the video to get in your mind an outline of the events, causes, outcomes of this time period in Russia.
 - [Russia in WWI and in civil war and revolution](#)

Day 141

1. Read about [Joseph Stalin](#).
2. Watch the [biography](#).
3. Try this [self-assessment review](#).
4. Complete the [Russian Revolution Chart](#).
5. Record up to 23 points for 23 completed answers (out of 20 – potential for extra credit).

Day 142

1. Read about the [Great Depression](#). You can just close down the video.
2. Watch the following presentations. Take notes while you watch to stay focused and to pull out key information.
 - [Fascism](#)
 - [Mussolini](#)
3. Watch this video on the [Spanish Civil War](#). Learn about Francisco Franco. Take brief notes.

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

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

Day 144

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

Day 145

1. Finish watching the [Hitler documentary](#). If the link doesn't work, search for The Rise and Fall of the Third Reich.
2. Add to your timeline.

World War II

Day 146

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

Day 147*

1. Read the intro to the World War II unit.
 - Invading Poland on September 1, 1939, Hitler and his Nazi war machine plunged the world into another even more devastating war. During WWII citizens of the warring countries would face as much disaster and turmoil as the great armies on the battle field. Entire economies were devoted to the war effort and the home fronts became as important as the war fronts. In the end, the Axis powers were defeated by the Allied powers and the world was made free of fascist governments once and for all. The attempted genocide of the Jews opened the worlds eyes to the horrors of the Holocaust and man's inhumanity to man. New technologies such as long range missiles and nuclear bombs killed people by the thousands. Two new superpowers would emerge from WWII, the US and the Soviet Union, and their animosity towards each other would shape international politics through the 1980's.
([source](#))
2. *Print the [Key Terms](#).
3. *Print the [WWII Reading Notes](#). This is a review and a look at WWII. (The blue link looking things aren't links. You can look back at the preview unit if you want to review any of those things.) I do want to point out that Hitler did not only target Jews. Gypsies, otherwise known as the Roma, were also targets and millions were killed for their ethnicity. (The Roma are an ethnic group, originally from India. Gypsy isn't just a descriptive term for people of a certain lifestyle.) The Roma are often overlooked in history, even in modern history. When Serbs were systematically targeting Albanians in Kosovo in 1999, the US stepped in. Then the Albanians just turned around and did the same to the Roma but no one came to their defense.
4. Go through this British [WWII site](#). Click on each pamphlet about homefront preparations and read the pages. Then click on the next topic in the list on the left, evacuation, and do the same. Continue through the list.

Day 148

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

Day 149

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

Day 150

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

Day 151

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

Day 152

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

Day 153

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

Day 154

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

Day 155*

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

Day 156

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

Day 157

1. Learn about the [Marshall Plan](#) and [MacArthur's Plan](#) for Japan.
2. Watch [The United Nations: History and Functions](#) (Note: There is controversy on many aspects of the United Nations, from global warming issues to being able to enforce laws in other countries. We will NOT get into any of these issues here.)
3. Answer the following questions (in complete sentences!). Feel free to revisit websites if needed. (Score up to 2 points per answer.)
 1. What happened to Adolf Hitler?
 2. What finally convinced the Japanese to surrender?
 3. What two countries emerged as "Super Powers" after WWII?
 4. What happened to the country of Germany immediately after WWII?
 5. What happened to the country of Japan immediately after WWII?
 6. What were three technological developments of WWII?
 7. Define the "Cold War".
 8. What was the "Iron Curtain"?
 9. What was the "Holocaust"?
 10. Why is it important that we study the Holocaust?
 - Questions from a Georgia Virtual assignment [source](#)

- Record your score out of 20.
- BTW, the soldier in that picture didn't know the woman he was kissing. He was kissing everyone as he came down the street. The photographer noticed and prepared for the shot. It's become an iconic photograph.

Day 158

- Do the [crossword puzzle](#).
- Try the review activities.
 - [D-Day](#)
 - [Evacuation](#)
 - [Rationing](#)
 - [WWII Quiz 1](#)
 - [WWII Quiz 2](#)

Day 159

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

The Cold War

Day 160*

- *Print the [Key Terms](#) on The Cold War.
- Read the introduction.
 - The Cold War can be divided into three periods. The beginning of the Cold War starts immediately after WWII ends in 1945. This period is marked by several events that nearly bring the US and the Soviet Union to nuclear war. The second period of the Cold War is marked by numerous revolutions and the continued push by many European colonies for independence. Revolutionary leaders such as Gandhi in India, Kwame Nkrumah in Ghana, and the Chinese Communist leader Mao Tse Tung would bring independence and stability to their countries. By the late 1980's, the Soviet Union would be on the brink of collapse due to freedom movements and economic problems. The fall of the Berlin Wall in 1989 would be the beginning of the end for the Soviet Union and the Cold War.
([source](#))
- *Print the [Cold War Reading Notes](#).
- Look at the map of [Cold War Europe](#). ([alternate link](#)) What does it show?
- Watch the first video on the [early years of the Cold War](#).
- Read about the [Cold War](#).

Day 161

- Watch this [news reel](#) on the Berlin Airlifts.
- Here's a map of the [Berlin Airlifts](#).
- Read about the [nuclear arms race](#).

Day 162

- Watch the Khan Academy video on the [Cuban Missile Crisis](#).
- Watch this Khan Academy video on the [Korean War](#).
- Watch the Khan Academy video on the [Vietnam War](#).

Day 163

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

Day 164*

- Watch the [first 8 minutes](#) of this video about the creation of Israel.
- Watch this brief video on [Indian Independence](#).
- Watch this brief video on [Ghana's Independence](#).
- *Print or take notes from the [Chinese Communist Revolution](#) notes.

5. Watch this brief video on the [Communist takeover of China](#).

Day 165

1. Complete the Revolution Activity. In at least a paragraph (6-8 sentences), summarize the revolutionary movements in the following countries and years.
 1. Formation of Israel 1948
 2. India's Independence 1940-1950
 3. Chinese Communist Revolution (1940s)
 4. Ghana's Independence (1950s)
2. Record up to 40 points. (4 paragraphs)
 - (adapted from a Georgia Virtual Learning [assignment](#))

Day 166

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

Day 167

1. Watch the video on the [end of the Cold War](#).
2. Read about the [Berlin Wall](#). Be sure to read the poem by Ruth Carlson at the bottom of the page.
3. Visit the [End of the Cold War](#) site.
4. Read the biographies on [Nikita Khrushchev](#) and [Mikhail Gorbachev](#). (You don't have to read everything. Choose some important parts.)

Day 168

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

Day 169

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

Day 170

1. Try the [Cold War quiz](#). You can't type "THE" correct answer. Just answer and then check your answer yourself to see if you were correct.
2. Complete the [crossword](#).
3. Go through the cold war "[smart sheet](#)."
4. Add the Cold War to your timeline. Again, add the main time period and some specific events.

Global Issues

Day 171*

1. *Print the [Key Terms](#) on global issues. We could add ISIS to the list.
2. Read the introduction.
 - New ethnic conflicts, terrorism, environmental concerns, and the rise of new female leaders have all marked seismic changes in world history since the end of WWII in 1945. How governments have responded to these changes has had a profound effect on the world economy and the growing "globalization" of the world. The spread of new technology such as the television in the 1950's and the development of the internet and cell phones in the 1990's has brought the world's governments and people closer together. Sometimes, this new closeness has opened new opportunities for groups such as women, other times, this closeness has brought animosity and old historical hatreds to the forefront of world events.
([source](#))
3. Look at this map on the [break up of the Soviet Union](#). What does it show?
 - Here's a still [map](#) up to the 60s only.
4. Learn about the [breakup of the Soviet Union](#).
5. Watch the news from the [fall of the Soviet Union](#).

6. Read about genocide in [Bosnia](#).
7. Read about the [genocide in Rwanda](#).

Day 172

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

Day 173

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

Day 174

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

Day 175

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

Day 176

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

Day 177

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

Day 178

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

Day 179

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

Day 180

1. Present your timeline.
2. Score up to 100 points for including each time period and specific events from each period with an explanation of each. There were 14 time periods-6 points each is 84 points. Up to 10 points can be award for the presentation-poise, volume, clarity. Add 6 points for being ready on time.
3. Record your score out of 100.
4. Congratulations! You have completed this course.
5. Calculate your grade for this quarter and the entire year. Be sure to include it on your high school transcript.

6. [AP World History review video](#)

