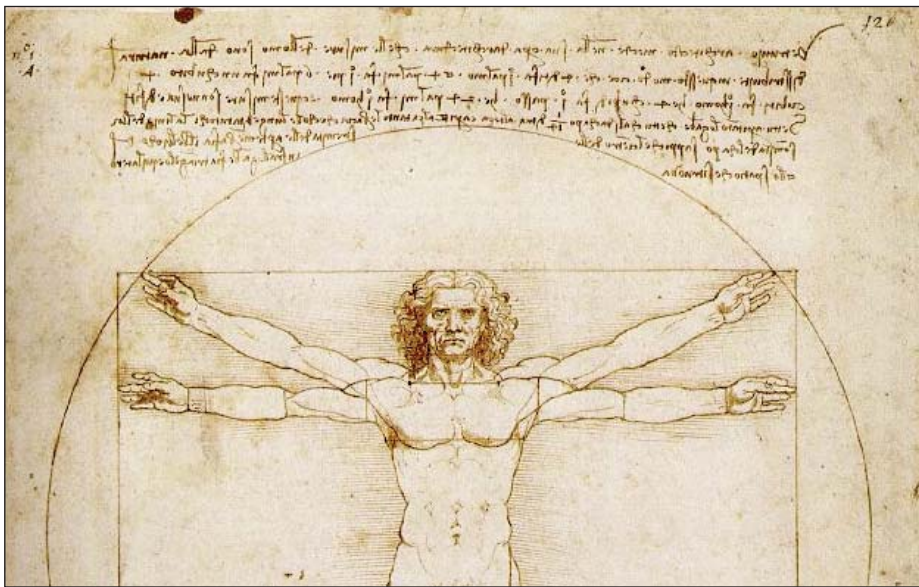


World History: Societies of the Past

Shaping the Modern World (Circa 1400 to 1850)

GRADE
8

5
CLUSTER





Cluster 5

Learning Experiences: Overview

8.5.1 World Overview (1400 to 1850)

KC-004 Identify the origins and significance of the rule of law.

Include: transition from absolute monarchy to representative government.

KG-043 Identify major events in Europe, Africa, Asia, Australasia, and the Americas during the fifteenth to eighteenth centuries.

VC-002 Appreciate the enduring significance of the rule of law.

VC-003 Appreciate the struggles of past societies for their importance in shaping the modern world.

8.5.2 Global Exploration

KI-021 Give examples of the impact of interactions between Europeans and indigenous peoples of Africa, Asia, Australasia, and the Americas from the fifteenth to nineteenth centuries.

Examples: slavery, diseases, missionaries, intermarriage, adoption of indigenous practices...

KL-026 Illustrate on a world map the voyages of European explorers during the fifteenth to eighteenth centuries.

Examples: Christopher Columbus, Giovanni Caboto, Vasco da Gama, Ferdinand Magellan, James Cook...

KG-044 Explain the motivations for and the impact of global exploration and territorial expansion from the fifteenth to eighteenth centuries.

VH-013 Appreciate the contributions of past societies to the shaping of the modern world.

8.5.3 Renaissance and Reformation

KI-020 Give examples of the expression of the Renaissance in its art, architecture, philosophy, literature, science, or technology from the fourteenth to sixteenth centuries.

KH-036 Identify individuals and ideas of the Renaissance and describe the historical significance of this period.

KH-037 Identify individuals and ideas of the Protestant Reformation during the sixteenth century and describe the historical significance of this movement.

Include: shift in power from church to state.

VI-007 Value the enduring qualities of art, architecture, ideas, literature, and science of the fifteenth to eighteenth centuries.

8.5.4 Industrial Revolution

KE-059 Describe the impact of advances in science and technology on societies from the fifteenth to nineteenth centuries.
Examples: printing press, compass, telescope, guns, steam engine...

KE-060 Describe the impact of the Industrial Revolution on individuals and societies.

Examples: work and living conditions, urbanization, education...

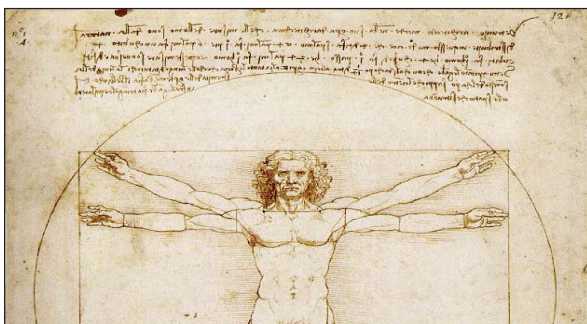
KE-061 Give examples of the continuing influence of ideas and technologies of past societies.

VE-018 Appreciate the benefits afforded to the modern world by ideas and technologies of past societies.

Cluster Assessment: Tools and Processes

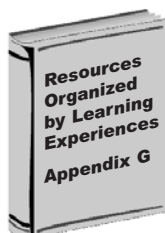
- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description



Cluster 5 begins with a brief world overview, focusing on Europe, Africa, Asia, Australasia, and the Americas from about 1400 to 1850.

Students then explore individuals, ideas, and events related to the Renaissance, the Protestant Reformation, global exploration, and the Industrial Revolution. Students also focus on the impact of changing social and political ideas and advances in science and technology. They examine the motivations for global exploration and territorial expansion and their impact on diverse groups, including indigenous peoples. Through an exploration of art, architecture, ideas, literature, science, and technology, students consider achievements and contributions of diverse cultures of the past and how they continue to influence and shape the modern world.



Engaging Students in the Cluster

- Create a display of Medieval or Renaissance art.
TIP: Art posters are available for loan from the Winnipeg Art Gallery for various time periods.
- Trace the routes of various explorers on a world map.
- Choose a selection of authors from this time period and display their books, plays, and/or poetry.
- Create a Shakespeare centre that includes his poetry and plays, and images of the writer.
- Gather music from this time period in a listening centre.
- Invite a guest speaker who is knowledgeable about the Renaissance to share ideas about the significance of that period.
- Create a visual display. Possible ideas include architecture, inventions, and achievements of the Industrial Revolution (e.g., science and technology), changing modes of transportation (e.g., ships, steam engines), foods and other items explorers brought back to their home countries (e.g., chocolate, corn, potatoes, spices, cotton, tobacco...).

Learning Experiences Summary

8.5.1 World Overview (1400 to 1850)

8.5.2 Global Exploration

8.5.3 Renaissance and Reformation

8.5.4 Industrial Revolution



8.5.1 World Overview (1400 to 1850)

- KC-004 Identify the origins and significance of the rule of law.
Include: transition from absolute monarchy to representative government.

- KG-043 Identify major events in Europe, Africa, Asia, Australasia, and the Americas during the fifteenth to eighteenth centuries.

- VC-002 Appreciate the enduring significance of the rule of law.

- VC-003 Appreciate the struggles of past societies for their importance in shaping the modern world.

Enduring Understanding

Modern world views and political systems began to take shape in the 15th to 19th centuries through greater freedom of thought and religion, artistic and intellectual rebirth, and European global exploration, trade, and colonization. This period was marked by rapid and dramatic change from absolute monarchy toward modern democracy, and the transformation of agricultural societies into industrial societies.

Description of the Learning Experience


Students distinguish global political, social, cultural, and technological developments during the Renaissance, the Reformation, and the Industrial Revolution. They explore the roots of liberal democracy in the western hemisphere (e.g., rule of law, constitutional democracy, American and French Revolutions...).

Vocabulary: divine right (monarchy established by the authority of God and responsible only to God), rule of law, constitutional monarchy (power of monarchy limited by law), civil war (war between groups within a country or nation), revolution (See Appendix D for Vocabulary Strategies.)






Note: Encourage students to focus on the “big ideas” as an overview of the most significant changes and turning points of this period. Note that in subsequent learning experiences students will have further opportunities to examine European exploration and colonization, Renaissance art and thought, and the impact of the Industrial Revolution.

See the Suggested Teaching Scenario on pages 55–60.



8.5.1 World Overview (1400 to 1850)

Assessment	Outcomes	Strategies
	KC-004 KG-043 VC-002 VC-003	<p>Activate</p> <p>Collaborative groups of students discuss the meaning of the word <i>revolution</i>, prompted by the idea that the computer has created a revolution in communications and information. Consulting dictionaries as needed, students discuss other definitions of the word <i>revolution</i> and try to reach consensus of the meaning of the word using their own language. Groups share their definitions with the class.</p> <p style="text-align: right;"><i>(continued)</i></p>




8.5.1 World Overview (1400 to 1850)

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-004 KG-043 VC-002 VC-003	Collaborative groups of students consider the idea that the period from the European Renaissance to the mid-1850s shaped the modern world as we know it today. Using what they have learned in Cluster 4, students create a chart or Mind Map that illustrates their explanation of the following question: <i>“What are the biggest changes that would need to happen to change the world from what it was at the end of the Middle Ages to what it is today?”</i> Groups share and compare their charts in a Carousel activity.  BLM: Shaping the Modern World (2 pages)
or		
	KG-043 VC-003	Using an historical atlas, students view a map of the world in the 1600s. They identify the major colonizing countries of Western Europe (Portugal, Spain, Holland, France, England) and their territories around the world. Students note what these countries have in common and generate theories as to why they were all seeking a sea route to the East (i.e., noting physical barriers, distances, and possible political difficulties related to land trade routes at this time). Students draw conclusions about what the map tells them about developments in this period of world history (e.g., competition for world power, colonialism and natural resources, control of the oceans, international trade...).
or		
	KG-043 VC-003	Using Think-Pair-Share, students discuss what they know about the world view that has the world divided into <i>Old World</i> and <i>New World</i> , generating explanations for the origins of this world view. In a guided class discussion, students consider the possible impact of events such as the discovery that the world is round, the European awareness of the existence of the continents of the Americas, and the contact between indigenous cultures and arriving European settlers. TIP: Students should be familiar with the concept of <i>Old World</i> and <i>New World</i> from their study of Canadian history (i.e., European expansion and colonization into the Americas, intercultural contact between Aboriginal peoples and European explorers and settlers). It may be useful to invite students to scan the events in BLM 8.5.1b to help stimulate their thinking on this topic.  BLM: Timeline of Events c. 1400–1850 (3 pages)
Teacher Reflections		




8.5.1 World Overview (1400 to 1850)

Assessment	Outcomes	Strategies
Acquire		
_____ or _____		
	<p>KC-004 KG-043 VC-002 VC-003</p>	<p>Collaborative groups of students read BLM 8.5.1b, and classify the events into four categories:</p> <ul style="list-style-type: none"> • Government and Power • Economics and Trade • Culture and World View • Science and Technology <p>Students will note that these categories may overlap, and that there is no single correct way to classify them. However, they should be able to justify their classification. Each group then formulates a summary statement explaining a general trend or important change that distinguishes events of this period in each of the four areas. Groups share their four summary statements with the class.</p> <p>TIP: Clarify or review the meaning of important terms in the timeline (e.g., absolute monarchy, colonization). Encourage students to focus on “big ideas” by articulating generalizations about events of this period, including:</p> <ul style="list-style-type: none"> • The struggle for control of the world’s oceans and trade • European dominance and colonization • The rise and fall of absolute monarchies • Increased demand for representative government • The end of absolute control by the Catholic Church • The beginning of the recognition of universal human rights and the end of slavery <p>Groups may also be invited to create an illustration or an analogy to represent their summary statements.</p> <p style="text-align: center;"> BLM: Timeline of Events c. 1400–1850 (3 pages)</p>
<i>(continued)</i>		
<p>Teacher Reflections</p> <hr/>		







8.5.1 World Overview (1400 to 1850)

Assessment	Outcomes	Strategies
	KC-004 KG-043 VC-002 VC-003	<p>Acquire <i>(continued)</i></p> <p>Students highlight all of the events in BLM 8.5.1b that refer to the concept of revolution. They collaborate to create a Concept Overview of revolution, using some of these events as examples of different types of revolutions. Students share and discuss their Concept Overviews in collaborative groups.</p> <p> BLM: Concept Overview: Revolution</p>
		<p style="text-align: center;">or</p> <p>Through consensus, collaborative groups of students choose a turning-point event in each of the following four categories:</p> <ul style="list-style-type: none"> • Government and Power • Economics and Trade • Culture and World View • Science and Technology <p>Students create an illustrated marker for the wall timeline summarizing each of their four selected events. Markers are posted for student reference throughout the cluster.</p> <p>TIP: Ensure a good representation of world regions and types of developments in the events selected by the groups.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		





8.5.1 World Overview (1400 to 1850)

Assessment	Outcomes	Strategies
		Acquire <i>(continued)</i>
	or	
	KC-004	<p>Collaborative groups of students gather information to summarize the causes, main events, and effects of one of the following three episodes in the rise of representative government and the rule of law:</p> <ul style="list-style-type: none"> • The French Revolution • The American Revolution • The rise of parliamentary democracy in Britain in the 1600s (e.g., British Civil War and “Glorious Revolution”) <p>Students may use BLM 8.5.1d to organize and record their information. Three groups (American, French, British) combine to share their charts. In a guided plenary discussion, students discuss the often violent struggles that have taken place in the growth of modern democracy.</p> <p>NOTE: This activity is not meant to involve in-depth research into the chronology of events from this time period, but to provide a general overview of events related to the development of democracy and the rule of law. Provide students with informational texts from books, encyclopedias, or websites, encouraging them to focus on ideas such as:</p> <ul style="list-style-type: none"> • Rule of law • Government responsibility to the people • Human rights • The end of feudal class privileges • The shift of power from the monarch to the people • Constitutional monarchy • Elected representatives • Freedom and equality • Increasing separation of Church and State <p>It may be useful to review and post democratic ideals and principles with students before they begin this activity.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Rise of Representative Government</p>
	KG-043	
VC-002		
VC-003		
Teacher Reflections		

8.5.1 World Overview (1400 to 1850)

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KC-004 KG-043 VC-002 VC-003	Using an outline map of the world (see BLM 8.4.1e: “Outline Map of the World” and consulting atlases as needed, students identify all the places mentioned in BLM 8.5.1b. Students share their maps in groups, noting patterns in geography and in the nature of interactions among societies of this period. TIP: Students may also create a symbol to represent significant events in various regions, and to use this symbol to identify relevant places on the wall map of the world.  BLM: Timeline of Events c. 1400–1850
Apply		
	KC-004 KG-043 VC-002 VC-003	Pairs or triads of students read the provided quotations about the concept of revolution. They select two or three quotations to present to the class in their own words, expressing persuasive reasons for accepting these statements as true. In a general classroom discussion, students exchange ideas about historical examples that support the statements that have been selected. TIP: Encourage students to identify which quotations are referring specifically to political revolutions that may involve violence, and which refer to other forms of revolution.  BLM: Thoughts on Revolution
— or —		
	KC-004 KG-043 VC-002 VC-003	Collaborative groups of students discuss a value statement related to the age of enlightenment and the scientific revolution of the 1700s, drawing a conclusion as to what they believe about the statement. A spokesperson for each group shares their conclusion with the class and students are invited to respond in a guided plenary session.  BLM: Thinking about Science and Technology
<i>(continued)</i>		
Teacher Reflections		

8.5.1 World Overview (1400 to 1850)

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KC-004 KG-043 VC-002 VC-003	<p>Students develop a Concept Frame for the rule of law and its development during this period of history. Students share their Concept Frames in collaborative groups, discussing which event from this period they believe to be the most significant in the establishment of the rule of law as a foundation of modern democracy.</p> <p>TIP: Review with students what they have learned about the rule of law in their study of the Magna Carta in LE 8.4.2. Encourage them to make connections to modern examples of application of the rule of law, including ideas such as:</p> <ul style="list-style-type: none"> • Government leaders can be dismissed or put on trial for breaking laws. • Citizens cannot be arrested or detained without legal grounds. • All people have the right to a fair trial. • Constitutions establish limits to the power of government over individuals and protect basic rights and freedoms. <p> BLM: Concept Frame: Rule of Law</p>
	— or —	
	KC-004 KG-043 VC-002 VC-003	<p>Students create a comparison chart of absolute monarchy and representative government. Students share their charts in collaborative groups, discussing some of the reasons why the people, especially the lower classes, wanted to overthrow monarchies and establish republics in many countries during the 17th century.</p> <p>TIP: Review the meaning of the concept of “divine right” of monarchy and discuss reasons why this theory was weakening in the Renaissance, including:</p> <ul style="list-style-type: none"> • Separation of church and state powers • Greater freedom of religion and thought • Challenge to the authority of Catholic Church to crown rulers <p> BLM: Comparison: Absolute Monarchy and Representative Government (2 pages)</p>
	<i>(continued)</i>	
Teacher Reflections		

Teacher Reflections



8.5.2 Global Exploration

- KI-021 Give examples of the impact of interactions between Europeans and indigenous peoples of Africa, Asia, Australasia, and the Americas from the fifteenth to nineteenth centuries.
Examples: slavery, diseases, missionaries, intermarriage, adoption of indigenous practices...
- KL-026 Illustrate on a world map the voyages of European explorers during the fifteenth to eighteenth centuries.
Examples: Christopher Columbus, Giovanni Caboto, Vasco da Gama, Ferdinand Magellan, James Cook...
- KG-044 Explain the motivations for and the impact of global exploration and territorial expansion from the fifteenth to eighteenth centuries.
- VH-013 Appreciate the contributions of past societies to the shaping of the modern world.

Enduring Understanding

European monarchies competed in global exploration and trade, cultural influence, and territorial expansion through colonization during the 15th to 18th centuries.



Description of the Learning Experience

Students consider reasons for expansion and colonization, identify key empires of Renaissance Europe, and trace the voyages of global explorers of this period. They consider cultural interactions between indigenous peoples and Europeans, as well as the impact of this period of global exploration on modern history.

Vocabulary: indigenous peoples, imperialism, colonization, mercantilism (See Appendix D for Vocabulary Strategies.)



See the Suggested Teaching Scenario on pages 55–60.

8.5.2 Global Exploration








Assessment	Outcomes	Strategies
	<p>KI-021 KL-026 KG-044 VH-013</p>	<p>Activate</p> <p>Collaborative groups of students create a Concept Overview of colonization using examples from their study of Canadian history in Grades 5 and 6, and their Grade 7 study of the impact of colonization on various regions of the world. Students share their Concept Overviews, articulating their own views of the effects of colonization and exchanging questions they would like to explore in this learning experience.</p> <p style="text-align: center;">  BLM: Colonization: Concept Overview </p>

(continued)




8.5.2 Global Exploration

Assessment	Outcomes	Strategies
	KI-021 KL-026 KG-044 VH-013	<p>Activate <i>(continued)</i></p> <p>Students view a political map of the world showing territories colonized by European nations in the 16th or 17th centuries. Students generate explanations as to the factors that motivated global exploration and territorial expansion among European countries of that period, including the following:</p> <ul style="list-style-type: none"> • International competition for power and wealth • Agricultural land and natural resources • Labour • Religious persecution or freedom • Missionary purposes • Belief in cultural superiority • Control of ocean routes and international trade routes • Adventure • Cartography
		KI-021 KL-026 KG-044 VH-013
<p>Teacher Reflections</p>		








8.5.2 Global Exploration

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-021 KL-026 KG-044 VH-013	<p>Students articulate what they already know about the indigenous peoples of the world. In a guided discussion, students generate theories about the reactions of indigenous peoples to the arrival of Europeans and the claiming of territories in the name of various monarchs from unknown lands across the ocean, or the establishment of European trading outposts in their lands.</p> <p>TIP: Students were introduced to indigenous peoples of the contemporary world in Grade 7. It may be useful to review this knowledge in the context of the period of early European colonization (refer to BLM 8.5.2b, which reproduces information from Grade 7 materials).</p> <p> BLM: Indigenous Peoples of the World (3 pages)</p>
	<p>Acquire</p> <p>Students read an informational text explaining the triangular trade system among Europe, Africa, and the Americas established by European countries in the 15th to 18th centuries. Based on the information they have gathered from the text, they create a diagram representing the trade triangle. Students compare their diagrams and discuss the historical impact of the slave trade and colonization on Africa and the Americas.</p> <p>TIP: Clarify with students the meaning of the term <i>mercantilism</i> by building on their knowledge of the colonization of Canada: colonies supply natural resources (e.g., fish, furs, lumber, tobacco, cotton...) for the production of manufactured goods in “mother” nations (textiles, clothing, furniture), that are in turn sold to the colonies for profit.</p> <p>Encourage students to include as much specific detail as possible (e.g., goods traded, principal countries involved, effects of the slave trade...). Students may also choose to create their diagram using an outline map of the world as a background (refer to BLM 8.4.1e: “Outline Map of the World”).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Triangular European Trade c. 1450–1800s</p> <p> BLM: Triangular European Trade c. 1450–1800s—Key</p> <p style="text-align: right;"><i>(continued)</i></p>	
	KI-021 KL-026 KG-044 VH-013	<p></p>
<p>Teacher Reflections</p>		




8.5.2 Global Exploration

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KI-021 KL-026 KG-044 VH-013	Students are divided into five groups to represent the major European countries involved in exploration, international trade, and colonization in this period of history: <ul style="list-style-type: none"> • Portugal • Spain • England • France • Holland/Netherlands Each group designs an appropriate symbol to represent their country, using a distinctive colour code. The symbol is reproduced on 3x5 cards and placed on the wall map of the world to indicate all the colonies, areas of expansion, or trading posts established by this country. Cards should also include a brief annotation indicating the date and describing the development. Groups explain to the class the events related to their country as they attach their cards to the wall map as a class reference.
	— or —	
	KI-021 KL-026 KG-044 VH-013	Students select a European explorer of global significance in the 15th to 18th centuries: <ul style="list-style-type: none"> • Christopher Columbus • Vasco da Gama • James Cook • Hernando Cortès • Vasco de Balboa • Jacques Cartier • Robert Cavalier de la Salle • Giovanni Caboto • Ferdinand Magellan • Francis Drake • Henry the Navigator • Amerigo Vespucci • Samuel de Champlain Using print and electronic resources, students record notes summarizing the accomplishments of their selected explorer and trace the routes followed by this explorer on a map of the world. TIP: Students may use the provided note-taking frame in BLM 8.5.2e to organize and record their notes. Students should also be prepared to trace the exploration routes on the wall map of the world, consulting their individual maps as needed (refer to BLM 8.4.1e “Outline Map of the World”).
		 BLM: Note-Taking Frame: An Important Explorer
<i>(continued)</i>		
Teacher Reflections		

8.5.2 Global Exploration

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KI-021 KL-026 KG-044 VH-013	Consulting the overview BLM 8.5.1b: “Timeline of Events c. 1400–1850,” students identify events that have to do with European exploration, trade, colonization, and expansion. Collaborative groups of students select one event from this list, and use print and electronic resources to research this topic. Groups combine to share their research on three or four different events.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >  BLM: Note-Taking Frame: Age of Exploration
or		
 	KI-021 KL-026 KG-044 VH-013	Collaborative groups of students gather information about the impact of European exploration and colonization on indigenous peoples in various regions of the world. Using the information they have gathered, students create a Mind Map portraying the impact of interactions between indigenous peoples and colonizing nations. Examples include the following: <ul style="list-style-type: none"> • Economic development • Slavery • Cultural, linguistic, and religious changes • Health and disease • Population displacement • Emergence of new cultural groups • Exchange of ideas • Conflict of world views • Intercultural cooperation • Intermarriage • Wars and alliances • Population changes TIP: Encourage students to begin by considering differences in European and indigenous world views. Ask them to note both positive and negative effects of intercultural contact. Clarify to students that European mercantilism emphasized the use of colonies as sources of natural resources and markets for the sale of the manufactured goods exported from Europe. Also ask students to consider how contact with Europeans would affect indigenous peoples whose traditional lifestyles depended upon natural resources.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
Teacher Reflections		





8.5.2 Global Exploration

Assessment	Outcomes	Strategies	
	KI-021 KL-026 KG-044 VH-013	<p>Apply</p> <p>Students who have researched the same explorer gather in groups to share their information and route maps. They collaborate to prepare a short summary of the accomplishments of the explorer, written in the first person in the form of a ship’s log or narrative. Each group presents their story as one group member traces the explorer’s route on the wall map of the world. Following the presentations, students discuss the relative importance of the explorers, providing historical justifications for their opinions.</p> <p style="text-align: center;">— or —</p>	
		KI-021 KL-026 KG-044 VH-013	<p>Collaborative groups of students gather images and words to create an annotated collage depicting the advantages and disadvantages of intercultural contact during the period of global exploration. Student collages are displayed and groups circulate to view and respond to the ideas they express. Following the exchange of ideas, students may write an individual reflection for their history journals expressing their own point of view regarding the impact of European exploration and colonization.</p> <p>TIP: Encourage students to focus on the long-term historical impact of this historical period. For a more fruitful exchange of ideas, it may be useful to invite some groups of students to create their collage from the perspective of an indigenous people of Australasia, Africa, or the Americas, while other groups create their collage from the perspective of European explorers or monarchies of the so-called “Old World.”</p> <p style="text-align: center;">— or —</p>
		KI-021 KL-026 KG-044 VH-013	<p>Students prepare and present a persuasive speech from the point of view of a selected European explorer who is attempting to convince his reigning monarch to provide financial backing for a voyage of exploration. The speech must clearly present the motivations and reasons for the expedition, and the advantages expected to accrue to the country of origin as a result of the voyage. Following the speeches, the class may discuss which explorer they view as the most significant and most successful in terms of the objectives of his voyage and the long-term historical impact.</p>




(continued)

Teacher Reflections

8.5.2 Global Exploration

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-021 KL-026 KG-044 VH-013	Students prepare and deliver a persuasive speech regarding the following statement: <i>“The period of European exploration and colonization during the Renaissance was the beginning of globalization in world history.”</i> Following the speeches, students discuss whether they see the continuing trend toward globalization as a positive development (e.g., improved communication and exchange of information and technologies, greater freedom of choice in trade and travel...) or a negative development (e.g., domination by the most developed nations, widening gap between rich and poor nations, loss of culture and identity...). TIP: Students have been introduced to the concept of globalization in the contemporary context in Grade 7 (LE 7.2.4). It may be useful to review this concept by having students read the background material in BLM 8.5.2g, which has been reproduced from <i>Grade 7 Social Studies: People and Places in the World: A Foundation for Implementation</i> .  BLM: Globalization (2 pages)
	or	
	KI-021 KL-026 KG-044 VH-013	Collaborative groups of students consult websites to select a short extract from a primary source that sheds light on the world views and motivations of European explorers of this period. Students share their selections by reading them aloud to the class. Following the readings, students discuss important ideas from the selections. TIP: Students will require guidance in selecting their extracts, and should be reminded that primary sources will often express values and perspectives very different from their own, and may include judgements they find to be objectionable. Refer to BLM 8.4.2e: “Using Primary Sources” for student guidelines in interpreting primary sources.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
	<i>(continued)</i>	
Teacher Reflections		

8.5.2 Global Exploration

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-021 KL-026 KG-044 VH-013	<p>Collaborative groups of students consider a variety of reasons and motivations for European exploration and expansion during this time period. Each group attempts to reach consensus on prioritizing the order of reasons and motivations, basing their judgements on historical reasons. A spokesperson from each group presents their list of priority reasons, and the class discusses how European world views and values of that period continued to have an impact on history well into modern times.</p> <p>TIP: Encourage students to make connections to what they have learned in Grade 7 about colonization and decolonization in the modern era.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Motivations for European Expansion and Exploration</p>
<p>Teacher Reflections</p>		



8.5.3 Renaissance and Reformation

- KI-020 Give examples of the expression of the Renaissance in its art, architecture, philosophy, literature, science, or technology from the fourteenth to sixteenth centuries.

- KH-036 Identify individuals and ideas of the Renaissance and describe the historical significance of this period.

- KH-037 Identify individuals and ideas of the Protestant Reformation during the sixteenth century and describe the historical significance of this movement.
Include: shift in power from church to state.

- VI-007 Value the enduring qualities of art, architecture, ideas, literature, and science of the fifteenth to eighteenth centuries.

Enduring Understanding

The European Renaissance and Reformation embodied a time of dynamic cultural change, artistic renewal, and religious reform. The 14th to 16th centuries brought about fundamental changes in world view, a revival of interest in classical culture, and a dramatic shift in power from church to state.

Description of the Learning Experience

Students explore cultural and religious developments of this period, research key figures of the Renaissance and Reformation, and generate role-plays, discussions, and visual representations of the social and cultural changes of this historical period.

Vocabulary: Renaissance, Humanism, perspective (in art), Protestant Reformation (See Appendix D for Vocabulary Strategies.)





Note: This learning experience offers many opportunities for interdisciplinary activities in art (e.g., linear and aerial perspective), language arts (e.g., William Shakespeare, Miguel de Cervantes), and music. A collection of Renaissance art prints, art books, literature extracts or adaptations for young people, and recorded Renaissance music would be a helpful resource for students. Recommendations on music for this period may be obtained from the Winnipeg Early Music Society: <www.mts.net/~mhultin/wems.htm>.

See the Suggested Teaching Scenario on pages 55–60.


8.5.3 Renaissance and Reformation

Assessment	Outcomes	Strategies
	KI-020 KH-036 KH-037 VI-007	<p>Activate</p> <p>Collaborative groups of students respond to the provided scenario that parallels Martin Luther’s protest against the practices of the Catholic Church. Following the activity, groups share their “six theses” and consider how the scenario reflects the beginnings of the Protestant Reformation. Students discuss what they think of Luther’s actions and the consequences they generated.</p> <p style="text-align: center;"> BLM: Scenario for Reformation (2 pages) </p> <p style="text-align: right;"><i>(continued)</i></p>







8.5.3 Renaissance and Reformation

Assessment	Outcomes	Strategies
	KI-020 KH-036 KH-037 VI-007	<p>Activate <i>(continued)</i></p> <p>Students engage in a Think-Pair-Share activity, imagining they are living in the 14th century. Characteristics of this time period include:</p> <ul style="list-style-type: none"> • Freedom of thought and freedom to question established beliefs—a radical change from previous eras • Many great artists and writers, new books, and new scientific discoveries • exciting new forms of music • Greater wealth for the poorer classes • Beautiful new cities • A rediscovery of the teachings and culture of classical Greece and Rome • A feeling of hope for the future of humanity <p>Students generate theories as to why great thinkers of the period called this time the Renaissance, and why the period of time that preceded the Renaissance was referred to as the Middle Ages. Students discuss what it would have been like to live in this time, and why this time is often seen by historians as the beginning of the modern world.</p>
_____ or _____		
	KI-020 KH-036 KH-037 VI-007	<p>Collaborative groups of students conduct a WebQuest to select pieces of art from Renaissance Europe, taking on the role of art gallery curators, selecting a theme, and preparing an exhibit on Renaissance art. Students retain the images they have selected in an electronic portfolio, along with the details of their sources. Each group selects two images to present to the class, explaining briefly what the two pieces tell them about the Renaissance. Students may complete a museum <i>précis</i> for their selected pieces, following the outline in BLM 8.2.4c: “Reading Art and Architecture.” Students may retain their pieces and use them later as models for a museum exhibit or as part of a multimedia presentation on the Renaissance.</p> <p>TIP: There is a wealth of material related to the Renaissance on the Internet. Allow students sufficient time to browse through the suggested websites. Refer to TN-5 for guidelines in viewing historical art.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> Appendix H: Art As a Primary Source for History</p>
_____ <i>(continued)</i>		
<p>Teacher Reflections</p>		






8.5.3 Renaissance and Reformation

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-020 KH-036 KH-037 VI-007	<p>Students consult BLM 8.5.1b: “Timeline of Events c. 1400–1850” and select all the events that relate to art, architecture, religion, philosophy, literature, science, or technology in Europe during the Renaissance (14th to 16th centuries). Collaborative groups of students create an illustrated marker of events that is not already included on the wall timeline. Students discuss in their groups what they already know about the Renaissance and Reformation, and what they want to know, creating a collective KWL chart.</p> <p>TIP: The following events are included in the timeline as suggested markers. If these are already indicated on the timeline as a result of activities in the LE 8.5.1 Overview, groups may propose other significant dates related to the Renaissance.</p> <ul style="list-style-type: none"> • c. 1400 to early 1600s: Renaissance culture (arts, science, ideas) begins in Italy and spreads though Europe: freedom of thought, interest in classical Greece and Rome • 1450: The printing press is developed. • 1452 to 1519: Life of Leonardo da Vinci, famous Italian artist and inventor • 1517: Martin Luther officially protests against the Catholic Church and the religious Reformation begins. Protestant religions emerge in Europe. • 1534: England breaks away from the authority of the Catholic Church and becomes a Protestant country under Henry VIII. • 1558 to 1603: Elizabeth I rules England: period of William Shakespeare • 1600s to 1700s: Scientific Revolution begins; scientific method is developed. Galileo proves solar-centred universe. Isaac Newton studies gravity. William Harvey studies human circulation. Microscope is invented. • 1700s “Age of Enlightenment” in Europe: Thinkers question the authority of religion, and believe that reason and science can solve human problems.
	<p>Teacher Reflections</p>	




8.5.3 Renaissance and Reformation

Assessment	Outcomes	Strategies
 	KI-020 KH-036 KH-037 VI-007	<p>Acquire</p> <p>Students select (or are assigned) one of the following categories:</p> <ul style="list-style-type: none"> • Art • Literature and Philosophy • Science and Technology • Religion • Government <p>Using the list of figures in BLM 8.5.3b, individual students select and research the life and achievements of a figure from Renaissance Europe from within their assigned category. Students may use the guide suggested in the BLM to organize and gather their information for the creation of a Renaissance Hall of Fame exhibition.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Figures of the Renaissance (2 pages)</p>
		<p>or</p>
	KI-020 KH-036 KH-037 VI-007	<p>Students discuss what they recall about the origins of Humanism in ancient Greece and Rome (they may need to refer to BLM 8.3.5f: “Ideas of Ancient Greece and Rome”). Students are reminded that one of the defining characteristics of Renaissance Europe was a renewed interest in the teachings of classical Greece and Rome. Students discuss how this “rebirth,” along with a revitalization of Humanist thought, differentiated the Renaissance world view from the medieval world view (e.g., greater interest in human goals on this Earth rather than in the next life, increased reliance on human reasoning and scientific inquiry rather than on religious faith alone as a way to understand the world and solve human problems).</p> <p>Following the discussion, students read BLM 8.5.3c, which provides information on Humanism in the Renaissance, including quotations by Humanist thinkers in various periods of history. Based on their readings, students complete a Concept Overview to depict the meaning of Humanism. Students’ Concept Overviews are shared and discussed in collaborative groups.</p> <p>TIP: Invite students to begin with the model suggested in the BLM, but to create their own illustrated poster-sized version of the Concept Overview, using a creative layout and presentation. Encourage students to make connections to present-day world views as they view and respond to the posters.</p> <p> BLM: Humanism (3 pages)</p>
		<p>(continued)</p>




8.5.3 Renaissance and Reformation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-020 KH-036 VI-007	<p>Students read a print or electronic illustrated text that explains how Renaissance artists improved the realism and depth of their artistic representations by the discovery and application of the principles of perspective. Following the reading, students view examples of Renaissance and medieval art and compare them, observing how the use of perspective helps create a more realistic portrayal of space and nature.</p> <p>TIP: This lesson may be integrated into an art class and followed up in social studies by discussion of the world views expressed in Renaissance art. Students may be invited to notice that the application of more rigorous scientific observation and methodology transformed Renaissance art (e.g., a mathematical approach to linear perspective, the study of human anatomy, the study of proportion, optical effects of light and dark, distance and depth...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
	KI-020 KH-036 KH-037 VI-007	<p>Students listen to a short description of events leading up to and following Martin Luther’s posting of the 95 theses protesting practices of the Catholic Church. Following the reading, students refer back to their simulation activity in BLM 8.5.3a, and analyze the parallels between this scenario and the actual historical events. Students may use BLM 8.5.3d to guide them in this activity. In a class discussion, students consider the impact of Luther’s actions and teachings, generating ideas as to why his ideas had such a profound effect on western societies.</p> <p> BLM: Scenario for Reformation (2 pages)</p> <p> BLM: Luther’s Concerns</p>
<i>(continued)</i>		
Teacher Reflections		





8.5.3 Renaissance and Reformation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KI-020 KH-036 KH-037 VI-007	<p>Students read an informational text about the spread of Renaissance ideas and culture throughout Europe (i.e., from Florence to Venice to Rome to the other city-states of Italy in the 1400s, to France from 1494, to Germany and Flanders in the late 1400s, to Spain, and later to England). Students discuss the factors that helped advance the rapid spread of ideas, including the following:</p> <ul style="list-style-type: none"> • Invention of the printing press • Increased travel and trade between cities • Communication and education in Greek and Latin • Connections through churches and governing families <p>Using the information they have gathered, students create an illustrated map showing the growth and flow of Renaissance ideas across Europe during this period. The map should include a legend that explains any symbols and colour codes used to depict the growth of Renaissance ideas.</p>
	KI-020 KH-036 KH-037 VI-007	<p>Apply</p> <p>Students prepare a visual demonstration or exhibit that compares a piece of medieval art to a piece of Renaissance art, analyzing the differences in style. Guide students to note differences in the use of the following:</p> <ul style="list-style-type: none"> • Perspective • Proportion • Light and dark • Techniques of realism • Detailed portrayals of the human face • Form • Expression • Subject matter <p>In a general discussion, students observe what these differences suggest about changes in world views between these two periods (e.g., respect for ancient classical forms and themes, art as human expression rather than worship or decoration, expression of admiration, and respect for human endeavours...).</p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		



8.5.3 Renaissance and Reformation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-020 KH-036 KH-037 VI-007	Using the images and information they have gathered in this learning experience, collaborative groups of students prepare a multimedia presentation that depicts enduring accomplishments of the Renaissance and Reformation. The presentation should incorporate music from the period, extracts from primary sources, and images of art and architecture. Each group should plan their presentation around a specific theme in order to limit its focus (e.g., art, architecture, literature, religion, philosophy, science, technology). Presentations may be shared in a culminating celebration to which guests from other classes may be invited.
or		
	KI-020 KH-036 VI-007	Collaborative groups of students plan and prepare a short reading or dramatization of a piece of literature from this era (e.g., Shakespeare, Cervantes...). Presentations may be shared in a culminating celebration to which guests from other classes may be invited. TIP: This may be planned as an integrated language arts activity (refer to print and electronic resource suggestions that follow). Guide students in the selection and interpretation of appropriate literary extracts, and provide them with criteria for oral presentation and dramatic representation. The presentation may incorporate props, costumes, and music if desired. Students may also perform an extract from a piece such as Alexandre Dumas' <i>The Three Musketeers</i> , which was not written during this period but relates a tale of four swashbucklers living during the period of Louis XIII in France. SUGGESTED BOOKS: <ul style="list-style-type: none"> • <i>Shakespeare for Kids: His Life and Times</i> by Colleen Aagesen and Margie Blumberg. • "The Ingenious Gentleman Don Quixote de la Mancha" by Miguel de Cervantes.
 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >		
<i>(continued)</i>		
Teacher Reflections		





8.5.3 Renaissance and Reformation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KI-020 KH-036 KH-037 VI-007	<p>Pairs or triads of students use words, images, symbols, expressions, lines, and colours to arrange and create a collage design that compares and contrasts the medieval, Renaissance, and modern world views. The collage should focus on the essential questions of a world view, such as:</p> <ul style="list-style-type: none"> • Who and what are human beings? • Why are we here? • How should we live? • What is most important in human life? <p>The collages are displayed and viewed in a Gallery Walk, and students exchange ideas about the ongoing influence of past societies’ world views.</p> <p>TIP: Students will need to plan their collage carefully around the key ideas they want to express for each of the three world views. This activity may be conducted as an integrated art lesson, in which students apply elements of composition, balance, and design as they attempt to portray the “medieval spirit,” the “Renaissance spirit,” and the “modern spirit.”</p>
— or —		
 	KI-020 KH-036 KH-037 VI-007	<p>Collaborative groups of students plan and present a talk show in which they perform role-plays of famous figures of the Renaissance discussing a particular theme. Examples include:</p> <ul style="list-style-type: none"> • Michelangelo and Leonardo da Vinci on art • Martin Luther, Pope Leo X, and Calvin on religion • Henry VIII and Ignatius Loyola on the authority of the Pope • Newton, Galileo, and a Catholic Church bishop on the value of science <p>Following the role-plays, students discuss the conflicting ideas and figures that arose during the Renaissance, and assess their importance.</p>
<i>(continued)</i>		
Teacher Reflections		

8.5.3 Renaissance and Reformation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KI-020 KH-036 KH-037 VI-007	Using the information they have gathered on a famous figure of the Renaissance, students design a commemorative plaque, including a portrait of the person and a short description of his or her life and achievements. In a ceremony planned in Renaissance style, students in turn unveil their plaques in the Hall of Fame, giving a persuasive oral presentation on each individual. Following the ceremony, students discuss whom they consider to be the most influential people of this period.
— or —		
	KI-020 KH-036 KH-037 VI-007	Collaborative groups of students re-enact a scene from the Renaissance or Reformation. Examples include: <ul style="list-style-type: none"> • The condemnation of Galileo by the Church • The Pope’s excommunication of Martin Luther • Newton’s discovery of gravity • The declaration of King Henry VIII of the new Church of England separate from the Catholic Church • The unveiling of Michelangelo’s Sistine Chapel paintings • The crowning of Queen Elizabeth I in England • The opening of a new Shakespeare play in the Globe Theatre • The first publication of a book on the new printing press • The rise to power of Lorenzo de Medici in Florence After the presentations, students discuss the question of whether these events might have happened in the way they were depicted.
<i>(continued)</i>		
Teacher Reflections		

8.5.3 Renaissance and Reformation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KI-020 KH-036 KH-037 VI-007	<p>Students read the provided extract from a primary source text about the Catholic Church’s condemnation to prison of Galileo Galilei for teaching the theory of heliocentrism (the Sun is at the centre of the Universe). Following the reading, students interpret the meaning of the judgement and discuss why the Church may have been opposed to or fearful of this type of scientific teaching. Students discuss some of the advantages and disadvantages of the waning power of the Catholic Church during this period of history, including:</p> <p>Advantages</p> <ul style="list-style-type: none"> • Greater discussion among people • More interest in reading, education, philosophy • More individual freedom of choice • Reforms in some of the excesses of the Catholic Church <p>Disadvantages</p> <ul style="list-style-type: none"> • Religious censorship and intolerance • Conflicts between various religious sects • Increasing power of states or national leaders led to Church-State conflicts • Religious wars <p> BLM: The Condemnation of Galileo (2 pages)</p>
— or —		
 	KI-020 KH-036 KH-037 VI-007	<p>Students create a Mind Map depicting the meaning of the words <i>Renaissance</i> and <i>Reformation</i>, incorporating examples of historical people, events, and ideas of this period. Posters are displayed and students circulate to view them, afterward writing a journal reflection on the historical impact of this period in “shaping the modern world.”</p>
<p>Teacher Reflections</p>		



8.5.4 Industrial Revolution

- KE-059 Describe the impact of advances in science and technology on societies from the fifteenth to nineteenth centuries.
Examples: printing press, compass, telescope, guns, steam engine...

- KE-060 Describe the impact of the Industrial Revolution on individuals and societies.
Examples: work and living conditions, urbanization, education...

- KE-061 Give examples of the continuing influence of ideas and technologies of past societies.

- VE-018 Appreciate the benefits afforded to the modern world by ideas and technologies of past societies.

Enduring Understanding

The Industrial Revolution began with the use of coal-fired steam engines in the textile and transportation industries of England in the late 1700s. This development radically changed the nature of life and work in western societies.

Description of the Learning Experience

Students research scientific and technological advances during this historical period, explore the impact of industrialization and urbanization in modern history, and exchange points of view on the industrial era and its effects.




Vocabulary: Industrial Revolution, assembly line, urbanization (See Appendix D for Vocabulary Strategies.)

See the Suggested Teaching Scenario on pages 55–60.









8.5.4 Industrial Revolution

Assessment	Outcomes	Strategies
	KE-059	<p>Activate</p> <p>Using the events listed on the timeline BLM 8.5.1b: “Timeline of Events c. 1400–1850,” students identify advances in science and technology that took place during this period of history (e.g., printing press, scientific method, heliocentric theory, gravity, circulation of the blood, microscope, steam engine, steam railway...). Working in collaborative groups, students consider the list and predict the impact that would have been brought about by these innovations (i.e., social change, economic conditions, health, education). Groups share their predictions with the class in a general discussion about the continuing impact of science and technology on societies.</p>
	KE-060	
	KE-061	
	VE-018	
		<i>(continued)</i>





8.5.4 Industrial Revolution

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KE-059 KE-060 KE-061 VE-018	<p>Collaborative groups of students brainstorm and record ideas under three headings:</p> <ul style="list-style-type: none"> • Living in an Agricultural Society • Living in an Industrial Society • Living in an Information Technology Society <p>When they have gathered their ideas, groups share their observations with the class, discussing the advantages and disadvantages of living in each type of society. Students may also generate theories about what the Industrial Revolution involved and how it affected European societies.</p> <p>NOTE: Clarify that these three types of societies do not necessarily follow one another in time sequence, as they have in most western European societies. Encourage students to use their understanding of the contemporary world, which they developed in Grade 7 social studies, to notice that agriculture-based, industry-based, and technology-based societies often co-exist in time.</p>
or		
	KE-059 KE-060 KE-061 VE-018	<p>Students carry out an informal survey of school or family members to create a list of technologies and inventions they believe to be the most useful or the most “revolutionary” (i.e., produced the greatest changes or impact) in modern times. Students share their findings and discuss which scientific and technological advances they see as being the most revolutionary throughout history.</p>
or		
	KE-059 KE-060 KE-061 VE-018	<p>Students view a map of European colonization of the world in the late 1700s to early 1800s, noting which regions of the world were colonies of the various countries of Europe, and comparing which countries held the most territory (Great Britain will emerge as the largest). Reviewing what they have learned about mercantilism in LE 8.5.2, students discuss how technological advances that permitted greater and faster production would affect British approaches to colonialism.</p> <p>TIP: Review with students the meaning of the term <i>mercantilism</i>, in which a country’s wealth depends upon acquiring large amounts of natural resources from colonies, producing manufactured goods, and selling these goods at home and in its colonies. Increased production would mean increased need for natural resources (e.g., cotton, furs, lumber...) and larger markets for manufactured goods. Students may apply to this topic the knowledge of Canadian history they acquired in Grades 5 and 6 (e.g., the fur trade, the Hudson’s Bay Company, the demand for beaver hats in Europe..).</p>






8.5.4 Industrial Revolution

Assessment	Outcomes	Strategies
Acquire		
or		
 	KE-059 KE-060 KE-061 VE-018	Pairs or triads of students select a scientific or technological innovation of the 15th to 19th centuries and use print and electronic resources to research the discovery, its inventor, its applications, and its impact. Students prepare a brief report on their selected invention and share this information in collaborative groups. Each group chooses the invention or development they consider to be the most important among those studied in their group, and prepares an illustrated marker for the wall timeline on this subject.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
 BLM: Advances in Science and Technology		
or		
	KE-059 KE-060 KE-061 VE-018	Students read an informational text about the development and impact of the Industrial Revolution in England in the late 1800s (e.g., beginnings in the textile trade, movement from agricultural to industrial society, urbanization, working conditions...). Based on their readings, students prepare a chart showing the positive and negative results of the Industrial Revolution. Students share their charts with a partner, discussing their opinions of industrialized society in the modern world. TIP: Encourage students to note parallels to what they have learned in Grade 7 about the problems of industrialization in the contemporary world.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
	KE-059 KE-060 KE-061 VE-018	Students gather contemporary news articles about issues related to industrialization and urbanization. Using the outline provided in BLM 8.5.4b, students analyze the opinions expressed in the article and draw parallels to conditions or issues that arose as a result of the Industrial Revolution. Students then exchange ideas about the pros and cons of industrialization and urbanization throughout history.  BLM: Issue-Based Article Analysis
<i>(continued)</i>		
Teacher Reflections		






8.5.4 Industrial Revolution

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KE-059 KE-060 KE-061 VE-018	<p>Students participate in a simulation activity in which the class is divided into two groups: Medieval Craftspersons and Industrial Workers. Students collect materials for the production of a simple but usable item (e.g., a fabric-covered portfolio for history reflections and art images). Students are then organized to produce their items in their separate groups. The Industrial Workers produce their goods in assembly-line fashion under a designated supervisor who determines all specifications for the products (e.g., uniform materials, dimensions...), and this group is allowed to have certain tools that the other group is not allowed to have (e.g., a glue gun or electric stapler). The Craftspersons each plan and create their own product, designing it as they see fit and selecting materials that display their workmanship. Following the production process, students debrief by comparing the results and the process of production. They may use the provided chart to draw conclusions about the economic advantages of industrial production, and the efficiency of the assembly line compared to the loss of workmanship and artisanship.</p> <p>TIP: This activity requires the allocation of a planning session, the actual production session, and a debriefing session. Encourage students to plan and provide their own materials, using recycled materials where possible. Remind them that costs must be kept down and time must be reduced for them to make a profit on production. Invite students to discuss the reasons for uniformity in modern production (i.e., all Toyota cars of the same model must be identical in mass production).</p> <p style="text-align: center;"> 8.5.4 c BLM: Guilds vs. Industrial Production</p>
or		
	KE-059 KE-060 KE-061 VE-018	<p>Students sort and predict the provided list of words into two categories: Before the Industrial Revolution and After the Industrial Revolution. After they have sorted the words, students refer to a text about the Industrial Revolution and verify whether they have classified the words correctly. They then use the words to design a Mind Map depicting social conditions in Europe before the Industrial Revolution and the social and economic impact of the Industrial Revolution.</p> <p>TIP: Students may use images from magazines and newspapers (e.g., environmental impact, assembly lines) to add visual impact to their Mind Map and to draw parallels between the 1800s and contemporary society.</p> <p style="text-align: center;"> 8.5.4 d BLM: Before and After the Industrial Revolution</p>

8.5.4 Industrial Revolution

Assessment	Outcomes	Strategies
Apply		
or		
	KE-059 KE-060 KE-061 VE-018	Students listen to a reading of an excerpt written by Thomas Carlyle (1829) from <i>Signs of the Times</i> , critiquing what he refers to as the “Mechanical Age.” Following the reading, students discuss what they understood from the text and its meaning is clarified as needed. In response to the text, students consider the age in which we now live as the “Computer Age,” where physical work is often done by machines and mental work is increasingly done by computers. Students write a short critique of the Computer Age in which they imitate the style and approach of Carlyle, later sharing their pieces in collaborative groups.
 BLM: Carlyle: The Mechanical Age		
or		
	KE-059 KE-060 KE-061 VE-018	Students participate in a continuum activity in which they express and exchange their views on industrialization. The extremes of the continuum may be statements, such as: <ul style="list-style-type: none"> • Industrialization leads to more advanced societies, richer lifestyles, and greater choice of products. • Industrialization leads to mass boredom, unfulfilling work, poor quality products, and environmental damage. Following the activity, students debrief, discussing how the study of history has helped them understand or approach some of the issues of contemporary society. TIP: See Appendix A: “Skills Assessment,” on page A13 for a description of how to engage students in a continuum of points of view.
or		
	KE-059 KE-060 KE-061 VE-018	Students view and respond to an excerpt from the Charlie Chaplin film <i>Modern Times</i> , making connections to what they know about the Depression era. Following the viewing, students discuss what the film portrays about the dehumanization of the worker in modern times, and consider whether they agree with this portrayal. Students write a journal reflection on the social consequences of mass production.
	(continued)	
<p>Teacher Reflections</p>		

8.5.4 Industrial Revolution

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KE-059 KE-060 KE-061 VE-018	<p>Students select an invention or innovation they have researched from this period of history. Using the information they have acquired, they plan and present an advertising campaign promoting the benefits and advantages of their selected invention and praising the genius of its inventor. Student advertisements are presented and displayed to share with the class. Following a tour of the displays, students discuss which innovations they consider to have had the most significant impacts.</p> <p>TIP: This activity may be developed as a media literacy activity integrated with language arts. Students may collect examples of existing promotional materials, including newspaper and magazine advertisements, pamphlets and brochures, digital images they take of billboards and bus advertisements they’ve observed, and radio and television advertisements they record...). In a guided class discussion, students observe advertising techniques (e.g., appealing to emotions, witty slogans and images, testimonials...). Students select a medium for their ad campaign and incorporate advertising techniques.</p>
or		
	KE-059 KE-060 KE-061 VE-018	<p>Students research and engage in a team deliberation or debate about the activities of the Luddites (who destroyed machinery and factories in the early 1800s because they thought they were the source of poverty among the working classes in England).</p>
or		
	KE-059 KE-060 KE-061 VE-018	<p>Students read <i>The Excursion</i> by William Wordsworth, which describes the social consequences of the Industrial Revolution. Following the reading, students discuss the poet’s view of industrialization and urbanization, and consider what life would have been like for the people arriving from the countryside into the crowded, coal-heated cities of this era. Students may wish to discuss the connection between these social conditions and the appeal of emigrating to the colonies of the “New World” to start a new life (i.e., push and pull factors).</p> <p>TIP: This activity may be developed as a language arts activity and be further enriched by having students dramatize a selected scene. Possible texts include extracts by Charles Dickens from <i>Hard Times</i> (e.g., chapter 2), <i>David Copperfield</i>, <i>Oliver Twist</i>, or <i>Nicholas Nickleby</i>. BLM 8.5.4f is a poem by William Wordsworth that is very critical of the Age of Industry, which students may be guided to interpret and discuss.</p>
		 BLM: William Wordsworth, the Excursion, 1814
		<i>(continued)</i>

Shaping the Modern World (Circa 1400 to 1850)**Cluster 5—Connecting and Reflecting****Student:**

Using your “Shaping the Modern World” portfolio, reflect on the impact of European exploration and colonization and explain how they have affected your life.



8.5.4 BLM: Shaping the Modern World (Circa 1400 to 1850): Connecting and Reflecting

Teacher Reflections