

Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Program Name	Natrona Virtual Learning	Content Area	SS
Course ID	NVA090401	Grade Level	4
Course Name	History 4	of Credits	
SCED Code	90401	Curriculum Type	K1 Inc

COURSE DESCRIPTION

Concluding their investigation (spanning grades 1–4) into history from the Stone Age to the Space Age, fourth grade students turn to the study of the modern world. They will:

- Learn about the Age of Enlightenment and the Scientific Revolution, and meet Isaac Newton and Benjamin Franklin
- Become familiar with James Madison and American constitutional government, as well as Napoleon in France
 - Learn about various revolutions in Latin America
- See how great changes—nationalism, industrialism, and imperialism—shaped, and sometimes shattered, the modern world, leading to the two world wars
- Study many inventors and innovators who achieved great advances in communication, transportation, medicine, and government

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
SS5.1.1.	Describe the basic rights and responsibilities of citizenship.
SS5.1.2.	Understand the basic local, state, and national political processes (e.g., campaigning and voting).
SS5.1.3.	Understand the basic origins of the United States Constitution (e.g., Declaration of Independence).
SS5.1.4.	Understand the purpose of the legal system.
SS5.1.5	Understand the purposes of the three branches of government.
SS5.2.1.	Identify and describe the ways groups (e.g., families, communities, schools, and social

	organizations) meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to personal identity and daily life.
SS5.2.2.	Identify and describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, and dance).
SS5.2.3.	Identify and describe characteristics and contributions of local and state cultural groups in Wyoming.
SS5.2.4.	Identify and describe the tensions between cultural groups, social classes and/or individuals in Wyoming and the United States (e.g., Martin Luther King Jr., Helen Keller, Sacagawea, and Chief Washakie).
SS5.3.1.	Give examples of needs, wants, goods, services, scarcity, and choice.
SS5.3.2.	Identify basic economic concepts (e.g., supply, demand, price, and trade).
SS5.3.3.	Identify and describe how science and technology have affected production and distribution locally, nationally, and globally (e.g., trains and natural resources).
SS5.3.4.	Explain the roles and effect of money, banking, savings, and budgeting in personal life and society.
SS5.5.1.	Apply mental mapping skills and use different representations of the Earth to demonstrate an understanding of human and physical patterns and how local decisions may create global impacts.
SS5.5.2.	Explain how physical features, patterns, and systems impact different regions and how these features may help us generalize and compare areas within the state, nation, or world.
SS5.5.3.	Describe the human features of an area (e.g., language, religion, political and economic systems, population distribution, and quality of life), past and present settlement patterns (e.g., American Indians and the Oregon Trail), and how ideas, goods, and/or people move from one area to another.
SS5.5.4.	Describe how the environment influences people in Wyoming and how we adjust to and/or change our environment in order to survive (e.g., natural resources, housing, and food).
SS5.6.1.	Use various media resources in order to address a question or solve a problem.
SS5.6.2.	Identify validity of information (e.g., accuracy, relevancy, fact, or fiction).
SS5.6.3.	Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media).
SS5.6.4.	Identify the difference between primary and secondary sources.

UNIT OUTLINE		
UNIT OUTLINE	STANDARD#	OUTCOMES

		OBJECTIVES/STUDENT CENTERED GOALS
Finding Your Way Around the World 2 Political Maps and Map Scales	SS5.5.1., SS5.6.1.	Distinguish between countries and continents. Identify political maps as maps showing the borders of countries or states. Analyze political maps to gain information. Use a map scale to calculate distances between places. Distinguish between large-scale and small-scale maps.
Finding Your Way Around the World 3 Grids Show the Way	SS5.5.1., SS5.6.1.	Identify lines of longitude and how they help determine location. Express or identify location using longitude and latitude. Recognize that lines of latitude are also called parallels, and lines of longitude are also called meridians. Distinguish between absolute and relative location.
Introducing the Modern World: The Scientific Revolution 1 What's So Modern About the Modern World?	SS5.4.1., SS5.6.2.	Define modern as meaning "of recent times." Explain that for historians "the modern world" means the world since the 1600s. Name some characteristics of the modern world, such as advances in medicine, health, communication, transportation, democracy, free speech, and space travel. Recognize the Scientific Revolution as the period beginning in 1600 when thinkers began to use experimentation, observation, and mathematics to understand the workings of nature. Interpret historical maps to gain information.
Introducing the Modern World: The Scientific Revolution 2 William Harvey Gets to the Heart of Things	SS5.4.2.	Clearly explain in complete sentences that William Harvey was an English physician who discovered that blood circulates. Explain that William Harvey discovered the heart works like a pump to circulate blood. State that William Harvey used the scientific method. Interpret historical maps to gain information.
Introducing the Modern World: The Scientific Revolution 3 What's Under That Microscope?	SS5.4.1.,SS5.4.2.	Describe the microscope as an important invention that helped scientists understand small life forms. State that Robert Hooke used an early form of the microscope. Describe Anton van Leeuwenhoek as one of the first people to record observations of microscopic life. Identify major physical features on the Earth. Use a landform map to identify physical features.
Introducing the	SS5.4.1.	Identify René Descartes as a French mathematician and

<p>Modern World: The Scientific Revolution 4 Fly o the Ceiling: The Story of Cartesian Coordinates</p>		<p>philosopher. Describe Cartesian coordinates as a way of locating any object o a graph. Explain that Descartes's system was a great advance in mathematics. Use a map to identify physical features.</p>
<p>Introducing the Modern World: The Scientific Revolution 5 Young Isaac Newton</p>		<p>Identify Isaac Newton as a great English scientist. Describe Newton as an observant and curious child. Tell about one of young Isaac Newton's experiments. Identify and distinguish different kinds of bodies of water. Identify and define the source and mouth of rivers. Identify and locate bodies of water on maps.</p>
<p>Introducing the Modern World: The Scientific Revolution 6 New Kind of Knight</p>	<p>SS5.6.2.</p>	<p>Recognize that Isaac Newton discovered laws of gravity and motion. Explain that because of Newton's work, people began to think of the universe as a place that followed basic laws of nature. Explain that Newton's work gave people confidence that they could understand how the universe worked if they experimented, observed things closely, and thought carefully. Demonstrate mastery of knowledge and skills from previous lessons. Identify and distinguish different kinds of bodies of water. Identify and locate bodies of water on maps. Define source and mouth of river.</p>
<p>Introducing the Modern World: The Scientific Revolution 7 Curious Ben Franklin</p>		<p>Describe Benjamin Franklin as a scientist and inventor with many interests. Explain that Benjamin Franklin conducted experiments on electricity and proved that lightning is really electricity. List some of Benjamin Franklin's inventions (lightning rod, bifocals, Franklin stove).</p>
<p>Introducing the Modern World: The Scientific Revolution 9 Unit Review and Assessment</p>		<p>Demonstrate mastery of important knowledge and skills in this unit.</p>
<p>Two Democratic Revolutions 1 John Locke Spells Out the Laws of Good</p>	<p>SS5.1.1, SS5.1.3.</p>	<p>Describe John Locke as an English political philosopher. Explain that Locke taught that everyone has rights, and that rulers must follow important laws of good government. Explain that Locke believed the power to rule a nation came</p>

Government		<p>from the nation's people.</p> <p>Explain that Locke believed that if rulers governed badly, the people had a right of revolution.</p> <p>Explain that elevation is height above sea level.</p> <p>Use relief maps to identify and compare elevations of selected locations.</p>
Two Democratic Revolutions 2 Thomas Jefferson and the Declaration of Independence	SS5.1.3.	<p>Explain that Americans defended their right of revolution using some of John Locke's ideas.</p> <p>Identify Thomas Jefferson as the author of the Declaration of Independence.</p> <p>Recognize that the words "we hold these truths to be self-evident, that all men are created equal" come from the Declaration of Independence.</p> <p>State that the United States became a republic.</p> <p>Use relief maps to identify and compare elevations of selected locations.</p> <p>Explain that elevation is height above sea level.</p>
Two Democratic Revolutions 3 James Madison and the U.S. Constitution	SS5.1.3.	<p>Describe James Madison as the Father of the Constitution.</p> <p>Define federal government as a central government over all the states.</p> <p>Explain that James Madison studied history and knew that democracies usually didn't last long.</p> <p>Identify the Constitutional Convention as the meeting in which the United States made a new plan of government.</p> <p>Locate and identify major mountain ranges around the world.</p> <p>Identify selected mountain peaks.</p>
Two Democratic Revolutions 4 George Washington and the American Presidency		<p>Explain that many Americans feared their strong president might become a king.</p> <p>Describe George Washington as a leader Americans trusted.</p> <p>Name two ways that George Washington helped put people's fears to rest (clothing, manners, title, stepping down after two terms).</p> <p>Locate and identify major mountain ranges around the world.</p> <p>Identify selected mountain peaks.</p> <p>Describe how people adapt to living in mountainous regions.</p>
Two Democratic Revolutions 5 The U.S. Constitution: Three Branches of	SS5.1.4., SS5.1.5	<p>Explain that the U.S. Constitution established rules for a government over all the states.</p> <p>State that the Constitution divides power among three branches of government.</p> <p>Name and describe at least one power of each of the three</p>

Government		branches of government.
Two Democratic Revolutions 6 The U.S. Constitution: Checks and Balances	SS5.1.4., SS5.1.5	<p>Define checks and balances as powers each branch of government has over the others.</p> <p>Name one check that the president has over Congress, that Congress has over the president, and that the Supreme Court has over Congress.</p> <p>Define veto as a presidential power to reject a law passed by Congress.</p> <p>Explain that the Constitution can only be changed by amendment.</p>
Two Democratic Revolutions 7 Rumbblings of Revolution in France		<p>Identify Louis XVI as the French king at the time of the French Revolution.</p> <p>Explain that French kings believed they ruled by divine right. Using complete sentences, explain that the French people were eager for a constitution that would give them a say in government.</p> <p>Identify the members of the Third Estate as people who were neither nobles nor clergy.</p>
Two Democratic Revolutions 8 Storming the Bastille!		<p>Identify the Bastille as a prison or fortress.</p> <p>Describe the Bastille as a hated symbol of royal power to many people in France.</p> <p>Explain that on July 14, 1789, large crowd stormed the Bastille.</p> <p>Use complete sentences to explain that Bastille Day is a national holiday in France and is regarded as the start of the French Revolution.</p>
Two Democratic Revolutions 9 Farewell, Louis: From Monarchy to Republic		<p>Describe Louis XVI as opposed to changes that limited the king's power.</p> <p>Explain that Louis XVI was arrested and later beheaded.</p> <p>Explain that France changed from monarchy to republic.</p>
Two Democratic Revolutions 10 The Terror!		<p>Describe Robespierre as a revolutionary leader in France.</p> <p>Explain that Robespierre and the Committee of Public Safety used terror against supporters of the king and "enemies of the Revolution."</p> <p>Use complete sentences to describe the Terror as a period of terrible revolutionary violence in which many people who opposed the Revolution were killed.</p>
Two Democratic Revolutions 11 The Rise of Napoleon		<p>Describe Napoleon as one of the greatest generals in history.</p> <p>Explain that Napoleon led French republican armies to victory in many parts of the world, and name two of these</p>

		<p>victories.</p> <p>Explain that military triumphs made Napoleon very popular in France.</p> <p>State that Napoleon became First Consul of France.</p>
<p>Two Democratic Revolutions 13</p> <p>Napoleon: Lawgiver and Emperor</p>		<p>Explain that, after years of revolution and violence, the French wanted a strong leader.</p> <p>Describe Napoleon as the republican hero who became an all-powerful emperor.</p> <p>Describe the Napoleonic Code as Napoleon's greatest accomplishment.</p>
<p>Two Democratic Revolutions 14</p> <p>Waterloo!</p>		<p>Explain that Napoleon had many conquests and built a vast empire.</p> <p>Identify Waterloo as the famous battle in which Napoleon was defeated.</p> <p>Identify the Duke of Wellington as the British hero who defeated Napoleon.</p> <p>Understand that the expression "meet your Waterloo" means to be defeated by something.</p>
<p>Two Democratic Revolutions 15 Unit</p> <p>Review and Assessment</p>		<p>Demonstrate mastery of important knowledge and skills in this unit.</p>
<p>Latin American Revolutions 1 Haiti</p> <p>Went First: Toussaint L'Ouverture</p>	SS5.5.3.	<p>Describe Saint Domingue as a French colony on the island of Hispaniola and locate it on a map.</p> <p>Explain that a large slave population existed on Hispaniola and that the slaves rebelled against their French masters.</p> <p>Identify Toussaint L'Ouverture as the leader of the revolution for Haitian independence.</p> <p>Describe Haiti as the first black republic.</p> <p>Distinguish between weather and climate.</p> <p>Describe the relation between latitude and climate.</p> <p>Distinguish between polar, temperate, and tropical climates.</p> <p>Analyze climate maps for information.</p>
<p>Latin American Revolutions 2 Spanish</p> <p>America and Seeds of Independence</p>		<p>Explain that in 1800 Spain ruled over most of Central and South America.</p> <p>Give one example of ways Spain kept tight control over the colonists (only Spaniards could rule; Spain decided all the American laws).</p> <p>Recognize that colonists had come to resent Spain's tight control.</p> <p>Explain that some colonists desired independence as they</p>

		<p>watched events in the young United States and in France. Demonstrate mastery of important knowledge and skills in this lesson.</p> <p>Distinguish between weather and climate.</p> <p>Describe the relation between latitude and climate.</p> <p>Analyze climate maps for information.</p> <p>Distinguish between polar, temperate, and tropical climates.</p> <p>Explain the relation between seasons in the Northern and Southern Hemispheres.</p>
<p>Latin American Revolutions 3 Miguel Hidalgo: Father of Mexican Independence</p>		<p>Identify Miguel Hidalgo as a Mexican priest and the Father of Mexican Independence.</p> <p>Explain that Miguel Hidalgo called the people of Hidalgo's church together and urged them to rebel against Spain.</p> <p>State that Hidalgo's famous speech (Grito de Dolores) is read every year on Mexican Independence Day.</p> <p>Define and give examples of precipitation.</p> <p>Describe rain forests and deserts in terms of precipitation.</p> <p>Analyze precipitation maps and graphs for information on climate.</p>
<p>Latin American Revolutions 4 Sim?n Bol?var: The Liberator</p>		<p>Describe Sim?n Bol?var as a great South American revolutionary and general.</p> <p>Explain that Bol?var led military campaigns to free much of Spanish America and is known as "the Liberator."</p> <p>Name at least two areas that Bol?var liberated.</p> <p>Locate the areas Bol?var liberated (Venezuela, Colombia, Panama, Ecuador, Peru, and Bolivia) on map of South America.</p> <p>Identify Bolivia as a country named for Bol?var.</p> <p>Define and give examples of precipitation.</p> <p>Describe rain forests and deserts in terms of precipitation.</p> <p>Analyze precipitation maps and graphs for information on climate.</p> <p>Use climographs to gain information.</p>
<p>Latin American Revolutions 6 Unit Review and Assessment</p>		<p>Demonstrate mastery of important knowledge and skills in this unit.</p>
<p>The Industrial Revolution 1 James Hargreaves and the Spinning Jenny</p>	<p>SS5.3.3, SS5.4.1.</p>	<p>Explain that the Industrial Revolution was change in the way people lived and produced things, and that it started in Great Britain.</p> <p>Recognize that many of the first innovations of the Industrial Revolution were in the textile industry.</p>

		<p>Identify James Hargreaves as the inventor of the spinning jenny.</p> <p>Describe the spinning jenny as a machine that spun many threads together and greatly increased the amount of thread available for weaving.</p> <p>Review important geographic knowledge and skills.</p>
<p>The Industrial Revolution 2 James Watt and the Steam Engine</p>	<p>SS5.3.3, SS5.4.1.</p>	<p>Explain that before the Industrial Revolution, people relied on animals, water, and their own muscles for power.</p> <p>Describe steam engines as important in the Industrial Revolution because they supplied much more power.</p> <p>Identify James Watt as a Scottish engineer who designed an efficient steam engine.</p> <p>Recognize that Watt's steam engine could be used to power many machines.</p> <p>Demonstrate mastery of important geographic knowledge and skills.</p>
<p>The Industrial Revolution 3 Fulton and McAdam: A Revolution in Transportation</p>		<p>List the steamboat and better roads as major improvements in transportation.</p> <p>Identify Robert Fulton as the inventor of the first practical steamboat.</p> <p>Identify John McAdam as a man who improved the paving of roads.</p>
<p>The Industrial Revolution 4 Americans Climb Aboard</p>		<p>Explain that the Industrial Revolution included a revolution in transportation.</p> <p>Explain that the steam-powered locomotive made it possible to move people and goods quickly over great distances.</p> <p>Explain that Americans used the railroad to connect the country from the Atlantic to the Pacific Ocean.</p>
<p>The Industrial Revolution 5 The First Factories</p>	<p>SS5.3.3, SS5.4.1.</p>	<p>Explain that until the Industrial Revolution, most production of goods took place in homes and cottages.</p> <p>Explain that during the Industrial Revolution, power machinery was used in factories to produce many goods.</p> <p>Recognize that the first factories were textile mills.</p> <p>List two characteristics of early factory life (long regular hours, repetitious work, poor lighting, dangerous working conditions, child labor).</p>
<p>The Industrial Revolution 6 Capitalism and New Wealth</p>	<p>SS5.3.1., SS5.3.2.</p>	<p>Define economy as the way goods and services are produced and distributed.</p> <p>Name capitalism as a system in which individuals and private companies make decisions about the economy.</p> <p>Identify Adam Smith as a philosopher who wrote about</p>

		<p>capitalism.</p> <p>Name Great Britain's economy as the first capitalist economy.</p>
<p>The Industrial Revolution 9 Karl Marx in London</p>		<p>Explain that during the Industrial Revolution there were large differences in the way the rich and poor lived.</p> <p>Describe Karl Marx as philosopher and revolutionary.</p> <p>Explain that Marx predicted revolution in which the working classes would rise up and overthrow the owners of industry.</p> <p>Recognize that the terms Marxism and communism refer to the work and theories of Karl Marx.</p>
<p>The Industrial Revolution 10 The Great Exhibition</p>		<p>Explain that Britain had become the world's leader in the Industrial Revolution.</p> <p>Name Victoria as the British queen who reigned during this period.</p> <p>Describe the Great Exhibition as a fair that displayed British goods, abilities, and successes.</p> <p>Recognize that Britain was known as "the workshop of the world" and that the British had a strong sense of pride in their nation.</p>
<p>The Industrial Revolution 11 Unit Review and Assessment</p>		<p>Demonstrate mastery of important knowledge and skills in this unit.</p>
<p>The Growth of Nations 1 A New Kind of Czar: Peter the Great</p>		<p>Locate Russia and the Ural Mountains on a map.</p> <p>Define czar as the Russian leader.</p> <p>Describe Peter the Great as a czar who tried to bring western ways to Russia.</p> <p>Name St. Petersburg as the city built by Peter the Great.</p>
<p>The Growth of Nations 2 Catherine the Great</p>		<p>Identify Catherine the Great as an empress of Russia.</p> <p>Describe Catherine as attracted to western ideas.</p> <p>Explain that Catherine the Great expanded Russia to the Black Sea.</p> <p>Explain that serfdom grew under Catherine the Great's reign.</p>
<p>The Growth of Nations 3 Nicholas Nixes Change</p>		<p>Explain that ideas about liberty, revolutions, and constitutions spread to Russia.</p> <p>Describe Nicholas as a czar whose reign was harsh, and who was dedicated to stopping the spread of those ideas.</p> <p>State that Nicholas was known as "the policeman of Europe."</p>

<p>The Growth of Nations 6 One Nation or Two?</p>		<p>Explain that the southern states depended on plantation agriculture and slave labor.</p> <p>Explain that the northern states depended mainly on small farms, growing industry, and free labor.</p> <p>Explain that the expansion of the United States raised the question of whether slavery should be allowed to expand.</p>
<p>The Growth of Nations 7 The Civil War Makes One Nation</p>		<p>Describe the expansion of slavery into the new territories as the issue that divided North from South.</p> <p>Explain that after Abraham Lincoln was elected president, several southern states seceded from the Union.</p> <p>Describe the Civil War as America's bloodiest war.</p> <p>Describe the Civil War as the war that ended slavery and confirmed that the United States was a single nation.</p>
<p>The Growth of Nations 8 Lincoln's Leadership</p>		<p>Identify Abraham Lincoln as president of the United States during the Civil War.</p> <p>Describe Lincoln as a man committed to saving the Union.</p> <p>Explain that Lincoln hoped the Civil War would bring about a "new birth of freedom" in the United States by ending slavery.</p> <p>Describe the Gettysburg Address as an important speech given by Lincoln during the Civil War.</p>
<p>The Growth of Nations 9 The Brothers Grimm in Germany</p>		<p>Describe nineteenth-century Germany as a land made of many different kingdoms.</p> <p>Explain that the German language was the main common bond of these kingdoms.</p> <p>Recognize that the Brothers Grimm wanted to promote a sense of national identity and pride.</p> <p>Explain that the Brothers Grimm collected German folktales.</p>
<p>The Growth of Nations 10 Bismarck Unites Germany</p>		<p>Recall that Germany was made up of many kingdoms.</p> <p>Describe Prussia as the most powerful German kingdom.</p> <p>Identify Otto von Bismarck as a Prussian statesman who united Germany into a single nation.</p> <p>Describe Bismarck as a man who believed in using "blood and iron" to settle tough problems.</p>
<p>The Growth of Nations 11 Garibaldi Fights for United Italy</p>		<p>Explain that Italy was once divided into many city-states and kingdoms.</p> <p>Describe Giuseppe Garibaldi as a military leader who fought to unite Italy.</p> <p>Identify the Red Shirts as the name of Garibaldi's army.</p>

		Explain that Italy became a single nation.
The Growth of Nations 12 The Olympics Revived		Recall that the modern Olympic Games had their origin in ancient Greece. Describe Baron de Coubertin as the father of the modern Olympic Games. State that the first modern Olympic Games were held in Athens. Describe the Olympics as international athletic competitions and a way for nations to compete peacefully.
The Growth of Nations 13 Unit Review and Assessment		Demonstrate mastery of important knowledge and skills in this unit.
The Growth of Nations 14 Semester Assessment		Demonstrate mastery of important knowledge and skills learned this semester.
The Age of Imperialism 1 Livingstone and Stanley in Africa		Define imperialism as the drive to create empires overseas. Explain that David Livingstone was a Scottish missionary and doctor who explored Africa, and that Henry Stanley was sent to find him. Recognize the phrase "Dr. Livingstone, I presume?" as the first words spoken by Stanley to Livingstone in Africa. Explain that reports about the adventures of Livingstone and Stanley excited European interest in Africa.
The Age of Imperialism 2 The French and the Suez Canal	SS5.5.2.	Locate the Mediterranean Sea, Isthmus of Suez, Gulf of Suez, Red Sea, and Suez Canal on a map. Explain that the Suez Canal connected the Mediterranean Sea and Red Sea, making it possible to travel much more quickly between Europe and Asia. Explain that the French built the Suez Canal. Identify Ferdinand de Lesseps as the French engineer in charge of building the Suez Canal.
The Age of Imperialism 3 Rudyard Kipling: Author and Advocate for Empire		Locate India on the globe and describe it as a British colony in the 1800s. Recognize Rudyard Kipling as a great British writer who wrote about India. Explain that Kipling wrote children's stories. Explain that Kipling celebrated the British Empire in his writings.

<p>The Age of Imperialism 4 Germany's "Place in the Sun"</p>		<p>Explain that Germany was becoming a powerful industrial nation. Identify Kaiser Wilhelm I as the emperor of Germany. Explain that Kaiser Wilhelm II wanted Germany to be a great nation with overseas colonies and a strong navy. Explain that Great Britain, France, and other European nations grew fearful of German ambition.</p>
<p>The Age of Imperialism 5 "A Splendid Little War": The Spanish-American War</p>		<p>Describe the Spanish-American War as a war in which the United States gained overseas territories. Identify territories gained by the United States during the Spanish-American War (the Philippines, Guam, Puerto Rico). Identify Theodore Roosevelt as an American leader who helped free Cuba and was a strong advocate for America's military strength.</p>
<p>The Age of Imperialism 6 Unit Review and Assessment</p>		<p>Demonstrate mastery of important knowledge and skills in this unit.</p>
<p>Can Do! An Age of Breakthroughs and Enterprise Louis Pasteur</p>	<p>SS5.4.2.</p>	<p>Describe Louis Pasteur as a great French scientist. Explain that Pasteur studied bacteria, and learned that it could sour food and spread disease. Explain that pasteurization is a process used on milk and other foods. Describe pasteurization as a process of using heat to kill bacteria.</p>
<p>Can Do! An Age of Breakthroughs and Enterprise Speeding It Up: Telegraphs, Sewing Machines, and Typewriters</p>	<p>SS5.4.2.</p>	<p>Explain that the telegraph was a means of rapid communication that used electric pulses to send messages by wire. Identify Samuel F. B. Morse as the inventor of the telegraph and the Morse code. Describe the Morse code as a series of clicks and pauses used to transmit messages. Describe the typewriter as the first practical writing machine.</p>
<p>Can Do! An Age of Breakthroughs and Enterprise The Wizard of Menlo Park: Thomas Edison</p>	<p>SS5.4.2.</p>	<p>Describe Edison as one of the greatest inventors of all time. Name the electric lightbulb as one of his inventions. Explain that Edison's "Invention Factory" became a model for industrial research laboratories.</p>
<p>Can Do! An Age of Breakthroughs and</p>	<p>SS5.4.2.</p>	<p>Explain that the late 1800s was a time of many great inventions in America.</p>

Enterprise Alexander Graham Bell and the Telephone		Describe the telephone as a means of carrying speech over wires, and a major improvement in communication. Identify Alexander Graham Bell as the inventor of the telephone.
Can Do! An Age of Breakthroughs and Enterprise Carnegie and Steel	SS5.4.2.	Describe Andrew Carnegie as an industrious Scottish immigrant. Explain that Carnegie built the steel industry in America and became one of the wealthiest men of his time. Describe steel as an extremely strong metal used to build railroads, buildings, and bridges.
Can Do! An Age of Breakthroughs and Enterprise Henry Ford Makes Cars Affordable		Associate Gottlieb Daimler and Karl Benz with the development of the gasoline engine. Identify Henry Ford as an American businessman who started assembly-line production of automobiles. Identify the Model T as a kind of car. Explain that Ford's assembly line factory made production faster and cheaper.
Can Do! An Age of Breakthroughs and Enterprise Marconi and the Radio		Describe the radio as a wireless form of communication. Identify Marconi as the first to send wireless signals through the air and across the Atlantic Ocean. Explain that the first radios were used by sinking ships to call for help.
Can Do! An Age of Breakthroughs and Enterprise First in Flight: Orville and Wilbur Wright		Describe Orville and Wilbur Wright as the inventors of the first successful airplane. State that the first successful flight occurred at Kitty Hawk, North Carolina. Explain that after the Wrights' invention, more and more pilots took to the skies.
Can Do! An Age of Breakthroughs and Enterprise 1 The Panama Canal		Locate the Isthmus of Panama on a map. Describe the Panama Canal as a waterway connecting the Atlantic and Pacific Oceans. Explain that Americans wanted to build the canal to shorten ship's travel time between the east and west coasts of the United States. Name two obstacles the canal builders had to overcome, such as yellow fever, heat, construction of locks, and landslides.
Can Do! An Age of Breakthroughs and Enterprise 1 Unit		Demonstrate mastery of important knowledge and skills in this unit.

Review and Assessment		
Mostly Hard Times: War, the Roaring 20s, and Depression The Great War Begins		<p>Explain that nationalism and military alliances triggered the First World War.</p> <p>Explain that advances in technology contributed to long and deadly war.</p> <p>Describe the nations of Europe as confident that the war would be short.</p> <p>State that the "the Great War" was the term used to describe World War I.</p>
Mostly Hard Times: War, the Roaring 20s, and Depression In Flanders Fields		<p>Explain that the Great War became very long and deadly war.</p> <p>Describe World War I as fought on eastern and western fronts.</p> <p>Name two characteristics of trench warfare on the western front.</p> <p>Explain that the poem "In Flanders Fields" expressed the hope that the soldiers would not die in vain.</p>
Mostly Hard Times: War, the Roaring 20s, and Depression 3 Lafayette, We Are Here!		<p>Explain that since Washington's Farewell Address, the United States had stayed out of European wars.</p> <p>Identify Woodrow Wilson as president of the United States during World War I.</p> <p>Recognize that "make the world safe for democracy" was a United States slogan in World War I and a reason for entering the war.</p> <p>State that the arrival of U.S. troops in Europe helped the Allies begin to win the war.</p>
Mostly Hard Times: War, the Roaring 20s, and Depression 4 Dashed Hopes		<p>Explain that World War I ended on November 11, 1918, and that that day is remembered as Veterans Day in the U.S.</p> <p>Name two terrible results of World War I (such as millions dead; economies ruined; factories, roads, railroads, and buildings destroyed; anger and resentment on all sides).</p> <p>Explain that Woodrow Wilson proposed the League of Nations to stop future wars, and that the United States did not join the League.</p> <p>Recognize that the peace treaty blamed Germany for the war and demanded reparations.</p>
Mostly Hard Times: War, the Roaring 20s, and Depression 5 Russia's Czar		<p>Name two hardships suffered by the Russian people in World War I (such as lack of housing; not enough food; not enough fuel to keep warm; many soldiers killed).</p> <p>State that revolutionaries overthrew the Russian Czar.</p>

<p>Dethroned and Lenin Rising</p>		<p>Describe Lenin as an admirer of Marx's ideas and the founder of the Communist Party in Russia. Explain that Lenin ruled Russia as Communist dictator.</p>
<p>Mostly Hard Times: War, the Roaring 20s, and Depression 6 From Lenin to Stalin</p>		<p>Explain that after civil war in Russia, the Communist Party controlled the country. Explain that during the war, the Communist army was called the Red Army because of the color of its flag. State that after the Communists triumphed, they named their country the Soviet Union, or U.S.S.R. Describe Joseph Stalin as a powerful and ruthless dictator who followed Lenin.</p>
<p>Mostly Hard Times: War, the Roaring 20s, and Depression 7 American Women Get the Vote</p>		<p>Define suffrage as the right to vote. Describe the woman's suffrage movement as the movement for the right of women to vote. Identify Alice Paul as a leader in the woman's suffrage movement. Explain that an amendment to the U.S. Constitution gave women the right to vote.</p>
<p>Mostly Hard Times: War, the Roaring 20s, and Depression The Roaring '20s</p>		<p>Explain that in the United States, the 1920s was decade of good times. Associate the phrase "Roaring 20s" with the 1920s. Name some new forms of entertainment that Americans enjoyed in the 20s, such as jazz, the Charleston, radio.</p>
<p>Mostly Hard Times: War, the Roaring 20s, and Depression 9 Charles Lindbergh and Advances in Flight</p>		<p>Describe Charles Lindbergh as the first man to fly solo across the Atlantic Ocean. Identify Lindbergh's plane as the Spirit of St. Louis. Explain that Charles Lindbergh became hero. Explain that Lindbergh used his fame to encourage further work in aviation.</p>
<p>Mostly Hard Times: War, the Roaring 20s, and Depression 10 Fleming and Penicillin: Advances in Medicine</p>		<p>Describe antibiotics as drugs that fight harmful bacteria. Identify penicillin as the first antibiotic drug. Describe penicillin as a powerful antibiotic capable of curing many diseases. Identify Alexander Fleming as the British scientist who discovered penicillin.</p>
<p>Mostly Hard Times: War, the Roaring 20s, and Depression 11 The Great Depression</p>		<p>Describe the Great Depression as a time when many banks, stores, and factories closed, and many people lost their jobs. Identify Franklin Delano Roosevelt as president of the United</p>

		<p>States during the Great Depression.</p> <p>Explain that Roosevelt started the New Deal, government programs to help get people back to work and give them hope.</p>
<p>Mostly Hard Times: War, the Roaring 20s, and Depression 12 Unit Review and Assessment</p>		<p>Demonstrate mastery of important knowledge and skills in this unit.</p>
<p>1 World War II The Rise of Dictators</p>		<p>Explain that World War I left many problems unsolved and the Great Depression affected the whole world.</p> <p>Explain that during the Great Depression people were looking for strong leaders who promised order and prosperity.</p> <p>Identify Stalin, Hitler, and Mussolini as dictators who led the Soviet Union, Germany, and Italy.</p> <p>State that the Japanese were led by military dictatorship.</p>
<p>1 World War II 2 Hitler's Gamble</p>		<p>Explain that Japan, Italy, and Germany began to invade other nations.</p> <p>Describe Hitler as the greatest threat to peace and name two areas he conquered.</p> <p>Define appease and describe appeasement as the Allied policy of letting Hitler have what he wanted, hoping it would prolong peace.</p>
<p>1 World War II Nazi Blitzkrieg and Axis Expansion</p>		<p>Explain that when Hitler attacked Poland, Great Britain and France declared war on Germany.</p> <p>Explain that the world plunged into second terrible war called World War II.</p> <p>Define blitzkrieg as "lightning war" and explain that it was a German attack strategy involving speed and surprise.</p> <p>Explain that much of Europe, including France, fell to Hitler during the German blitzkrieg.</p>
<p>1 World War II 4 Churchill Leads Embattled Britain</p>		<p>Identify Winston Churchill as the prime minister of Great Britain during World War II.</p> <p>Explain that in the Battle of Britain, the Nazis launched air attacks on London and were defeated by the Royal Air Force.</p> <p>Explain that Churchill led Great Britain through the Battle of Britain.</p> <p>State that Hitler invaded the Soviet Union, widening the war to the east.</p>

<p>1 World War II The Holocaust</p>		<p>Explain that Hitler blamed Germany's problems on the Jews. Describe the Holocaust as the mass murder of millions of Jews by the Nazis.</p> <p>Explain that concentration camps were places where many Jews were taken, tortured and killed.</p> <p>Explain that Anne Frank was Jewish girl who hid with her family.</p>
<p>1 World War II 6 Pearl Harbor and United States Entry into the War</p>		<p>Explain that the Japanese launched surprise attack on the U.S. Naval Base at Pearl Harbor in Hawaii on December 7, 1941.</p> <p>Recognize the phrase "a date which will live in infamy" as the words President Roosevelt used to describe the attack on Pearl Harbor.</p> <p>Explain that the attack on Pearl Harbor brought the United States into World War II.</p>
<p>1 World War II D-Day and Victory in Europe</p>		<p>Explain that D-Day was the day of a huge Allied invasion of France from across the English Channel.</p> <p>Name Dwight D. Eisenhower as the commander of the Allied invasion force.</p> <p>Recognize that the Allies suffered great losses on D-Day, but that the invasion turned the tide of the war.</p> <p>State that Germany surrendered to the Allies in 1945.</p>
<p>1 World War II The Atomic Bomb and V-J Day</p>		<p>Describe the atomic bomb as an incredibly powerful bomb developed secretly in the United States during World War II.</p> <p>Explain that the United States used the atomic bomb on Hiroshima and Nagasaki to end the war.</p> <p>Name some of the effects of the bomb, such as whole cities destroyed, many people killed, sickness from radiation.</p> <p>State that the Japanese surrendered shortly after the bombing of Nagasaki.</p>
<p>1 World War II Unit Review and Assessment</p>		<p>Demonstrate mastery of important knowledge and skills in this unit.</p>
<p>1 Rebuilding Better World 1 Lending a Hand with the Marshall Plan</p>		<p>Describe Europe as a continent in ruins at the end of the Second World War.</p> <p>Explain that Harry Truman thought the best chance for lasting peace was to help war-torn nations rebuild with sound economies and democratic governments.</p> <p>Describe the Marshall Plan as the U.S. plan to help rebuild Europe.</p> <p>Recognize that the Marshall Plan was named after Secretary</p>

		of State George Marshall.
1 Rebuilding Better World 2 Formation of the United Nations		Describe the United Nations as an international organization formed to promote world peace. Explain that the UN was founded at the end of World War II to encourage cooperation among nations. Explain that the UN's Universal Declaration of Human Rights spelled out rights for people all over the world. Name Eleanor Roosevelt as the person who led the effort to write the Universal Declaration of Human Rights.
1 Rebuilding Better World 3 End of Empires: Gandhi in India		Explain that India had been ruled by Great Britain. Identify Mohandas Gandhi as the leader of the movement for Indian independence. Explain that Gandhi used peaceful resistance to oppose British rule, and give one example of that technique (such as fasting, the Salt March, or wearing Indian cloth instead of British cloth). Explain that after World War II, European colonial empires began to disappear.
1 Rebuilding Better World 4 The Cold War and the Berlin Wall	SS5.3.3	Describe the Cold War as a dangerous period of rivalry between the United States and the Soviet Union. Explain that as chief rivals in the Cold War, the Soviet Union led communist nations and the United States led democratic nations. Explain that each side built nuclear weapons, which implied the threat of a third world war. Explain that the Berlin Wall was wall erected by communists to keep people in East Berlin.
1 Rebuilding Better World 5 Mao Zedong in China		Describe Mao Zedong as the leader who made China a Communist nation. Describe Mao's tight control over China. Explain that the Cultural Revolution was an attempt to silence those who did not agree with Mao's ideas.
1 Rebuilding a Better World 6 Defeating Polio		Describe polio as a disease that struck thousands of people every year. Describe polio as a disease that paralyzed or crippled many of its victims. Identify Jonas Salk as the creator of a vaccine to prevent polio. Explain that polio ceased to be threat when the vaccine was given in childhood.

<p>1 Rebuilding Better World 8 We Will Go to the Moon</p>		<p>Explain that the space age began when the Soviet Union launched Sputnik, the first man-made satellite to orbit Earth. Identify John F. Kennedy as the president who committed the United States to landing a man on the moon. Identify the Apollo program as the U.S. space program that put a man on the moon, and recognize the Apollo 11 mission as the first to reach the moon. Name Neil Armstrong as the first person to walk on the moon.</p>
<p>1 Rebuilding Better World 10 The End of the Cold War</p>		<p>Identify Ronald Reagan as the U.S. president who challenged the communists to tear down the Berlin Wall. State that the Cold War ended in 1989 when the Berlin Wall fell. Explain that the Soviet Union's communist empire collapsed and democracy came to Eastern Europe.</p>
<p>1 Rebuilding Better World 11 Unit Review and Assessment</p>		<p>Demonstrate mastery of important knowledge and skills in this unit.</p>
<p>1 Rebuilding Better World 12 Final Review and Assessment</p>		<p>Demonstrate mastery of important knowledge and skills learned this semester.</p>