

# WORLD HISTORY REVIEW ACTIVITY (SPRING 2014)

## **OVERVIEW:**

From the Italian Renaissance to the Twentieth Century several themes in history have influenced the development of what is now termed Western Civilization or the world in which we now live. Historians like to look for themes or patterns because they can help us better understand and appreciate what has happened in the past and perhaps even help us predict what may happen as events continue to unfold over time. This project will help you do the same.

## **MAIN TASK:**

Your main task will be to select the **THREE** themes that you feel have had the most influence on the development of Western Civilization. You will need to show how **EACH** theme has evolved over the course of our study this year and not just in one isolated moment in time. To do this effectively, you will select and describe a minimum of ONE key example from **THREE** different time periods for **EACH** theme.

## **PROJECT REQUIREMENTS:**

1. Identify AND briefly define/describe your top **THREE** themes.
2. Support each theme with at least ONE key example from **THREE** different periods in time or eras.
  - a. Be selective of your examples—what makes each noteworthy or influential? Tell us why.
3. Use a variety of pictures and primary-source quotes to spotlight each Theme. Be sure to label your pictures and quotes—they may be used in conjunction with #2.
4. Reflect on the role that each theme has played in the development of Western Civilization. Why did you select these **THREE** themes?
5. Create a format that presents your information in a way that is both informative and visually appealing.

**TIME PERIODS OR ERAS IN WORLD HISTORY:** *Examples for each theme will come from three different eras listed below.*

- |                           |                                   |
|---------------------------|-----------------------------------|
| 1. RENAISSANCE            | 7. FRENCH REVOLUTION AND NAPOLEON |
| 2. REFORMATION            | 8. INDUSTRIALIZATION              |
| 3. EUROPEAN EXPLORATION   | 9. NATIONALISM AND IMPERIALISM    |
| 4. SCIENTIFIC REVOLUTION  | 10. WORLD WAR I AND RUSSIAN       |
| 5. ABSOLUTE MONARCHIES    | REVOLUTION                        |
| 6. EUROPEAN ENLIGHTENMENT |                                   |

**LIST OF COMMON THEMES:** *Select **THREE** themes from the list that follows (or create your own). The questions are there to help you clarify the nature of the theme—and do not need to be answered directly. You will do this as you provided concrete examples from our course of study to illustrate each chosen theme.*

- **THEME 1: REVOLUTION AND REACTION:** What long-term ideas or institutions are being overthrown or reinstated? What caused people to make this radical change? What are the positive and/or negative results of the change? **Colorado Social Studies Standards #1.1; 1.2; 1.3**
- **THEME 2: POWER & AUTHORITY:** Who holds the power? How did that person or group get power? What system of government is most effective? How does the group or person in power keep or lose power? Could everyone's interests be served in or by one international government? Why or why not? **Colorado Social Studies Standards #1.1; 1.2; 1.3; 4.1; 4.3**
- **THEME 3. RELIGION AND ETHICAL SYSTEMS:** How do religious beliefs impact or influence human behavior and interactions? How do various religious groups interact with one another? How do religious groups react toward nonmembers? **Colorado Social Studies Standards #1.1; 1.2; 1.3**
- **THEME 4. RIGHTS AND RESPONSIBILITIES:** Do all humans have natural rights? If so, who or what is responsible for defending or securing those rights? Does an international organization or a foreign country have the right or the responsibility to interfere in the internal affairs of other foreign countries to guarantee such rights? **Colorado Social Studies Standards #1.1; 1.2; 1.3**

- **THEME 5. CULTURAL INTERACTION & EXPRESSION:** How can cultural interaction or isolation affect a society? Does an expression of art (literature, music, paintings, etc) mirror the era in which it was produced or does it provide the catalyst for change? **Colorado Social Studies Standards #1.1; 1.2; 1.3**
- **THEME 6. SCIENCE & TECHNOLOGY:** What tools and methods do people use to solve the various problems they face? How do people use the knowledge they gain about their world? How do new discoveries and inventions change the way people live? **Colorado Social Studies Standards #1.1; 1.2; 1.3**

<i>Final Project Grading Criteria</i>	SUPERIOR	GOOD	AVERAGE	FAIR	LACKING	NOT DONE
PRODUCT FORMAT: _____						
<b>THEME 1:</b> -- Identifies and defines/describes the key attributes of the theme with accuracy -- Illustrates the theme with a minimum of ONE key example from THREE different periods in time. -- Each example is identifiable, described with accuracy, and linked to the theme--tells why. -- Both visuals AND primary-source quotes are used to illustrate the theme.	Up to <b>10</b>	Up to <b>9</b>	Up to <b>8</b>	Up to <b>7</b>	Up to <b>6</b>	<b>0</b>
<b>THEME 2:</b> -- Identifies and defines/describes the key attributes of the theme with accuracy -- Illustrates the theme with a minimum of ONE key example from THREE different periods in time. -- Each example is identifiable, described with accuracy, and linked to the theme--tells why. -- Both visuals AND primary-source quotes are used to illustrate the theme.	Up to <b>10</b>	Up to <b>9</b>	Up to <b>8</b>	Up to <b>7</b>	Up to <b>6</b>	<b>0</b>
<b>THEME 3:</b> -- Identifies and defines/describes the key attributes of the theme with accuracy -- Illustrates the theme with a minimum of ONE key example from THREE different periods in time. -- Each example is identifiable, described with accuracy, and linked to the theme--tells why. -- Both visuals AND primary-source quotes are used to illustrate the theme.	Up to <b>10</b>	Up to <b>9</b>	Up to <b>8</b>	Up to <b>7</b>	Up to <b>6</b>	<b>0</b>
<b>FORMAT / CREATIVITY:</b> -- Uses effective organization --shows evidence of planning and forethought. -- Visually appealing and possesses clarity (labeling, description, etc) -- Proofread and demonstrates professionalism -- Shows high level of effort	Up to <b>10</b>	Up to <b>9</b>	Up to <b>8</b>	Up to <b>7</b>	Up to <b>6</b>	<b>0</b>

**COMMENTS:**

**TOTAL = \_\_\_\_ of 40 pts.**