

Wallenpaupack Area School District

COURSE: World Cultures I

GRADE LEVEL: 11th Grade

LENGTH OF COURSE:

TEXT: World Cultures: A Global Mosaic

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COURSE DESCRIPTION:

CURRICULUM WRITING TEAM:

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2004

Wallenpaupack Area School District

Course: World Cultures

Grade Level: 11th Grade

Unit: Introduction to World Cultures

PA Standards: 7.1.12.A
7.1.12.B
7.2.12.A
7.2.12.B
7.3.12.A
7.3.12.B
7.3.12.C
7.3.12.D
7.4.12.A
7.4.12.B
8.1.12.A

| Topics: | Skills: |
|---|---|
| <p>Regional and Global Geography The study of cultures an societies</p> | <p>Examine the five themes of geography Analyze how movement contributes to global interdependence List ways of defining regions Explain how map projects are created Define major elements of culture Examine the role of family in social organization Examine the different types of family structures Determine the factors that cause cultures to change Understand how ethnocentrism affects how people understand other cultures and their practices Explain how racism and ethnic conflict are related Identify the different forms of religions Identify the major political, social and historical events in human history Analyze the similarities and differences in economic systems Analyze the population characteristics of different regions and nations</p> |
| Activities: | Performance Assessments: |
| <p>Research a major current event using various internet sources. Read, summarize and analyze the world event. Present finds to class Analyze different types of maps (i.e. political, physical and demographic) to identify various regions, cultural, economic and physical</p> | <p>Writing activities Critical reading activities Individual or group projects: research, writing and presentation Map analysis activities Texts Quizzes On-line interactive map activities</p> |

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| Activities: (continued) | |
|---|--|
| <p>Use a web-based interactive map generator to review map literacy skills</p> <p>Analyze own perceptions of cultures by using an interactive web page on cultural stereotypes</p> <p>Read textbook and answer review questions</p> <p>Label a variety of world and regional maps for general map literacy</p> <p>Work in groups to identify the main characteristics of different economic systems: traditional, capitalist, communist, socialist and mixed</p> <p>Create a timeline of major world events discussed in class and presented in the textbook</p> <p>Create an organizational table of world religions listing major beliefs, origins, holy book and other general information</p> | |

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Course: World Cultures

Grade Level: 11th Grade

Unit: Origins of Early Civilizations to Current Global Issues

PA Standards: 8.1.12.A
8.1.12.B
8.1.12.C
8.1.12.D
8.4.12.A
8.4.12.B
8.4.12.C
8.4.12.D

| Topics: | Skills: |
|---|--|
| <p>Development of Early Civilizations Major trends and events in World History Imperialism Cold War Contemporary Global Issues</p> | <p>Analyze early types of technologies Define characteristics of civilizations Examine cultural diffusion in early civilizations Determine changes that contributed to the growing power of Europe Analyze the cause and effects of imperialism Demonstrate how the Cold War shaped the world after World War II List the main goals of developing nations and the major economic problems they face Analyze how underdevelopment contributes to widespread poverty Determine reasons why the world is becoming more interdependent Examine the increasing concern for environmental issues and human rights</p> |
| Activities: | Performance Assessments: |
| <p>Read articles on early civilizations. Create a list of their technological achievements and how they changed their respective societies Read and discuss excerpts for Hammurabi's Code. Compare the laws of ancient Mesopotamia with current laws in the United States Analyze the Cuban Missile Crisis to understand the hostile nature of US-Soviet relations during the Cold War Read a country profile on a First and Third World nation to compare key vital statistics Read textbook and answer review questions listed in study guide Analyze graphs indicated in the direct relations between women's literacy rates</p> | <p>Writing activities Critical reading activities Individual or group projects: research, writing and presentation Map analysis activities Texts Quizzes On-line interactive map activities</p> |

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| Activities: (continued) | |
|---|--|
| <p>and their corresponding fertility rates. Develop original answers to the following question: Why do women in poor countries tend to have many children, while women in wealthy nations tend to have smaller families? Read a first-hand account of the Chernobyl disaster to analyze the effects and dangers of modern industrial development and technology</p> | |

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Course: World Cultures

Grade Level: 11th Grade

Unit: African Geography and Early Civilizations

PA Standards: 7.1.12.A
7.1.12.B
7.2.12.A
7.2.12.B
7.3.12.A
7.3.12.B
7.3.12.C
7.3.12.D
7.4.12.A
7.4.12.B
8.4.12.A
8.4.12.B
8.4.12.C
8.4.12.D

| Topics: | Skills: |
|--|---|
| <p>Geography and Early History of Africa African Languages and Traditions Early Civilizations and Trading Kingdoms Patters of Life: social organization, family and village life</p> | <p>Explain how landforms have influenced movement across Africa List natural resources important to African nations Explain how climates differ across Africa and how the climates impacted development of African culture Explain several achievements of early African civilizations and how evidence of these civilizations helps us learn Describe the ways of life developed by the African people Analyze how languages reflect Africa's cultural diversity Explain how trade affected the peoples of East Africa and encourage culture diffusion throughout Africa Identify the cultural ties that united the people of Africa Explain how the role of women varied in African cultures Describe how religion reflected the diversity of the African Continent</p> |

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| Activities: | Performance Assessments: |
|--|---|
| <p>Analyze different types of maps (i.e., political, physical and demographic) to identify various regions: cultural, economic and physical</p> <p>Use a web-base interactive map to generator to review map literacy skills</p> <p>Read the textbook and answer questions listed in study guide</p> <p>Create a list of origins and causes of the development of early African trading kingdoms</p> <p>Analyze how the development of the Swahili language demonstrates the processes of cultural diffusion taking place in early East African societies</p> <p>Read excerpt from early African stories to discuss important cultural concerns and patterns</p> <p>Analyze map of the various languages and language families present in the African continent with focus on the Bantu linguistic branches. Write some of the varying definitions of the term Bantu</p> <p>Analyze a map showing relative concentrations of various religious traditions in the African continent. Explain what historical and social factors explain their present locations and concentrations.</p> | <p>Writing activities</p> <p>Critical reading activities</p> <p>Individual or group projects: research, writing and presentation</p> <p>Map analysis activities</p> <p>Texts</p> <p>Quizzes</p> <p>On-line interactive map activities</p> |

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Course: World Cultures

Grade Level: 11th Grade

Unit: Slavery and Imperialism

PA Standards: 8.1.12.A
8.1.12.B
8.1.12.C
8.1.12.D
8.4.12.A
8.4.12.B
8.4.12.C
8.4.12.D

| Topics: | Skills: |
|---|--|
| <p>The Atlantic Slave Trade European Conquest, Imperialism and the Colonial Experience</p> | <p>Analyze the reasons why Europeans became interested in Africa Explain how millions of Africans were sent as slaves to the Americas Explain why Europeans carved up Africa into colonies and the methods they used Evaluate the African resistance to European Imperialism Identify various groups that competed for control of Southern Africa Describe methods Europeans used to rule their colonial interest in Africa and how this rule fostered economic change Describe how Europeans ruled affected African cultures Describe the material improvements the Europeans introduced to the African Continent</p> |
| Activities: | Performance Assessments: |
| <p>Read text book and answer review questions listed in study guide Read and analyze primary source documents to determine the motivations and concerns shaping the drive to enslave and sell Africans (i.e., Las Casas' account of treatment of native Americans by the Spaniards, R. Kipling's "White Man's Burden", an illustration of slaves packed into a slave ship, a first person slave narrative, a slave auction poster, etc.) Compare and contrast the following four maps of Africa and the transatlantic region: (1) map showing ethnic homelands prior to the European invasion, (2) map showing destinations of enslaved Africans, (3) map of African colonies as carved up at the</p> | <p>Writing activities Critical reading activities Individual or group projects: research, writing and presentation Map analysis activities Texts Quizzes On-line interactive map activities</p> |

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| Activities: (continued) | |
|---|--|
| <p>Berlin Conference, (4) map of independent African nations today</p> <p>Create a list of the possibly positive or negative consequences of the European colonization of Africa on the people and lands of Africa</p> <p>Work in groups to develop original explanations or theories of how Africa' colonial legacy has impacted modern African nations' struggle for economic and political stability</p> <p>Study maps and timelines showing the various African and European powers migrating and conquering areas of South Africa (i.e., Zulu Empire, Bantu groups, Boer settlers, and the British). Label areas in that region rich in precious mineral resources such as gold and diamonds.</p> <p>Summarize and explain the causes of the Anglo-Zulu War and of the Anglo-Boer War</p> <p>Read accounts of the atrocities committed by Belgian authorities in the Congo under the leadership of King Leopold of Belgium.</p> <p>Examine the causes and effects of massacres and mass tortures that took place</p> | |

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Course: World Cultures

Grade Level: 11th Grade

Unit: African Nationalism and Independence

PA Standards: 8.1.12.A
8.1.12.B
8.1.12.C
8.1.12.D
8.4.12.A
8.4.12.B
8.4.12.C
8.4.12.D

| Topics: | Skills: |
|---|---|
| <p>Pan-Africanism and Anti-Colonialism African Independence Movements and Leaders Social and Economic Development Programs of the 20th Century Changing Patterns of Life: Urbanization, Technology and Social Change</p> | <p>Explain how the nationalism and Pan-Africanism helped shape modern Africa and became the catalyst for African independence Explain the role of negritude in promoting African nationalist movements Propose, compare and evaluate political changes in Africa as well as concerns derived from economic problems and population explosion Analyze how the colonial past continues to affect modern African nations Explain how urbanization affects African societies including women and rural places</p> |
| Activities: | Performance Assessments: |
| <p>Read excerpts of speech by Kwame Nkrumah to identify the key concerns and goals of African nationalism and Pan-Africanism Read poems by Leopold Senghor to discuss the key features and ideas of negritude Read the textbook and answer review questions listed in study guide Conduct a comparative research project on selected African nations to focus on their major political, economic and social challenges (i.e. compare the impact of Chevron’s multibillion dollar investments in Angola with the impact of foreign mining operations in the DR Congo). Write about economic development and how it can be related to economic and political exploitation Examine recent vital statistics on women and children in selected African countries to determine what issues are most central to women’s health and social status</p> | <p>Writing activities Critical reading activities Individual or group projects: research, writing and presentation Map analysis activities Texts Quizzes On-line interactive map activities</p> |

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Course: World Cultures

Grade Level: 11th Grade

Unit: Africa in the 20th Century

PA Standards: 8.1.12.A
8.1.12.B
8.1.12.C
8.1.12.D
8.4.12.A
8.4.12.B
8.4.12.C
8.4.12.D

| Topics: | Skills: |
|--|--|
| <p>Cold War politics and African Regional conflicts Natural resources management and environmental concerns Apartheid in the Republic of South Africa Civil War in the D.R. Congo African Literature and the Arts</p> | <p>Explain how the goals of the Organization of African Unity reflect the interdependence of African nations Analyze how different African nations responded to Cold War issues and pressures Analyze the effects of Cold War politics on select African nations Identify how Africans are using science and technology to solve problems Identify famous and significant African artists and their artistic themes and works of art or literature</p> |
| Activities: | Performance Assessments: |
| <p>Label a map of Africa with key hot spots and conflicts resulting from Cold War interference by western nations or Soviet influence Read the textbook and answer review questions listed in study guide Conduct a multifaceted study of the political life and times of Patrice Lumumba in DR Congo. Study will involve reading various primary and secondary sources on Congolese-Belgian relations, CIA and KGB involvement in the Congo, and a movie on his brief tenure as prime minister of the Congo until his assassination Read and discuss various articles and sources on Nelson Mandela, Desmond Tuto, Steve Biko, F.W. deKlerk, and ANC and anti-apartheid movement. Create visual representations of the perspectives of various historical figures in South Africa on apartheid Examine primary source documents regarding apartheid in South Africa</p> | <p>Writing activities Critical reading activities Individual or group projects: research, writing and presentation Map analysis activities Texts Quizzes On-line interactive map activities</p> |

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| Activities: (continued) | |
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| <p>(i.e. photographs, excerpts of apartheid laws, etc). Analyze local and international responses to apartheid and their role in ending apartheid</p> <p>Read current news accounts about health research and care initiative in Africa to combat HIV/AIDS, malaria, dengue fever, infant mortality, etc.</p> <p>Conduct research on major current events in various African nations to determine how those events are shaping people's lives (i.e. Civil Wars in Sudan, the DR Congo, Rwanda, Uganda, Sierra Leone and Liberia, famine in Malawi, Ethiopia and Sudan; HIV/AIDS in South Africa, Botswana and Nigeria)</p> | |

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Grade Level: 11th Grade

Unit: Geography and Heritage of East Asia

PA Standards: 7.1.12.A
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 8.1.12.C
 8.1.12.D
 8.4.12.A
 8.4.12.B
 8.4.12.C
 8.4.12.D

| Topics: | Skills: |
|--|--|
| <p>Geography and Heritage of East Asia Geography of China, Japan and the Korean Peninsula Ancient Civilizations and Traditions Traditional patterns of life</p> | <p>Explain how locations shaped China’s view of the world Examine why China’s population is unevenly distributed Explain how rivers influenced the lives of the Chinese Interpret how the Mandate of Heaven explained changes in dynasties List and explain the three schools of thought that emerged in China Explain the adaptation of Buddhism into Chinese society Evaluate factors that affected a person’s status in society Compare and contrast the lives of gentry and peasants Describe the values taught by Chinese families and the attitudes toward women Explain how the first emperor united China</p> |

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| Activities: | Performance Assessments: |
|--|---|
| <p>Analyze different types of maps (i.e. political, physical and demographic) to identify the various regions: cultural, economic and physical</p> <p>Use a web based interactive map generator to review map literacy skills</p> <p>Read the textbook and answer the review questions listed in study guides</p> <p>Create and interpret a visual representation of the Mandate of Heaven to show how it shaped ancient Chinese worldviews</p> <p>Read selections from the writings of Confucious and Lao Tze to identify key concerns and beliefs of Confucianismn and Taoism. Compare and contrast those two belief systems with the Judeo-Christian and Islamic worldviews</p> | <p>Writing activities</p> <p>Critical reading activities</p> <p>Individual or group projects: research, writing and presentation</p> <p>Map analysis activities</p> <p>Texts</p> <p>Quizzes</p> <p>On-line interactive map activities</p> |

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Course: World Cultures

Grade Level: 11th Grade

Unit: A Century of Conflict in East Asia:
Revolutions and Wars

PA Standards: 8.1.12.A
8.1.12.B
8.1.12.C
8.1.12.D
8.4.12.A
8.4.12.B
8.4.12.C
8.4.12.D

| Topics: | Skills: |
|--|---|
| <p>The Chinese Revolution of 1911 Causes and Effects of the Opium Wars: 18th and 19th Centuries The Chinese Civil War and the Japanese Invasion The Chinese Communist Revolution</p> | <p>Describe the changes that occurred in China's relations with the West in the 1800's Explain why European nations were able to gain influence in Chins List the causes and effects of the revolution of 1911. Explain why so many Chinese people supported the Communists. Explain how the communists achieved stability and order Examine the ideas influencing Mao Zedong and how he promoted his own ideas Describe changes in economic policy after Mao's leadership ended Analyze the obstacles that interfered with the modernization of China Explain the Great Leap Forward and the cultural revolution Compare communist ideology to Confuciansim List social changes introduced by the Communists</p> |
| Activities: | Performance Assessments: |
| <p>Study various primary and secondary documents to determine why and how western powers forced Chinese leaders to accept western influence and business interests Illustrate a map showing the areas of western influence on Chinese soil Read the textbook and answer review questions listed in study guides Explain how and why the Communists and Nationalists Chinese forces stopped fighting each other temporarily to oppose the Japanese invaders</p> | <p>Writing activities Critical reading activities Individual or group projects: research, writing and presentation Map analysis activities Texts Quizzes On-line interactive map activities</p> |

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| Activities: (continued) | |
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| <p>Read excerpts from Mao's Little Red Book to identify and examine some of his key ideas and propaganda techniques</p> <p>Create a comparative chart comparing and contrasting Marxist Communism with Maoist Communism</p> <p>Create a list and explain the key features of the Great Leap forward and the Cultural Revolution</p> <p>Read first-person accounts of the effects of the Cultural Revolution on the Chinese population</p> | |

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Course: World Cultures

Grade Level: 11th Grade

Unit: China and Korea Today

PA Standards: 8.1.12.A
8.1.12.B
8.1.12.C
8.1.12.D
8.4.12.A
8.4.12.B
8.4.12.C
8.4.12.D

| Topics: | Skills: |
|---|--|
| <p>Political and Economic Changes The Korean War: 1950-1953 Changing Patterns of Life: Modernization and Social Change Arts and Literature</p> | <p>Examine action taken by China to limit population growth Explain the causes and effects of the Korean War Explain the role of education in China today Explain how China's role in the world has emerged since 1949 and China's new policies towards its neighbors Identify the major human rights violations that routinely take place in China Describe how China's moves toward capitalism have changed life especially in urban areas</p> |
| Activities: | Performance Assessments: |
| <p>Analyze different types of maps (i.e. political, physical and demographic) to identify various regions: cultural, economic and physical Use a web-based interactive map generator to review their map literacy skills Create a list of causes and effects of the Korean War based on various primary and secondary documents and sources Create a timeline listing major Chinese policy changes from 1949 – present Create a poster illustrating the causes of the hostile relations between China and Taiwan. Read current news articles to examine the role of US foreign policy in that dispute Conduct an on-line research project to investigate human rights violations in China (i.e. slave labor prison camps, public executions of suspected criminals without a fair trial, invasion of Tibet, female infanticide, etc.)</p> | <p>Writing activities Critical reading activities Individual or group projects: research, writing and presentation Map analysis activities Texts Quizzes On-line interactive map activities</p> |

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| Activities: (continued) | |
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| <p>Examine demographic statistics on China to determine if China's population control policies have been successful. Examine the effects of new trends in terms of the rising male population possibly caused by female infanticide and gender-selective abortions</p> <p>Analyze China's current economic "miracle" and explain the reasons for its success and the possible challenges and dangers associated with it</p> | |

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Course: World Cultures

Grade Level: 11th Grade

Unit: Japan Become a World Power

PA Standards: 8.1.12.A
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8.1.12.D
8.4.12.A
8.4.12.B
8.4.12.C
8.4.12.D

| Topics: | Skills: |
|--|---|
| <p>End of Japanese Isolation Japanese Expansion and Modernization Japanese Militarism, Nationalism and Imperialism</p> | <p>Explain how the United States forced Japan to open its borders to American interests Explain how the Japanese adapted to western culture Explain the causes and effects of Japanese militarism and imperialism</p> |
| Activities: | Performance Assessments: |
| <p>Read primary sources on Commodore Matthew Perry's entry to Japan to explain how the United States forced Japan to open its ports and markets to American interests Analyze how Japanese leaders quickly adopted and adapted western technologies and culture to create a powerful military, political and economic system Read accounts from Chinese and Korean witnesses to the Japanese invasion of their lands to examine the role of racism and militarism in shaping Japanese imperial expansionism Read and discuss accounts of the Japanese invasion of China and the ensuing massacres particularly at Nanjing. Compare historical accounts of those events with contemporary Japanese denials of the Nanjing Massacre to discuss the questions of historical accuracy and historical perspective Read the textbook and answer review questions listed in study guide</p> | <p>Writing activities Critical reading activities Individual or group projects: research, writing and presentation Map analysis activities Texts Quizzes On-line interactive map activities</p> |

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Course: World Cultures

Grade Level: 11th Grade

Unit: Japan in the World Today

PA Standards: 8.1.12.A
8.1.12.B
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8.1.12.D
8.4.12.A
8.4.12.B
8.4.12.C
8.4.12.D

| Topics: | Skills: |
|--|---|
| <p>Government and Society: Postwar Reforms and Social Changes Japan's Economic Miracle Japan's Regional and Foreign Policy Japanese Arts and Literature</p> | <p>Explain how the US military occupation and reconstruction of Japan shaped Japanese societal and political reforms during the 1950 - 1970 decades Explain the economic, political and cultural factors associated with Japan's economic miracle Explain why Japan's economic miracle might be ending Explain how Japan's government is dealing with current domestic and international issues Explain how Japan's society is changing due to generational differences and cultural forces</p> |
| Activities: | Performance Assessments: |
| <p>Read and discuss documents dealing with the US occupation of Japan and how American leaders charted the future course of the Japanese nation. Create a comprehensive list of the goals and actions of the US military occupation Analyze a chart listing the major factors associated with Japan's postwar economic transformation Read various newspaper accounts of Japan's current economic troubles to explain why Japan's economic miracle might be ending Read and discuss current articles regarding the deployment of troops to the 2003 Iraq War. Debate the constitutionality of that decision based on Japan's constitutional prohibition against deploying troops in any offensive capacity</p> | <p>Writing activities Critical reading activities Individual or group projects: research, writing and presentation Map analysis activities Texts Quizzes On-line interactive map activities</p> |

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| Activities: (continued) | |
|---|--|
| <p>Read descriptions and first-person accounts of Japanese students and their schools. Identify major difference between the American and Japanese educational system. Compare and contrast the benefits and drawbacks of each educational system</p> <p>Read the textbook and answer review questions listed in study guides</p> | |

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Course: World Cultures

Grade Level: 11th Grade

Unit: Geography and Heritage of the Middle East

PA Standards: 7.1.9.B
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 8.4.9.A
 8.4.9.D
 8.4.12.A
 8.4.12.B
 8.4.12.C
 8.4.12.D

| Topics: | Skills: |
|---|---|
| Geography of the Middle East Early Civilizations Judaism and Christianity The World of Islam Patterns of Life | Explain how has location affected the people of the Middle East Identify and describe the main physical regions of the Middle East Evaluate geographic factors which influence population patterns in the Middle East Compare and contrast the ethnic and religious groups which live in the Middle East Identify the civilizations developed in the Tigris-Euphrates Valley Describe the major achievements of ancient Mesopotamian civilizations |

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| | Skills: (continued) |
| | <p>Evaluate how trade and warfare affected Middle Eastern civilizations</p> <p>Identify what the main religious beliefs of the ancient Hebrews were</p> <p>Analyze how Judaism influenced Christianity</p> <p>Examine the Teachings of Jesus and how Christianity attracted a large following</p> <p>Identify and explain the basic teachings of Islam</p> <p>Analyze why Islam spread swiftly and split into two major branches</p> <p>Identify some achievements of the Islamic civilization</p> <p>Identify and explain the main patterns of life in the Middle East</p> <p>Describe the typical Middle Eastern city</p> <p>Evaluate the roles women played in Islam</p> |
| Activities: | Performance Assessments: |
| <p>Analyze different types of maps (i.e. political, physical and demographic) to identify various regions: cultural, economic and physical</p> <p>Use a web-based interactive map to generator to review map literacy skills</p> <p>Read the textbook and answer review questions listed in study guides</p> <p>Read selections from the Quran, Bible and Torah to identify key beliefs of Islam, Christianity and Judaism</p> <p>Read and analyze various articles revealing traditional customs and patterns of life</p> | <p>Writing activities</p> <p>Critical reading activities</p> <p>Individual or group projects: research, writing and presentation</p> <p>Map analysis activities</p> <p>Texts</p> <p>Quizzes</p> <p>On-line interactive map activities</p> |

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Course: World Cultures

Grade Level: 11th Grade

Unit: The Middle East in Transition

PA Standards: 8.1.12.A
8.1.12.B
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8.1.12.D
8.4.12.A
8.4.12.B
8.4.12.C
8.4.12.D

| Topics: | Skills: |
|---|--|
| <p>Imperialism and Nationalism Political Directions Changing Economic Patterns</p> | <p>Analyze how imperialism spurred the growth of nationalism in the Middle East Identify and describe the reforms nationalist leaders introduced Explain the role pan-Arabism played in the Middle East List and describe different kinds of government that emerged in the Middle East Examine what change Islamic fundamentalists seek Describe what economic goals Middle Eastern nations have pursued Analyze how oil affected Middle Eastern nations Examine the effects of rapid population growth and urbanization in the Middle East</p> |
| Activities: | Performance Assessments: |
| <p>Read the textbook and answer review questions listed in the study guide Read and analyze primary and secondary source accounts to determine the affects of colonial rule upon the Middle East Compare and contrast country profiles of the Middle East so as to determine the various standards of living in the region Debate the Israeli-Palestinian issue utilizing research from various articles and on-line resources Compare the issues that create conflicts between generations in the United States and in the Middle East Compare and contrast the various leadership roles of people such as Gamal Abdel Nasser, Anwar Sadat, Menachem Begin, Mustafa Kemal, Ayatollah Khomeini and Saddam Hussein</p> | <p>Writing activities Critical reading activities Individual or group projects: research, writing and presentation Map analysis activities Texts Quizzes On-line interactive map activities</p> |

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Course: World Cultures

Grade Level: 11th Grade

Unit: The Middle East in the World Today

PA Standards: 8.1.12.A
8.1.12.B
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8.1.12.D
8.4.12.A
8.4.12.B
8.4.12.C
8.4.12.D

| Topics: | Skills: |
|---|---|
| <p>Regional and Global Issues The Arab-Israeli Conflict Literature and the Arts</p> | <p>Examine how the Cold War affected the Middle East Explain the actions of OPEC and how it affected nations around the world Analyze the results of the Iran-Iraq and Persian Gulf wars Research the issues which make the Arab-Israeli conflict hard to resolve Identify traditions which influenced Muslim literature List themes which appear in the works of writers in the Middle East Explain art forms which Islamic civilization produced Describe trends in modern Middle Eastern art and music</p> |
| Activities: | Performance Assessments: |
| <p>Read the textbook and answer review questions listed in the study guides Explain through research how the creation of the state of Israel was formed and how Arab nations responded to the formation Read and analyze excerpts from articles written by Palestinians and Israelis in regard to the conflict Research the creation of OPEC and its actions taken since the formation Construct a timeline including various political and economic events which have taken place during the last two centuries Read several excerpts from great works of literature in order to understand how Islam influenced the arts in the Middle East</p> | <p>Writing activities Critical reading activities Individual or group projects: research, writing and presentation Map analysis activities Texts Quizzes On-line interactive map activities</p> |

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Course: World Cultures

Grade Level: 11th Grade

Unit: Geography and Heritage of South Asia

PA Standards: 7.1.9.B
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 8.1.9.B
 8.1.9.C
 8.1.9.D
 8.1.12.B
 8.1.12.C
 8.1.12.D
 8.4.9.A
 8.4.9.D
 8.4.12.A
 8.4.12.B
 8.4.12.C
 8.4.12.D

| Topics: | Skills: |
|---|--|
| Geography and Early History of South Asia Heritage of South Asia Patterns of Life | Explain how geography helped South Asia develop separately from the rest of Asia Identify the three major physical regions of South Asia Locate river systems important to South Asia Describe how the monsoons affect South Asia Analyze how the Aryans have impacted the Indian society Examine basic Hindu beliefs and its link to the caste system Compare and contrast Hinduism to Buddhist beliefs |

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|---|---|
| | <p>Skills: (continued)</p> <ul style="list-style-type: none"> Describe the achievements of the Mughal Empire Evaluate the affects of caste system on Indian society Analyze the structure of the traditional family in India Examine the role the village played n traditional Indian life |
| <p>Activities:</p> <ul style="list-style-type: none"> Analyze different types of maps (i.e. political, physical and demographic) to identify various regions: cultural, economic and physical Use a web-based interactive map generator to review map literacy skills Read the textbook and answer questions listed in study guides Research and create a visual and presentation representing one of the religions discussed throughout the South Asian unit Read and analyze writings identifying key beliefs and elements of the various practiced religions in South Asia | <p>Performance Assessments:</p> <ul style="list-style-type: none"> Writing activities Critical reading activities Individual or group projects: research, writing and presentation Map analysis activities Texts Quizzes On-line interactive map activities |

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Course: World Cultures

Grade Level: 11th Grade

Unit: South Asia in Transition

PA Standards: 8.1.12.A
8.1.12.B
8.1.12.C
8.1.12.D
8.4.12.A
8.4.12.B
8.4.12.C
8.4.12.D

| Topics: | Skills: |
|---|--|
| <p>Freedom and Partition Political Challenges Economic Development Patterns of Life</p> | <p>Examine how Gandhi helped India win independence from Britain Analyze what cultural differences led to the partition of India Describe the type of government India has today Compare and contrast what forces have unified and divided India Identify leaders who have shaped India since independence Explain the economic goals Nehru set for India Describe the progress Indian industry has made today Examine to what extent the caste system has changed Describe social changes taking place in India</p> |
| Activities: | Performance Assessments: |
| <p>Read the textbook and answer review questions listed in study guides Research civil rights protesters in the United States in 1960's who used methods similar to those of Mohandas Gandhi Evaluate information as to why Gandhi was able to win the support of so many Indians Compare and contrast the systems of government of India and the United States Create a country profile for a country of the South Asian regions which will be presented to the class Analyze various readings to enhance understanding of how the caste system still affects the culture of India</p> | <p>Writing activities Critical reading activities Individual or group projects: research, writing and presentation Map analysis activities Texts Quizzes On-line interactive map activities</p> |

Wallenpaupack Area School District

Course: World Cultures

Grade Level: 11th Grade

Unit: South Asia Today

PA Standards: 8.1.12.A
 8.1.12.B
 8.1.12.C
 8.1.12.D
 8.4.12.A
 8.4.12.B
 8.4.12.C
 8.4.12.D

| Topics: | Skills: |
|--|---|
| Regional and Global Issues Art and Literature | Examine issues which have affected relations between India and Pakistan Analyze how local and regional concerns have shaped Pakistan’s foreign policy Examine how rapid population growth affects South Asia Explain how religion has shaped the arts of South Asia Identify themes Indian movies explore Describe how Indian literature builds on traditional culture |
| Activities: | Performance Assessments: |
| Read the textbook and answer review questions listed in the study guide Read and analyze examples of literature to better understand how of traditional ways have shaped the arts in Indian society Analyze the attitudes of the traditional Indian which hampers efforts to limit family size in South Asia Compare and contrast the tensions of various neighboring countries in South Asia using research found in library sources Construct a paper model of South Asia flag. Based a research information, explain how the flag stands for the country’s land, government, people, culture or ideas | Writing activities Critical reading activities Individual or group projects: research, writing and presentation Map analysis activities Texts Quizzes On-line interactive map activities |