### World History Curriculum Map

**Unit 7: Age of Reason, Revolutions, and Rebellions**

**Enduring Themes:**
- Conflict and Change
- Culture
- Governance
- Individuals, Groups and Institutions
- Location
- Movement/Migration
- Time, Change, and Continuity
- Technological Innovation

**Time Frame:**
2/1/16 – 2/26/16 (4 weeks)

**Standards:**

**SSWH13** The student will examine the intellectual, political, social, and economic factors that changed the world view of Europeans.

a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European world view.

b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau and their relationship to politics and society.

**SSWH14** The student will analyze the Age of Revolutions and Rebellions.

a. Examine absolutism through a comparison of the rules of Louis XIV, Tsar Peter the Great, and Tokugawa Ieyasu.

b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).

c. Explain Napoleon’s rise to power, the role of geography in his defeat, and the consequences of France’s defeat for Europe.

d. Examine the interaction of China and Japan with westerners; include the Opium War, the Taiping Rebellion, and Commodore Perry.

**Unit Essential Question:**
How did the Age of Reason, Revolutions and Rebellions impact world views?

**Unit Resources:**
- Unit 7 Multiple Choice Question Bank
- Unit 7 Student Content Map
- Unit 7 Vocabulary Links:
  - [https://quizlet.com/69115982/sswh13-flash-cards/](https://quizlet.com/69115982/sswh13-flash-cards/)
  - [https://quizlet.com/70312688/sswh14-flash-cards/](https://quizlet.com/70312688/sswh14-flash-cards/)

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<td>French Revolution</td>
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**Concept 1: Absolutism**

**Standard:**
SSWH14 The student will analyze the Age of Revolutions and Rebellions.
a. Examine absolutism through a comparison of the rules of Louis XIV, Tsar Peter the Great, and Tokugawa Ieyasu.

**Lesson EQ:** How did absolutism impact the world during the 17th and 18th centuries?

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<th>Know</th>
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<th>Be Able To Do (DOK 3)</th>
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</table>
| • Absolutism/Absolute Monarch  
• Divine right  
• Louis XIV  
• Peter the Great  
• Tokugawa Ieyasu | • Absolutism is the belief in a system of government in which the ruler has total power, as well as the idea that the monarch rules by divine right.  
• Tokugawa Ieyasu began the dynasty that took control in Japan in the 17th century. He tried to take control of the feudal system and outlawed Christianity.  
• Louis XIV, “the Sun King” consolidated the power of the monarchy in France. From his palace at Versailles, he had absolute control over the nobility, the government and the Church (causing Huguenots to flee).  
• Peter the Great became the Russian Tsar in 1689. He Europeanized Russia and ruled as an absolute monarch. He also built St. Petersburg as the new capital city.  
• These absolute monarchs controlled religion and the nobility, created bureaucracies, and increased the size and power of their courts.  
• Long term, absolutism contributed to the rise to the Enlightenment which influenced the Age of Revolutions to | • Analyze the Age of Revolutions and Rebellions (at this point, analyze how absolutism contributed)  
• Examine absolutism  
• Compare the rules of Louis XIV, Tsar Peter the Great and Tokugawa Ieyasu |
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<th>You Do (Independent Practice)</th>
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<tr>
<td>Introduce <a href="#">Unit 7 Student Content Map</a>. Break down the standards, highlight vocabulary, and discuss EQ#1.</td>
<td><a href="#">Absolutism Activator</a> (Guided) Explain activator and questions and lead class discussion after students have time to respond to the slideshow on their own.</td>
<td>Have students answer EQ#1 on <a href="#">Unit 7 Student Content Map</a> in complete sentences using the vocabulary of the standards.</td>
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<tr>
<td><a href="#">Absolutism Student Handout</a> <a href="#">Absolutism PowerPoint</a></td>
<td>Differentiated Instruction: (Accelerate Learning) <a href="#">Absolutism Comparison Chart and Constructed Response</a> <a href="#">Primary Source Louis XIV 1</a> <a href="#">Primary Source Louis XIV 2</a> <a href="#">Primary Source Louis XIV 3</a> <a href="#">Primary Source Peter the Great</a> <a href="#">Primary Source Tokugawa Ieyasu 1</a> <a href="#">Primary Source Tokugawa Ieyasu 2</a></td>
<td>Independent Portion of Differentiated Assignment: <a href="#">Absolutism Constructed Response - Accelerated</a> (constructed response located at the end of the resource; comparison chart can be completed with a group; constructed response should be completed individually)</td>
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<td></td>
<td>(Support Learning) <a href="#">Absolutism Comparison Chart</a> <a href="#">Tokugawa Ieyasu Reading</a> <a href="#">Louis XIV Primary Source</a> <a href="#">Peter the Great Primary Source</a></td>
<td><a href="#">Absolutism Summarizing Chart</a> – Support Learning (page one of the chart can be completed with a group to help the teacher work with students who need support; the summary portion on the 2nd page of the chart should be completed individually).</td>
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<td><a href="#">Absolutism Facebook Project</a> <a href="#">Facebook Template</a></td>
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**Concept 2: Scientific Revolution**

**Standard:** SSWH13 The student will examine the intellectual, political, social, and economic factors that changed the world view of Europeans.

a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European world view.

**Lesson EQ:** How did the Scientific Revolution change the world view of Europeans?

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| • Scientific Revolution  
• Copernicus  
• Galileo  
• Kepler  
• Newton  
• European world view | • The Scientific Revolution resulted from a new way of thinking that encouraged observation, reason and a willingness to question  
• The ideas of the Renaissance, exploration and the printing press contributed to this new way of thinking.  
• Copernicus asserted that the Sun, not the Earth, was the center of the universe.  
• Kepler expanded on Copernicus’ work and documented the planets’ rotation and the elliptical orbits of the planets.  
• Galileo used the telescope to confirm Copernicus’ theories. His work upset the Catholic Church and he was branded a heretic.  
• Issac Newton explained how gravity is responsible for motion of the planets. | • Examine the factors that changed the world view of Europeans  
• Explain the scientific contributions of Copernicus  
• Explain the scientific contributions of Galileo  
• Explain the scientific contributions of Kepler  
• Explain the scientific contributions of Newton |

**Resources**

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<td>Break down the standards, highlight vocabulary, and discuss EQ#2 on Unit 7 Student Content Map.</td>
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<td>Have students answer EQ#2 on Unit 7 Student Content Map in complete sentences using the vocabulary of the standards.</td>
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Scientific Revolution Student Handout  
Scientific Revolution PowerPoint
**Concept 3: The Enlightenment**

**Standard:**
SSWH13 The student will examine the intellectual, political, social, and economic factors that changed the world view of Europeans.

b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau and their relationship to politics and society.

**Lesson EQ:** How did the Enlightenment change Europeans’ world view?

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<tr>
<td>• Enlightenment&lt;br&gt;• Locke&lt;br&gt;• Voltaire&lt;br&gt;• Rousseau&lt;br&gt;• European world view</td>
<td>• The Enlightenment was a period during the late 1600s and the 1700s that produced new ideas about government and society based on reason (much like Scientific Revolution).&lt;br&gt;• John Locke was an Enlightenment philosopher who challenged absolute monarchy and divine right. He said that everyone was entitled to natural rights and that citizens could overthrow a government that did not protect those rights. Locke influenced the development of American Government (Jefferson used his ideas in Declaration of Independence).&lt;br&gt;• Voltaire challenged Christianity and absolutism. He also encouraged freedom of speech and his ideas are evident in the Bill of Rights of the U.S. Constitution and the French Declaration of Rights of Man during French Revolution.&lt;br&gt;• Rousseau also challenged absolute monarchy with his</td>
<td>• Examine the factors that changed the world view of Europeans&lt;br&gt;• Identify the major ideas of the Enlightenment&lt;br&gt;• Identify the major ideas from the writings of John Locke and their relationship to politics and society&lt;br&gt;• Identify the major ideas from the writings of Voltaire and their relationship to politics and society&lt;br&gt;• Identify the major ideas from the writings of Rousseau and their relationship to politics and society</td>
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theory of popular sovereignty – that the government gains its power from the people. His ideas would be instrumental in the development of democracy and socialism.

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<td></td>
<td>Break down the standards, highlight vocabulary, and discuss EQ#3 on Unit 7 Student Content Map. The Enlightenment Student Handout The Enlightenment PowerPoint</td>
<td>Philosophers Press Conference Group Activity (*Note: written portion at the end of the activity should be completed independently)</td>
<td>Have students answer EQ#3 on Unit 7 Student Content Map in complete sentences using the vocabulary of the standards. My Philosophy Writing Assignment (writing assignment is at the end of the Philosophers Press Conference Group Activity resource) Enlightenment RAFT Writing Assignment</td>
</tr>
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Concept 4: Revolution in England

Standard:
SSWH14 The student will analyze the Age of Revolutions and Rebellions.
b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).

Lesson EQ: How did revolutions in England impact the world?

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| • English (Puritan) Revolution  
• Petition of Right  
• Restoration  
• Oliver Cromwell  
• Glorious Revolution  
• William and Mary of Orange  
• English Bill of Rights | • New political ideas from the Enlightenment led people to believe in rights of citizens that challenged absolutism and contributed to revolutions that greatly impacted the world.  
• James I believed in divine right and absolutism, and his successor Charles I, tried to resist limitations placed on him by Parliament and rule absolutely. He wanted to impose Catholicism on the Church of England, which upset Protestant members of Parliament.  
• Puritan leader Oliver Cromwell led an open rebellion against the king. Charles I was executed and Cromwell took over as “Lord Protector of England” establishing a military dictatorship. | • Analyze the Age of Revolutions and Rebellions  
• Identify the causes of the English Revolution  
• Identify the results of the English Revolution  
• Identify the causes of the Glorious Revolution  
• Identify the results of the Glorious Revolution |

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<td><strong>I Do (Teacher Point)</strong></td>
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| Break down the standards, highlight vocabulary, and discuss EQ#4 on Unit 7 Student Content Map.  
Revolutions in England Student Handout  
Revolutions in England PowerPoint |
| **We Do (Guided/Differentiated Instruction)** |
| **You Do (Independent Practice)** |
| Have students answer EQ#4 on Unit 7 Student Content Map in complete sentences using the vocabulary of the standards.  
English Revolutionary Documents Newspaper Headlines and Writing Assignment |
**Concept 5: Revolutions in the Americas**

**Standard:**
SSWH14 The student will analyze the Age of Revolutions and Rebellions.
b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).

**Lesson EQ:** How did revolutions in the Americas impact the world?

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<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 3)</th>
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</table>
| • Age of Revolutions  
• American Revolution  
• Haitian Revolution  
• Touissant L’Ouverture  
• Latin America  
• Jose de San Martin  
• Simon Bolivar | • The Age of Revolutions was a result of the ideas of the Enlightenment and the effects of absolutism.  
• The American Revolution was caused by tensions between the American colonists and the British over issues of trade and representation. The Americans were also inspired by the ideas of the Enlightenment and wanted their own democratic government. Thomas Jefferson wrote the Declaration of Independence based on ideas from enlightenment thinkers such as John Locke.  
• Ultimately, the American colonists defeated the British and won their independence, inspiring others to do the same (such as the French, for example).  
• The French Revolution inspired some of its colonies to rebel, as well. In Haiti, black slaves led by Touissant L’Ouverture, rebelled against their white slave owners. L’Ouverture was captured but his | • Analyze the Age of Revolutions and Rebellions  
• Identify the causes of the American Revolution  
• Identify the results of the American Revolution  
• Identify the causes of the revolution in Haiti  
• Identify the results of the revolution in Haiti  
• Identify the causes of revolutions in Latin America  
• Identify the results of the revolutions in Latin America |
followers continued to fight and ultimately won independence and established the new nation of Haiti.

- In the first quarter of the 19th century, several Latin American countries successfully led revolutions, as well.
- Jose de San Martin led the forces that pushed the Spanish out of Argentina.
- Simon Bolivar liberated Venezuela, Columbia (New Granada), and Ecuador and joined forces with San Martin to push the Spanish out of South America.
- Mexico and Central American countries also won their independence from Spain, and Brazil won its independence from Portugal.
- All of the movements for independence established the United States as the dominant power in the western hemisphere and the Monroe Doctrine stated that the U.S. would defend the independence of Latin American countries.

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<td>Break down the standards, highlight vocabulary, and discuss EQ#5 on Unit 7 Student Content Map.</td>
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<td>Revolutions in the Americas Student Handout</td>
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<td>Revolutions in the Americas PowerPoint</td>
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<td><strong>We Do (Guided/Differentiated Instruction)</strong></td>
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<tr>
<td>Museum of Revolutions Group Project (This could also be used as a unit project; the majority of the content relates to this concept)</td>
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<td><strong>You Do (Independent Practice)</strong></td>
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<tr>
<td>Have students answer EQ#5 on Unit 7 Student Content Map in complete sentences using the vocabulary of the standards.</td>
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### Concept 6: French Revolution

**Standard:**
SSWH14 The student will analyze the Age of Revolutions and Rebellions.
b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).

**Lesson EQ:** What were the causes and effects of the French Revolution?

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| • French Revolution  
  • King Louis XVI  
  • Marie Antoinette  
  • Three Estates  
  • Tennis Court Oath  
  • Declaration of Rights of Man  
  • Bourgeoisie  
  • National Assembly  
  • Reign of Terror  
  • Jacobins  
  • Robespierre | • French Revolution marked a transition in Europe from the old order of aristocracy to a new order based on equality and the ideals of the Enlightenment.  
• In France, society was divided into three “estates”. 1) clergy 2) nobility 3) everyone else. The bourgeoisie (middle class of merchants, etc.) emerged and wanted to challenge the monarchy and this system. Many of the bourgeoisie supported the ideas of the Enlightenment.  
• Due to economic crisis (monarchy lived very extravagantly), Louis XVI called France’s legislature together and the 3rd estate quickly took over. They drew up a new constitution (Tennis Court Oath).  
• Rumors that the king would use the military to put down the National Assembly led them to storm the Bastille, a prison and armory.  
• The National Assembly wrote Declaration of Rights of Man (all men are entitled to equal rights) and a constitutional | • Analyze the Age of Revolutions and Rebellions  
• Identify the causes of the French Revolution  
• Identify the results of the French Revolution |
monarchy was set up.  
- Other European countries were afraid of what was going on in France and France found itself at war with Austria and Prussia.  
- Military failures and economic hardships led to more changes in the government.  
- A radical group called the Jacobins, led by Robespierre, took over and began the Reign of Terror. The monarchy was suspended and the king and queen were executed.  
- Ultimately, after another change in government Robespierre was executed and a new constitution was written. Eventually, Napoleon Bonaparte took over France and named himself emperor.

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<td>I Do (Teacher Point)</td>
<td>Break down the standards, highlight vocabulary, and discuss EQ#6 on Unit 7 Student Content Map.</td>
<td>Group Activity: French Revolution Primary Source Stations French Revolution Primary Source Stations Student Handout (You may want to group students in a way that will allow you to scaffold more for groups needing help analyzing primary sources)</td>
<td>Have students answer EQ#6 on Unit 7 Student Content Map in complete sentences using the vocabulary of the standards. Tennis Court Oath Invitational Flyer</td>
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<tr>
<td>French Revolution Student Handout</td>
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<tr>
<td>French Revolution PowerPoint</td>
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**Concept 7:** Napoleon Bonaparte

**Standard:**
SSWH14 The student will analyze the Age of Revolutions and Rebellions.
c. Explain Napoleon’s rise to power, the role of geography in his defeat, and the consequences of France’s defeat for Europe

**Lesson EQ:** How did Napoleon’s rise and fall impact Europe?

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</table>
| • Napoleon Bonaparte  
• Coup d’état  
• Napoleonic Code  
• Battle of Trafalgar  
• Peninsular War  
• Invasion of Russia  
• Hundred Days  
• Battle of Waterloo  
• Congress of Vienna | • Napoleon was a military hero of the French Revolution and used the turmoil in France in the years following the French Revolution to seize power. He led a military coup d’état and took over, eventually naming himself emperor.  
• Napoleon made peace with the Catholic Church (Concordat), set up lycees (schools for boys) and established the first set of national laws since the Revolution called the Napoleonic Code.  
• Napoleon sought to expand the power and reach of his empire and defeated Austria, Prussia and took on several dependent states in Europe, including Spain, Italy and others. As his empire grew, Napoleon spread the ideals of the French Revolution such as equality, nationalism and religious tolerance.  
• Napoleon was never able to invade England, and Napoleon’s loss at the naval battle of Trafalgar ensured the British dominance at sea. Napoleon sought to control England by putting in place a blockade and forcing | • Analyze the Age of Revolutions and Rebellions  
• Explain Napoleon’s rise to power  
• Explain the role of geography in his defeat  
• Explain the consequences of France’s defeat for Europe |
countries he conquered to join him in his war against England.

- Napoleon could never invade England, lost 300,000 troops in an attempt to invade Spain to get to Portugal, and about 400,000 men in an attempt to invade Russia. The geographical obstacles caused by these three attempts at invasion led to his downfall.

- Napoleon was finally defeated by a coalition of European forces and exiled to the island of Elba and the French monarchy was restored.

- Napoleon escaped from exile and in a period known as the Hundred Days attempted to establish himself as the emperor again. He was ultimately defeated at the Battle of Waterloo by a coalition led by the British. He was exiled to St. Helena where he died in 1821.

- France’s defeat ultimately led to a period of relative peace in Europe. Following Napoleon’s final exile, European countries met at the Congress of Vienna to discuss a plan to establish peace and order in Europe.

- The outcomes of the Congress of Vienna re-established more conservative governments based on monarchies. However, the growth of nationalism sparked revolts in colonies around the world.
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|                                                                         | Break down the standards, highlight vocabulary, and discuss EQ#7 on Unit 7 Student Content Map.                                                                                                                                                                                                                                                      | Hero or Tyrant? Activator  
  - Have students complete the activator on their own.  
  - Then, allow students to share answers on projected chart and lead a class discussion on the meaning of the words hero and tyrant and some modern examples of both.  
  - Introduce Napoleon and explain to students that as you learn about Napoleon, they need to try to determine whether they think he was a hero or a tyrant and be prepared to support their argument.                                                                 | Have students answer EQ#7 on Unit 7 Student Content Map in complete sentences using the vocabulary of the standards.  
  Napoleon Bonaparte Constructed Response (Historical Analysis – Was Napoleon a Hero or a Tyrant?)                                                                                          |
**Concept 8: Asian Interaction and Rebellion in China**

**Standard:**
SSWH14 The student will analyze the Age of Revolutions and Rebellions.
d. Examine the interaction of China and Japan with westerners; include the Opium War, the Taiping Rebellion, and Commodore Perry.

**Lesson EQ:** How did the interaction of China and Japan with westerners impact the world?

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<tr>
<td>• Opium War</td>
<td>• In the early 1800s, Great Britain imported more than they exported to China and decided to introduce the opium trade to China to change this. The use of opium skyrocketed and the Chinese government blockaded the trading port of Guangzhou after the British refused to stop when asked to on moral grounds. The British responded by starting the Opium war.</td>
<td>• Analyze the Age of Revolutions and Rebellions</td>
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<td>• Tai Ping Rebellion</td>
<td>• The success of the British fleet persuaded the Chinese to make peace and sign a treaty that opened up five ports to British trade and gave the British Hong Kong. The end of the Opium war marked the beginning of strong western influence in China.</td>
<td>• Examine the interaction of China with westerners</td>
</tr>
<tr>
<td>• Commodore Matthew Perry</td>
<td>• Due to the issues with foreign countries, the Chinese government failed to deal with internal economic problems, which led to the peasant revolt known as the Tai Ping Rebellion. Hong Xiuquan believed God gave him the mission to destroy the Qing dynasty and establish a new one. The rebellion called for social reforms</td>
<td>• Examine the interaction of Japan with Westerners</td>
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such as giving all land to peasants and equal rights for women. He also outlawed alcohol, tobacco and foot binding. With the help of European forces, the rebellion gradually weakened – but as many as 20 million people died in the 14 year struggle.

- In Japan, the Tokugawa shogunate had ruled Japan for 200 years and the country was virtually isolated until 1853 when Commodore Matthew Perry of the U.S. brought 4 warships into Japan with a letter from the President asking to open relations between the two countries. Under military pressure, Japan agreed to a treaty that opened up two ports to the U.S., and a later treaty opened up more ports and an exchange of ministers. Several European nations opened up trade with Japan after this.

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<tr>
<td>Break down the standards, highlight vocabulary, and discuss EQ#8 on Unit 7 Student Content Map.</td>
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<tr>
<td>Asian Interaction Student Handout</td>
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