

Italian Style Self Guided Tour

For Students
GRADES 9-12

This tour is designed to help teachers and chaperones guide students through the exhibition, or for students to use to explore the exhibition on their own. It includes recommended objects, panels, and discussion questions to support learning about modern history and historical inquiry in the exhibition. Questions can be tailored to what you are studying and the amount of time you have to explore.

9.4.1.2.1 Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past—Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings.

9.4.1.2.2 Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past—Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.

9.4.3.12.3 A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars, and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900–1950)—Describe the social, political and economic causes and main turning points of World War II. (A Half Century of Crisis and Achievement: 1900–1950)

For example: Causes—Rise of totalitarianism, invasion of Manchuria, appeasement, invasion of Poland. Turning points—Stalingrad, Battle of Midway.

9.4.3.12.4 A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars, and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900–1950)—Describe the causes and consequences of the Nazi Holocaust, including the effects of the Nazi regime’s “war against the Jews” and other groups, and its influence on the 1948 United Nations Declaration of Human Rights and other human rights movements of the post-WWII era. (A Half Century of Crisis and Achievement: 1900–1950)

9.4.3.12.5 A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars, and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900–1950)—Identify major developments in science, medicine, and technology; analyze their benefits and dangers. (A Half Century of Crisis and Achievement: 1900–1950)
For example: Developments—electricity, automobile, hydrogen bomb, vaccines.

9.4.3.13.2 Post-World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950–1989)—Evaluate the degree to which individuals and groups have shaped the development of various post-colonial governments. (The World After World War II: 1950–1989)

For example: Individuals—Fidel Castro, Vaclav Havel, Nelson Mandela, Indira Gandhi. Groups— Khmer Rouge, Sandinistas, Palestine Liberation Organization.



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