



All About Time
Teaching the Cyclical Nature of History through Innovation and Change

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School

This curriculum unit is recommended for:
9th Grade World History

Keywords: Time, World War One, World War Two, Themes of History, History

Teaching Standards: WH.H.1 Apply the four interconnected dimensions of historical thinking to the Essential Standards for World History in order to understand the creation and development of societies/civilizations/nations over time.

Synopsis: Using change and innovation as that central theme not only aids in vertical alignment, but it does so without losing focus. Students are not asked to jump from topic to topic. Teaching thematically by weaving a common thread throughout all lessons will lead to an increase in students' retention, and academic progress in World History. The perception of World History will change as students' interest and academic performance increases. The breadth of topics covered in World History has the potential to be perceived as a dense and overwhelming subject. World History is a series of connected events; each of those events was spurred on by some kind of innovation and enacts some kind of change. However, this is not what people consider when they think about World History. Instead, people think about World History as a bunch of dusty tomes and memorizing the names of influential figures and dates that their teachers stressed in class. Few people are willing to look at historical events as a series of innovations that caused change, nor are many willing to concentrate their focus on individuals that led said innovations and changes. Fewer still are willing to concentrate their focus on individuals that led said innovations and changes. By the end of the semester each student will be able to explain not only how historical events are connected, but also how innovation and change has played a crucial role in those connections

I plan to teach this unit during the coming year in to 90 students in 9th grade World History

I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.

Introduction

Independence High School is one of thirty-two public high schools within the Charlotte-Mecklenburg School District. This school began in 1967 as the high school for Mint Hill, North Carolina. It is a high-performing high school within the state, earning the 2011 Broad Prize for Excellence in Public Education. The philosophy of Independence High School is: 1) to encourage and to support the development of tolerant, productive, and creative individuals; 2) To prepare students for employment, responsible participation in their community, and satisfying lives in a changing and diverse society; 3) To help students develop a sense of worth in order to function successfully as individuals and in group interactionsⁱ The goals of Independence High are 1) To offer quality educational experiences that recognize the unique and diverse learning styles, backgrounds, and needs of all students; 2) To implement a curriculum that requires all students to master fundamental skills; 3) To provide students with problem solving and critical thinking skills needed for successful decision making; 4) To foster collaborative relationships with parents and community agencies to support students' learning and well-being; 5) To treat students in a fair and equitable manner in all aspects of our school environment: in discipline, in praise, in opportunities to participate, in expectations, and in responsibilities for their own learning. 6) To incorporate technology into all instructional programs to make learning more interesting to the students and prepare them to use these technologies in their everyday lives; and 6) To provide students with skills needed to be college and/or career ready for graduation.ⁱⁱ

I am a twenty-five-year veteran of public education. I currently teach World History, Psychology, and AP Human Geography. This particular curriculum unit relates solely to World History. World History is a semester-long class. The eighteen weeks are broken into nine-week long quarters that are further divided into eleven units. Quarter One concentrates on the pre-1500 world, with snapshot studies on topics such as ancient civilizations of Mesopotamia and Egypt through the classical civilizations of Greece and Rome to the influence of the Middle Ages, the Renaissance, and the Eighteenth Century. The Eighteenth Century focuses on the Industrial Revolution; Revolutions around the World; Imperialism; and Nationalistic events around the world. Quarter Two concentrates on the Twentieth and Twenty-First Centuries. From beginning to end, World History covers 5,000 years in eighteen weeks. One of the key elements of World History is for, students to receive a foundation of key civilizations, movements, and accomplishments that will aid them in their study of Civics and Economics, the Social Studies course they will take in their tenth-grade year. As a result of this it is imperative to create not only a common thread to tie World History together, but to also show how World History then relates to Civics and Economics and United States History. That common thread is change and innovation. By the end of the semester, students will be able to explain not only how historical events are connected through recurring themes, but also how change and innovation have played a crucial role in those connections.

Rationale

Quite often history is taught as a linear progression of events. Students are taught how to read timelines and instructed in cause and effect situations throughout history. While these are laudable and notable goals for students to accomplish I maintain that there is a third method of

thought that students should be introduced to. This theory is best explained by a fictional character known simply as Doctor Who whose explanation of time is: “People assume time is a strict progression of cause to effect, but actually, from a non-linear, non-subjective viewpoint, it’s more like a big ball of wibbly-wobbly, timey-wimey...stuff”ⁱⁱⁱ I have been teaching World History for twenty-five years. In that time, I, too, have taught history as linear despite knowing that history is cyclical. I realize that history does go through cycles of change and innovation with the same themes appearing time and time again. The aim of this curriculum unit is to not only introduce students to history as cyclical, but to help them analyze and rationalize how historical events cycle through themes. In addition, this lesson serves as a template for World History teachers as to how topics in World History can be taught cyclically through the use of World History themes. For the purposes of this curriculum unit, I have created four mini-lessons centered around the Scientific Revolution, the Enlightenment, World War One and World War Two.

In these mini-lessons, students will be “time agents” studying past events with the question: ‘Should we, living in the future, interfere in the past to change the course of events.’ Students are given the option to interfere only once in history, and the decision must be unanimous. As a class, they must decide if and when they should intervene in an historical event. Within the in-depth study of these events students will look at them through the lens of the six themes of World History, specifically looking for instances where themes repeat.

These four mini-lessons are not presented immediately one right after the other; rather, they are scattered intermittently throughout the semester. The rationale behind this is to give students the opportunity to see how history progressed between the events chosen for the time study. At the conclusion of the mini-lessons, students will use the charts they created and the primary sources they studied to create a detailed poster and write a synopsis in which they defend their rationale of interfering, or not interfering, in the past. For an example layout of the poster please see Appendix 6.

Content Research

We are a product of, and a maker of, history. “The concept of history plays a fundamental role in human thought. It invokes notions of human agency, change, and the role of material circumstances in human affairs.”^{iv} As a World History teacher my main focus is tuning my students into the concept that they are a part of history and that the study of history helps us better understand our own selves along with the world around us. Upon examining the philosophy of history three ways of studying history are discovered. There are three approaches to the study of history: macro-, micro-, and meso-history. The study of history on “a scale that encompasses virtually the whole of the globe, over millennia of time...[is]... macro-history.”^v The study of history that is “limited in time and space...[is]...called micro-history.”^{vi} No matter which path one takes to study history, one fact keeps coming up. Historical events are not solitary events, they do not occur in a sterile environment. Every event throughout history has been impacted by at least one outside stimulus. Because of this interference, themes of commonality will emerge. “The conclusion seems to be that human history does turn out, on occasions, to have repeated itself up to date in a significant sense even spheres of human activity in which human will is at its nearest to being master of the situation and is least under the

domination of cycles in physical nature.”^{vii} The idea that history is repetitive in nature is not new. “This cyclical view of the process of history was taken so entirely for granted by even the greatest Greek and Indian souls of intellect.”^{viii} Chrysippus, a Greek stoic, said that there was no origin. Time and the universe repeated in endless cycles.^{ix}

Educators of history are familiar with the concept of history repeating and as such themes of history have been developed to aid teachers in their presentation of lessons. World History, as a subject, is comprised of six themes. They are: “1. Impact of interaction among major societies (trade, systems of international exchange, war and diplomacy). 2. The relationship of change and continuity within and across the world history periods covered in this course. 3. Impact of technology and demography on people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry). 4. Systems of social structure and gender structure (comparing major features within and among societies and assessing change). 5. Cultural and intellectual developments and interactions among and within societies. 6. Changes in functions and structures of states and attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organization).”^x A chart of these themes for classroom use is found at Appendix 7.

As a student and teacher of history I believe that history is part of who we are. Carl Sagan once said that “We are made of star stuff”. I contend that we are made of history. We are the product of our collective past. As physical beings we are comprised of our past through our parents, our present through our day-to-day activities, and our future through the multitude of decisions we make every day. My aim, as a World History teacher, is to show my students this connection to the past, present, and future. “History in general is therefore the development of spirit in time, as nature is the development of the idea in space.”^{xi} There is an argument that history does not repeat itself. Individuals who follow this train of thought point out that the exact same things do not happen to all peoples throughout time. This argument does not take into account that not everyone is the same around the planet. “There really are broad patterns to history, and the search for their explanation is as productive as it is fascinating.”^{xii} Another way of looking at history is a quote quite often attributed to Mark Twain (though he probably never said it) is that “history doesn’t repeat itself, but it does rhyme.”^{xiii}

General Teaching Strategies

In order to help students, connect with their past, present, and future I help them become ‘Time Agents’. In order to help my students, understand the connections between the past, present, and future I supply my students with a quote from Sherlock Holmes. In *The Valley of Fear*, Sherlock Holmes is quoted as saying: “Everything comes in circles [...] The old wheel turns, and the same spoke comes up. It’s all been before and will be again.”^{xiv} As a class we discuss how this quote explains connections. In addition, students will be exploring this concept as they become ‘Time Agents’ in their study of historical events. Instead of studying history through a series of cause and effect events, students will be examining history from eye-witness accounts in order to gain a deep understanding of what was going on in that time period. I explain to my students that they are interns in my Time Agency and they need to prove to me that they have the capabilities to become full-fledged agents within my agency. In order to prove their mettle, I explain that they will be plopped down in four time periods. The first three time periods they will simply be the

observer, looking for themes and patterns that center around change and innovation. Students actively engage in discussions to find the connections. These discussions help them prepare for their final task, which is the fourth event. In the fourth time period they will have the option of interfering in the course of the event. These four events will be: The Scientific Revolution, the Enlightenment, World War One, and World War Two. Before beginning the journey into the different time areas, a study of the themes of World History is necessary.

Themes of History

An in-depth study of the themes of World History is important in that this is what their interpretation of the cyclical nature of history is based on. A class discussion of the themes leads into individual practice in which students put the themes of World History into their own words so that they can maintain a clear understanding. Each student will be given a chart which outlines the themes and has spaces where they will write down their thoughts on the different events covered in the mini lessons. (See appendix 7 for an example of the sheet given to each student). Students will work in pairs to create a four-corner poster to summarize one of the themes of history. In a four-corner poster, students divide their paper into four quadrants. The top left quadrant is for the theme; the top right quadrant is the written definition of the theme; the bottom left quadrant is for the student to draw a picture to represent that theme; and the bottom right quadrant is for the student to use the theme in a sentence to demonstrate that they understand what it means. Students participate in a 'gallery walk' where they use the four-corner cards to fill in their chart of the themes of history. These four-corner cards remain displayed around the room as a reminder of what the themes are and as a reference tool for studying specific events in history. Once students have identified, examined, and summarized the themes of World History the journey through time begins. The first stop on the journey will be the Scientific Revolution.

The Scientific Revolution

As Time Agents, my students will study the Scientific Revolution through the eyes of key scientists, mathematicians, government officials, and clergy: Nicolaus Copernicus, Antonie van Leewenhoek, William Harvey, Robert Boyle, Tycho Brahe, Johannes Kepler, Francis Bacon, Galileo Galilei, Pope Urban VIII, Margaret Cavendish, Maria Winklemann, and the Holy Roman Emperor Rudolf II.

Nicolaus Copernicus formulated the model of the universe that closely resembles what we perceive today, through the heliocentric theory of the universe. Antonie van Leewenhoek discovered microorganisms and is considered to be the father of micro-biology. William Harvey conducted in-depth studies of the circulatory system. Robert Boyle is considered to be the father of modern chemistry with his studies on the volumes of gasses. Tycho Brahe and Johan Kepler expounded upon the research of Nicolaus Copernicus proving that planets revolved around the sun in elliptical orbits. Francis Bacon was a mathematician and is credited with the scientific method. Galileo Galilei discovered that the planets were not perfect spheres and proved that his predecessors were correct in their theory of heliocentrism. Pope Urban VIII and Holy Roman Emperor Rudolf II were against all of these people because their ideas went against what they considered to be the normal and Christian view of the universe. The commonality amongst all of these gentlemen is that they promoted change and innovation, and their efforts have continued to

influence the way people observe the world around them. See Appendix 2 for the charts students will use.

In addition to examining the influences of the people mentioned above, students are going to take a look at three primary sources. These sources give students an eye-witness account to part of the Scientific Revolution. Through the use of the charts and primary sources, students will gain a deeper understanding of what happened during the Scientific Revolution and how it helped cause changes in society. One of the primary sources that students examine is an engraving of Nicolaus Copernicus' model of the solar system. This model is found at this [website](#):^{xv} The second primary source students examine is found at this [website](#):^{xvi} This is a reprint that examines Pope Urban VIII's role in the trial of Galileo Galilei. The third primary source is a paper written by Francis Bacon which is found at this [website](#):^{xvii} Students work in pairs to read and annotate the primary sources. A class discussion follows in which the students discuss how these three primary sources are a reflection of what happened during the Scientific Revolution.

The Enlightenment

Continuing to the next time period, my Time Agents will examine the Enlightenment. As with the Scientific Revolution, they will analyze the course of the Enlightenment through the eyes of key individuals. In this instance, my students will look at society through the opinions of Philosophes that were prominent in political and social thought, including those of Voltaire, Thomas Hobbes, Jean Jacques Rousseau, John Locke, Mary Wollstonecraft, Baron de Montesquieu, and Adam Smith. My students will also examine some of the rulers during this time period and their response to the Enlightenment. These rulers are: Catherine the Great, Louis VIX, and Charles II

Voltaire and Jean Jacques Rousseau influenced the way people regarded the relationship between the rights of citizens and the power of the government. John Locke and Thomas Hobbes were on opposite sides of the debate on the power of the government in its relationship to the citizenry. Thomas Hobbes believed that people were naturally bad and needed swift justice to contain and control them; whereas, John Locke believed that people were not bad, but they were influenced by their surroundings. Mary Wollstonecraft argued for women to have equal access to education. Baron de Montesquieu studied governments and wrote treatises about the benefits of a democratic government that was split into different parts. All of these individuals influenced the ways people viewed society and the role of the government. They all initiated some kind of change.

In addition to examining the influences of the Enlightenment philosophers and the Enlightened Despots mentioned previously, students examine three primary sources. Through the use of the primary documents and the charts, students will have a deeper understanding of the influence the Enlightenment had on society. The first primary source students examine is a series of quotes from Voltaire which can be found at this [website](#):^{xviii} The second primary source is a painting of King Louis XIV which is found [here](#):^{xix} The third primary source is a series of excerpts from Adam Smith's *Wealth of Nations* which is found [here](#).^{xx} Students work in pairs

to examine and annotate the sources. A class discussion follows in which students discuss how these sources help explain what happened during the Enlightenment.

After my students have studied the Scientific Revolution and the Enlightenment they will discuss and write a reflection in which they examine themes that ribboning through both events. My students will be looking particularly for moments that involved change and innovation. Changes to peoples' attitudes and perceptions and innovations that came about as a result of scientists and mathematicians. See [Appendix 2](#), [Appendix 3a](#) , and [Appendix 3b](#) for the charts students will use.

World War One

At this point in the lesson, students have successfully analyzed two periods of time by looking at primary sources. World War One is taught in the same way; however, students will be asked at the end of the lesson if the Time Agents should have intervened. Just as with the first two units of the lesson, students will be given a list of people that will be the focus. Students will examine World War One through the thoughts and ideas of: The Black Hand, with Gavrilo Princip in particular; the Archduke Franz Ferdinand; David Lloyd George; Vittorio Orlando; Georges Clemenceau; Vladimir Lenin; and Woodrow Wilson. Added to the list of specific people will be groups, such as the Home Front in the United States and the Russian Revolution as it applied to World War One. Students will use their time journals to reflect on the course of World War Two paying particular attention to the themes that were examined in the previous units. Students will write a reflection based on a prompt taken from multiple Sherlock Holmes mysteries. "Everything comes in circles [...] The old wheel turns, and the same spoke comes up. It's all been before and will be again."^{xxi} As a class we will look at the six themes of history: in particular, the themes of technology, social structure, and the relationship of change.

The Black Hand, Gavrilo Princip, and the Archduke Franz Ferdinand were at the core of the beginning of World War One. They were the 'match' that lit the 'powder keg' that was the Balkan region. However, one cannot ignore the plan of Count Alfred Von Schlieffen and his planned response to the threat of Germany facing a war on two fronts. "In a two-front war, he wrote, 'the whole of Germany must throw itself upon one enemy, the strongest, most powerful, most dangerous enemy, and that can only be France.'"^{xxii} David Lloyd George of England, Georges Clemenceau of France, and Vittorio Orlando of Italy were a large influence on the War Guilt Clause during the Paris Peace Treaty. All three of these men wanted some level of revenge against Germany. Woodrow Wilson was President of the United States during the War, His decisions kept America out of the war until the last nine months, when public outcry and actions against the American military led the president to declare war against Germany. Vladimir Lenin led the rebellion in Russia that resulted in the ousting of the Russian monarchy and the installation of the Bolshevik Party. All of these individuals forced change on a particular group of people. Their actions would have lasting impacts on international relations for years to come. The Home Front influenced the way ordinary citizens perceived and reacted to the changes that were forced upon them.

The students will then be posed with a question: 'Should we have interfered in World War One?' Students will use their chart of the six themes of history and their notes to determine

if interfering before or during World War One was necessary or if the course of events were ‘fixed points in time’ that could not be changed. Students will create an argument that expresses their viewpoint that is backed up by facts they have collected within the mini-lessons so far. At this point, students are told that there is one more point in time that will be investigated. If they chose to go back and interfere with World War One they will be posed with the direction to hold off until the last point in time was examined. For those students that chose to not interfere at this junction will be notified that there will be another chance to interfere with the next unit. See [Appendix 4](#) for the handouts that is used, including the prompt used to help students formulate their argument for or against interference.

World War Two

With the introduction of this mini-lesson, students will be reminded to take out their comparison charts of the themes of World History in preparation for the next ‘time jump’. A gallery walk of the themes of history will also take place so that students are reminded of what they are looking for. As with the previous lessons, students will examine World War Two through the lens of key individuals. Franklin Roosevelt, Winston Churchill, Adolf Hitler, Irwin Rommel, Joseph Stalin, Benito Mussolini, Emperor Hirohito, Mao Zedong, Chiang Kai Shek, General Tojo, Harry Truman, Charles de Gaul, and Douglas MacArthur. Certain groups will also be included such as the Nazi Party, the RAF, and the ATA.

Franklin D. Roosevelt and Winston Churchill were considered to be the leaders of the ‘Free World’; the leaders of countries that successfully stood up the Adolf Hitler and the Nazi Party. Adolf Hitler and Herman Goring were some of the key leaders of the Nazi Party in Germany. Irwin Rommel, the Desert Fox, was an important tool in Hitler’s quest for world domination. Their actions would set the tone for what was to come in World War Two. Joseph Stalin, Benito Mussolini and Emperor Hirohito collaborated with Nazi Germany to fulfill their own personal desires of creating their own empires. Joseph Stalin wanted to create a unified communistic state, Benito Mussolini had a desire to recreate the Roman Empire and Emperor Hirohito wanted to create an empire for Japan in the Pacific. General Tojo led Japanese to many victories in World War Two including the attack on Pearl Harbor. General MacArthur, Charles de Gaul and Dwight Eisenhower were Allied military heroes in battles against Nazi forces. Harry Truman inherits the war when he takes over as president and makes a decision that would not only end the war but would have consequences into the present times. The Royal Air Force was instrumental in successfully defending England from German bombing campaigns during the fall of 1941. “The purpose of the [ATA] was to transport planes in non-combat situations, freeing up combat pilots to fight in the Battle of Britain and eventually in Europe as the Allies pushed towards Berlin. The pilots in the ATA consisted of pilots who couldn’t qualify to fly in combat but could still pilot a plane. Those chosen for the role included women as well as men with physical impairments that prevented them from participating in combat.”^{xxiii} As with World War One, the individuals and groups studied in this mini-lesson forced change on people and those changes have had lasting consequences. See [Appendix 5](#) for what students use in class.

Just as with previous units, students will look at three primary sources. The first primary source students examine is a painting by Otto Dix. Otto Dix was a German soldier that served on the front line. After the war he painted a lot of what he experienced. A copy of his painting is found [here](#):^{xxiv} The second picture on this page is shown to the students. The painting is titled

‘self portrait of the artist as Mars’. My students analyze the painting, first to identify all of the objects they see, secondly to create a title. A Quick Write is assigned in which students explain how the painting describes the concept of war. The second primary source students will examine is found [here](#):^{xxv} These are core documents of World War Two that include letters from soldiers and letters from the Home Front.

Instead of looking at just one document from this impressive collection, students participate in a jigsaw activity with five of the documents. The five documents reflect a variety of viewpoints about the war and reflect the war from various time points. In a jigsaw, students are put into groups of five. Each group then numbers themselves 1-5. Students with the same number will regroup to examine a particular document. At a given time, students will return to their original group of five, each member having become an expert on a particular document. Their task is then to teach the rest of their group about that particular document. At the end of the activity, all students will have had an opportunity to learn about World War Two from five different documents. This jigsaw, in addition to the chart of people gives students the foundation they need to start formulating an opinion on whether or not the Time Agents need to interfere in the war. The third primary source students examine will help solidify their opinion. The third primary source is a collection of letters from the home front. This source is found [here](#):^{xxvi} This blog contains the letter of a British woman to her boyfriend who was fighting overseas. Another letter is found [here](#):^{xxvii} This particular letter comes from History on the Net and describes the life of a POW in a Japanese camp during World War Two.

Assessment

Students will create a reflection on what themes of history were repeated in the Scientific Revolution, the Enlightenment, and World War One. In addition, students will make a case as ‘Time Agents’ as to whether or not they should interfere with the course of events in World War Two. The reflection on the themes of history that were repeated are demonstrated through posters and a written synopsis. The synopsis will use the repeated themes of World History to help the students make their cases as to whether or not the Time Agents should interfere in World War Two. At this point, students should have an understanding of how people and events are interconnected so that the idea of killing Hitler, for example, is not a viable solution. Below is a blank outline of how the posters are organized.

After students have completed their posters and written their synopsis they are divided into two teams. One team in favor of entering and another in favor of not interfering. Students will use their charts, posters, and synopses to help them engage in a debate in which they try to convince the opposing side to their view point. In addition to the debate, students will assess each other’s’ arguments to see whether or not they have earned the right to become a Field Time Agent or not.

<div data-bbox="219 231 573 443"></div> <div data-bbox="240 493 540 695"></div> <div data-bbox="227 777 560 961"></div>	<div data-bbox="657 220 972 308"></div> <div data-bbox="652 367 969 930"></div>	<div data-bbox="1076 258 1380 768"></div> <div data-bbox="1053 814 1396 930"></div>
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See [Appendix 6](#) for an example with sample answers that can be used as a teaching tool to guide students through the process of creating a persuasive poster and writing a synopsis. These posters are used in conjunction with the debate to prove their point of whether or not to intervene, and to give supporting details for their debate.

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[Simkin, John. Spartacus-education.com https://spartacus-educational.com/PRsmithA.htm](https://spartacus-educational.com/PRsmithA.htm). Excerpts from Adam Smith's Wealth of Nations. September 1997. Information contained here is a great synopsis of Adam Smith's theories.

The Idea of Progress. A collection of readings selected by Frederick J. Teggert. University of California Press. Berkley. 1949. The collected readings in this book explains aspects of progress through the examination of our collected past.

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The Rise and Fall of the Great Powers. Economic Change and Military Conflict from 1500 to 2000. Paul Kennedy. Random House. New York. 1987. This book goes into wonderful detail about how change and innovation led to the downfalls of some civilizations and the rise of others.

[Wiki Quotes. https://en.wikiquote.org/wiki/Talk:History](https://en.wikiquote.org/wiki/Talk:History). This is a wiki discussion on where the quote "history doesn't repeat itself, but it rhymes" comes from. Last edited April 11, 2017.

Appendix 1

North Carolina World History State Standards related to this unit

- I. WH.H.1-Apply the four interconnected dimensions of historical thinking to the Essential Standards for World History in order to understand the creation and development of societies/civilization/nations over time 1. WH.H.1.1: Use chronological thinking to-1. Identify the structure of a historical narrative or story: (its beginning, middle and end). 2. WH.H.1.2: Use historical comprehension to-1. Reconstruct the literal meaning of a historical passage. 2. Differentiate between historical fact and historical interpretations. 4. Analyze visual, literary and musical sources.3. WH.H.1.3: Use historical analysis and interpretation to-1. Identify issues and problems in the past. 2. Consider multiple perspectives of various peoples in the past. 3. Analyze cause-and-effect relationships and multiple causations. 5. Evaluate the influence of the past on contemporary issues.4. WH.H.1.4: Use historical research to- 1. Formulate historical questions. 2. Obtain data from a variety of sources. 3. Support interpretations with historical evidence.
- II. WH.H.6-Understand the Age of Revolutions and RebellionsWH.H.6.1: Explain how ideas and theories of the universe altered political thought and affected economic and social conditions (e.g., Scientific Revolution, Enlightenment, rationalism, secularism, humanism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, Bacon, Descartes, Galileo, Newton, inductive and deductive reasoning, heliocentric, inquisition, works of Locke, Montesquieu, Rousseau, Bolivar, Jefferson, Paine, Adam Smith, etc.).
- III. WH.H.7-Understand how national, regional, and ethnic interests have contributed to conflict among groups and nations in the modern era.WH.H.7.1: Evaluate key turning points of the modern era in terms of their lasting impact (e.g., conflicts, documents, policies, movements, etc.).WH.H.7.3: Analyze economic and political rivalries, ethnic and regional conflicts, and nationalism as underlying causes of war (e.g., WWI, Russian Revolution, WWII).
- IV. WH.H.8.-Analyze global interdependence and shifts in power in terms of political, economic, social and environmental changes and conflicts since the last half of the twentieth century.WH.H.8.1: Evaluate global wars in terms of how they challenged political and economic power structures and gave rise to new balances of power (e.g., Spanish American War, WWI, WWII, Vietnam War, Colonial Wars in Africa, Persian Gulf War, etc.)^{xxviii}

Appendix 2

The Scientific Revolution

Scientist/Mathematician	Great Accomplishment	Their Personal View of the World	How the World Viewed Them
Nicolaus Copernicus			
Antoine van Leewenhoek			
William Harvey			
Robert Boyle			
Tycho Brahe			
Johannes Kepler			
Francis Bacon			
Galilei Galilei			
Pope Urban VIII			
Margaret Cavendish			
Maria Winklemann			
Holy Roman Emperor Rudolf II			

Theme of history	How the theme of history is a reflection of the time

Appendix 3 a
The Enlightenment

Philosopher/Ruler	Great Accomplishment	Their personal view of the world	How the world viewed them
Voltaire			
Thomas Hobbes			
Jean Jacques Rousseau			
John Locke			
Mary Wollstonecraft			
Baron de Montesquieu			
Adam Smith			
Louis XIV			
Catherine the Great			
Charles II			

Theme of History	How the theme is a reflection of the time

Appendix 3 b

Reflection on the Scientific Revolution and the Enlightenment

Common Themes of History	How they are a reflection of change in society (Give at least one specific example)

Reflection: How did the Scientific Revolution and the Enlightenment initiate change? How was that change introduced, carried out, and received?

Appendix 4

People of World War One

Instigator/Leader/Group	The Main Objective	Their view of the world around them	How the world viewed them
Black Hand			
Gavrilo Princip			
Archduke Franz Ferdinand			
David Lloyd George			
Vittorio Orlando			
Georges Clemenceau			
Vladimir Lenin			
Bolsheviks			

Should the Time Agents have interfered in World War One?

Explain your response citing specific details from charts and cite specific themes of history.

Appendix 5
World War Two

Leader	Main belief and great accomplishment	How they viewed the world around them	How the world viewed them
Franklin Roosevelt			
Winston Churchill			
Adolf Hitler			
Irwin Rommel			
Joseph Stalin			
Benito Mussolini			
Emperor Hirohito			
General Tojo			
Mao Zedong			
Chiang Kai Shek			
Harry Truman			
Charles De Gaul			
Douglas MacArthur			

Appendix 6

Sample poster with writing prompts

<p>History theme #1</p>	<p>Student name and block</p>	<p>Reasons for not interfering with explanations</p>
<p>History theme #2</p>	<p>Reasons for interfering with explanations</p>	
<p>History theme #3</p>		<p>Final decision of the student (Time Agent) with "why"</p>


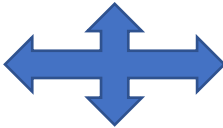
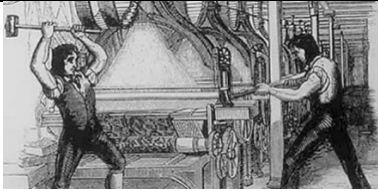



Time Agent:

For or Against Interfering

Using your charts and your poster explain why Time Agents should – or should not interfere with World War Two

Appendix 7

Themes of History^{xxix}

Themes of World History		
1.	Impact of interaction among major societies (trade, systems of exchange, war and diplomacy)	
2.	The relationship of change and continuity within and across world history.	
3.	Impact of technology and demography on people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry)	
4.	Systems of social structure and gender structure (comparing major features within and among societies and assessing change)	
5.	Culture and intellectual developments and interactions among and within societies)	
6.	Changes in functions and structures of states and attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organization)	

[https://sites.google.com/site/worldhis/classroom-news/thesixthemesinworldhistory.](https://sites.google.com/site/worldhis/classroom-news/thesixthemesinworldhistory)

Images are taken from Google Images

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- ⁱ <http://schools.cms.k12.nc.us/independenceHS/Pages/AboutOurSchool.aspx>
- ⁱⁱ <http://schools.cms.k12.nc.us/independenceHS/Pages/AboutOurSchool.aspx>
- ⁱⁱⁱ https://www.youtube.com/watch?v=q2nNzNo_Xps (Dr. Who's explanation of time)
- ^{iv} Stanford Encyclopedia of Philosophy. Philosophy of History. P. 1
- ^v Stanford Encyclopedia of Philosophy. Philosophy of History. P.5
- ^{vi} Stanford Encyclopedia of Philosophy. Philosophy of History. P. 5
- ^{vii} 'Does History Repeat Itself?'. Civilization on Trial. P. 37
- ^{viii} 'My View of History'. Civilization on Trial. P. 14
- ^{ix} About Time. P. 252
- ^x <https://sites.google.com/site/worldhistoryhis/classroom-news/thesixthemesinworldhistory>
- ^{xi} The Idea of Progress. The Philosophy of History by Hegel. P. 402.
- ^{xii} Guns, Germs, and Steel. P. 32.
- ^{xiii} <https://en.wikiquote.org/wiki/Talk:History>
- ^{xiv} The Valley of Fear. A Sherlock Holmes mystery
- ^{xv} https://hti.osu.edu/scientificrevolution/historical_resources. Ohio State historical sources, Copernicus
- ^{xvi} <http://origins.osu.edu/print/3988>. Ohio State historical resources, Galileo and pope Urban VIII
- ^{xvii} https://www.constitution.org/bacon/nov_org.htm. The New Organon, or true directions concerning the interpretation of nature, Francis Bacon
- ^{xviii} <https://www.goalcast.com/2018/05/14/20-voltaire-quotes>. Voltaire
- ^{xix} https://en.wikipedia.org/wiki/Louis_XIV_of_France#/media/File:Louis_XIV_of_France.jpg. King Louis XIV.
- ^{xx} <https://spartacus-educational.com/PRsmithA.htm>. Adam Smith
- ^{xxi} The Valley of Fear. A Sherlock Holmes mystery
- ^{xxii} The Guns of August. P. 19.
- ^{xxiii} <https://www.warhistoryonline.com/military-vehicle-news/lest-we-forget-french-town-commemorates-wwii.html>
- ^{xxiv} <http://artnectar.com/2010/03/otto-dix-art-exhibition-opening-at-neue-galerie-new-york/>. The Self Portrait of the Artist as Mars, Otto Dix
- ^{xxv} <http://teachingamericanhistory.org/files/2018/02/World-War-II-Core-Documents-1.pdf>. Selected and introduced by Jennifer D. Keene, Ashbrook Press
- ^{xxvi} <http://wwiileters.blogspot.com/2011/09/wwii-letter-british-home-front-to.html>. Letters from the home front
- ^{xxvii} <http://www.historynet.com/a-sailors-horrific-tale-of-life-as-a-pow.htm>. History on the Net, WWII
- ^{xxviii} <http://www.ncpublicschools.org/docs/curriculum/socialstudies/scos/world.pdf>. The state standards for World History.
- ^{xxix} <https://sites.google.com/site/worldhis/classroom-news/thesixthemesinworldhistory>.