

WORLD HISTORY

Course of Study

Revised 2021

Summit High School
Summit, NJ

9th Grade
World History
Length of Course- One Year

(2021)

Pacing Guide

32 Weeks Active Teaching of New Material

Unit 1: The 1st Global Age 6 weeks

- **Chapter 1: Global Interactions**
- **Chapter 2: Empires**
- **Chapter 3: Thinking Differently**

Amistad Connections *Units 1-2

Unit 2: Revolutions 9 weeks

- **Chapter 4: Political Revolution**
- **Chapter 5: Industrial Revolution**
- **Chapter 6: The ‘New’ Imperialism**

*Amistad Connections * Units 5-6

Unit 3: Crisis & Achievement 9 weeks

- **Chapter 7: World War I Era**
- **Chapter 8: Interwar Years**
- **Chapter 9: World War II Era**

Amistad Connections *Units 7, 9

Holocasut Connections *Units 8-9

Unit 4: The Modern Era 8 weeks

- **Chapter 10: The Cold War**
- **Chapter 11: Decolonization & 20th C. Nationalism**
- **Chapter 12: Contemporary Issues**

Amistad Connections *Units 11-12

COURSE DESCRIPTION:

This is a one-year survey of world history tracing the development and contributions of civilizations in different parts of the world from around 1500 to the present day.

The course begins a survey of modern day issues serving as a backdrop to the introduction of skills essential to the study of history: critical thinking & problem solving, writing, note taking, computer use, map analysis, picture, chart, graph & table interpretation, time & chronology, social participation and media literacy. Throughout the year, students will practice and develop these skills in the subsequent units.

The first unit of study is the European voyages of exploration and the first global age. Students will explore the major empires of the 16th and 17th centuries and then examine the major shifts in Western thinking caused by the Reformation, Scientific Revolution and Enlightenment. This will be followed by an examination of the political revolutions of the 17th and 18th centuries and their global impact as well as the major changes brought about by the Industrial Revolution. Then an emphasis will be placed on the dual effects of western expansion and imperialism on non-western civilizations and western societies in the 19th century. The final units will introduce students to the major global events of the early 20th century and the post W.W.II era of globalization.

COURSE PROFICIENCIES:

The student will be able to:

- Illustrate the impact of geography on the development of history
- Outline the causes of European global voyages of exploration and determine the effect of these expeditions of Europe and the rest of the world by examining the increasingly complex system of global encounters between the Eastern and Western Hemispheres.
- Compare the societies & political systems of the major empires of the 16th & 17th centuries
- Explain how the Reformation, Scientific Revolution and Enlightenment challenged existing social and political institutions
- Highlight the main developments of the revolutions of the 17th and 18th centuries and their worldwide impact in spreading democratic ideals and nationalism in the 19th century
- Explain how the Industrial Revolution forever altered life and assess the positive and negative impact of industrialization
- Explain the motives for imperialism and the impact of colonial rule on conquered peoples
- Explain the causes and consequences of World War I & World War II in the early 20th century
- Describe the major political, social and economic trends in both the developed and developing worlds during the post World War II Era
- Demonstrate ability in the following essential Social Studies skills:
 - Chronological Thinking
 - Spatial Thinking
 - Critical Thinking
 - Presentation Skills

Unit 1: The 1st Global Age

Standard 6.2 World History/Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Big Ideas: *Course Objectives / Content Statement(s)*

Around 1500, the Eastern and Western Hemispheres were at last joined in sustained contact and as a result world trade networks greatly enlarged, the conquest and colonization of the Americas evolved, labor systems were transformed as slavery expanded into the new world and the Columbian Exchange altered the biodiversity of the planet. As a result, the balance of power in the world started shifting as western Europe created Sea-based empires as they claimed the lands of the Western Hemisphere and gained control of many older trade routes. The traditional Land-based empires of Asia remained important as they expanded their borders, influence and consolidation of power. Across Europe and Asia, the political consolidation of stronger centralized states through Absolutism meant that rulers had enough power and wealth to control regional lands and people, sponsor trade expeditions and send diplomatic envoys to other civilizations. In addition, beliefs and attitudes shifted in western Europe as the Reformation challenged one's faith, the Scientific Revolution challenged one's understanding of the universe and the Enlightenment challenged one's understanding of society and government.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>What were the political, economic, and cultural trends in the Americas, Africa, and Asia in the 15th century?</p> <p>How did Africans, Asians, Europeans, and Americans interact politically, economically, and culturally pre-Columbus?</p> <p>What were the main motives and means behind exploration during the 15th and 16th</p>	<p>Students will understand that...</p> <p>Before the 15th century, trade networks, and thus cultural exchange, was dominated by Asian and African states. In the Americas, advanced civilizations determined their own fates. The desire for a share in the valuable spice trade spurred western European nations to search for new routes to Asia. Technological developments in cartography, navigation, ship design, new tools and the improved understanding of global wind and current patterns allowed transoceanic travel and trade possible. Europeans in their travels established trading posts in Africa and Asia. The discovery and succeeding conquest of the Americas led to the subjugation of the Native Americans as diseases decimated their population as Europeans built colonies in the Americas. The importation of African slaves to the American colonies led to the rise and fall of African states while creating a new blended 'American Society' of Africans, Native Americans and Europeans. European exploration also increased and stimulated a new global</p>

<p>centuries? What were its subsequent results?</p>	<p>trade and exchange network, a commercial revolution and the emergence of mercantilism spurring many western European nation-states to compete for colonies in the New World.</p>
<p>What were the positive and negative global effects of the Columbian Exchange?</p>	<p>The Columbian Exchange was the global transfer of plants, animals, diseases and people between the Eastern and Western Hemispheres. The sharing of crops and livestock in both directions introduced meat and other grains into the American diet, potatoes and other vegetable crops into Europe and yams and manioc into Africa resulted in a worldwide population growth. Animals for transport and labor transformed the culture and lifestyle of many Native American groups. Diseases tended to be rather one sided as Old World diseases decimated the native populations of the Americas. People as part of the exchange tended to flow from the Eastern to the Western Hemispheres either voluntarily or involuntarily furthering the biological and demographic changes that would add new stress to the American environment.</p>
<p>How were land-based and sea-based empires created and maintained? What similarities / differences existed between these models of empire and what happened when they interacted with each other and the indigenous population.*</p>	<p>An important shift took place after 1500 between land-based and sea-based powers. Land-based powers followed patterns that political organizations had used in most places for centuries. Governments controlled land by building armies, bureaucracies, roads, canals, and walls that unified people and protected them from outsiders. The focus was on land. However, during this era sea-based empires, such as those in western Europe, built their power by controlling water routes, developing technologies to cross the seas, and gaining wealth from trade and land claims across the oceans. Although Europeans were not the first to discover the importance of sea-based trade, communications and travel, they took the lead in the new world economy that was developing and took advantage of the opportunity to capture the world stage in later centuries. As a result, land-based empires were forced to make a choice early on as to how to deal with sea-based empires when they arrived on their shores for business.</p> <p>During the 1500s and 1600s, several European monarchs became absolute rulers claiming to be the sovereign power and ultimate authority of the state due to divine right. Rulers like Philip II of Spain, Louis XIV of France and Peter the Great of Russia exerted a wide political, social, religious, military, economic and cultural influence to lead their nation-states to the forefront of the European stage. Their counterparts in Asia, most notably Suleiman the Magnificent (Ottoman), Akbar the Great (Mughal) and Kanxi (Qing China) were Emperors of the great land-based</p>

<p>How did Absolute rulers centralize power, shape their societies and contribute to cultural flowering in both Europe and Asia?</p> <p>How did the Reformation, Scientific Revolution and the Enlightenment transformed the way people thought about the world they lived in; particularly religion, science, government and society?</p>	<p>empires of the era whose rule was absolute, benevolent, stable and prosperous during the apex of their empire's rule.</p> <p>The Roman Catholic Church, a dominant force in Western Europe, would split into many factions in the 16th and 17th centuries. Resulting from centuries old corruption, theological disagreements, power struggles with monarchs, and a papacy out of touch with the believers, Protestantism emerged as protest against Church practices and soon established separate churches, most notably Lutheranism, Calvinism and Anglicanism. In response, the Roman Catholic Church embarked a vigorous Counter-Reformation to fight against the Protestant attacks. The growing religious diversity resulted in major political, economic, cultural and social changes across Europe.</p> <p>Following the method of empiricism, led by the correspondence of leading scholars with one another and the establishment of Royal Academies of Science, many intellectuals in the 17th and 18th centuries initiated the Scientific Revolution because they thought science showed an orderly and rational world governed by natural laws.</p> <p>The Enlightenment resulted as intellectuals posited and debated on how best to apply reason to discover natural law and thus make infinite progress. In turn <i>philosophies</i> and <i>physiocrats</i> would advocate applying those principles to government, society and economics respectively. Many of those ideas would help to inspire and guide many of the late 18th and early 19th century revolutions.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>NJCCS: (2014)</p> <p>1. The Emergence of the First Global Age: Global Interactions and Colonialism</p> <p>6.2.12.GeoSV.1.a 6.2.12.GeoPP.1.a</p> <p>6.2.12.GeoGE.1.a 6.2.12.GeoGE.1.b</p>	<p>Instructional Focus (6 weeks):</p> <p>Chapter 1: Global Interactions (2 weeks)</p> <p>1. The World in the 15th Century: An Overview</p> <p>a. Muslim World</p>

<p>6.2.12.GeoGE.1.c 6.2.12.GeoGE.1.d 6.2.12.HistoryCC.1.a 6.2.12.HistoryCC.1.b 6.2.12.HistoryCC.1.c 6.2.12.HistoryCC.1.d 6.2.12.HistoryCC.1.e 6.2.12.HistoryCC.1.f 6.2.12.HistoryCC.1.g</p> <p>2. Reformation, Scientific Revolution and Enlightenment</p> <p>6.2.12.CivicsPR.2.a 6.2.12.CivicsPR.2.b 6.2.12.GeoPP.2.a 6.2.12.EconGE.2.a 6.2.12.HistoryCC.2.a 6.2.12.HistoryCC.2.b 6.2.12.HistoryCC.2.c 6.2.12.HistoryUP.2.a</p>	<p>b. Mali/ Songhai c. Indian Ocean Trade d. Ming China e. Aztecs/ Inca</p> <p>2. European Exploration 3. Conquest & Colonization 4. The Atlantic Slave Trade 5. Global Economy 6. Columbian Exchange</p> <p>Chapter 2: Empires (2 weeks)</p> <p>1. Land vs. Sea</p> <p>a. Land Examples: Ottoman, Mughal, China (Ming & Qing) b. Sea Examples: Portugal, Spain, England, France & the Netherlands c. Examples of interactions*</p> <p>2. Absolutism</p> <p>a. Louis XIV, Peter the Great, Sulieman, Akbar & Kangxi</p>
<p>Conceptual Objectives:</p> <ul style="list-style-type: none"> ● Identify 15th century global political, economic, and cultural trends. ● Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century. ● Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns. ● Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy. ● Trace the movement of essential commodities (eg, sugar, cotton) from Asia to Europe to America, and determine the impact trade had on the New World's economy and society. ● Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. ● Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa. ● Determine the extent to which various technologies, (e.g, printing, marine 	<p>Chapter 3: Thinking Differently (2 weeks)</p> <p>1. Renaissance 2. Reformation & Impact 3. Scientific Revolution 4. Enlightenment</p> <hr/> <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● Multiple Choice & Short Answer Quizzes/Tests ● Essays <ul style="list-style-type: none"> ○ Example: Define the Columbian Exchange and cite examples explaining how it both helped and harmed the Old & New World. (W.CCR.2; W.CCR.4; WSL.9-10.2; WSL.9-10.4) ● Deliberations <ul style="list-style-type: none"> ○ *Example: Using multiple primary and secondary sources, evaluate whether the conquest of the Americas was good for the advancement of civilization. (R.CCR.9; RSL.9-10.6; RSL.9-10.9) ○ *Example: Evaluate how the history of the Aztecs should be told.

<p>compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</p> <ul style="list-style-type: none"> Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict. Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas. Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires. Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures). Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies. <p>---</p> <ul style="list-style-type: none"> Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa. Determine the reasons for, and the consequences of, the rise of powerful, 	<ul style="list-style-type: none"> *Example: Determine whether China should continue its Ming Era voyages. Example: Based on a short biography of Martin Luther, analyze what caused the Protestant Reformation. (RSL.9-10.3) Example: Analyze Locke's and Hobbes' ideas about human nature and government, then evaluate who is more right using historical and current evidence and anecdotes. (R.CCR.2; R.CCR.4; R.CCR.8; RSL.9-10.2; RSL.9-10.5) Example: Create a report card for the absolute monarchs, including grades for personality/character, government/bureaucracy, economy/trade, culture/technology, military/colonization/expansion. Justify with evidence from texts. (W.CCR.9) <ul style="list-style-type: none"> Document Based Analysis <ul style="list-style-type: none"> Example: Evaluate modern claims using primary sources to determine if Mansa Musa was indeed the richest person ever. Example: Determine what the secondary source reading, <i>Early Navigation Methods</i>, says explicitly about 15th century European exploration and then make logical inferences. (R.CCR.1) Example: Evaluate multiple primary and secondary sources to gain a coherent and nuanced understanding of the impact of Westernization on Russia during Peter the Great's reign. (R.CCR.6; R.CCR.9; RSL.9-10.6; RSL.9-10.9) Example: Examine a variety of short passages written by Enlightenment era thinkers to determine the meaning of important words and phrases, example checks & balances, the Social
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<p>centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</p> <ul style="list-style-type: none"> ● Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World. ● Relate the development of more modern banking and financial systems to European economic influence in the world. ● Determine the factors that led to the Reformation and the impact on European politics. ● Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations). ● Assess the impact of the printing press and other technologies developed on the dissemination of ideas. ● Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. 	<p>Contract, the Invisible Hand. (RSL.9-10.4)</p> <ul style="list-style-type: none"> ● Research Assignments <ul style="list-style-type: none"> ○ Example: Research an important Scientific Revolution figure and his/her impact on the world today. (RSL.9-10.3; W.CCR.2; W.CCR.7-9; WSL.9-10.2; WSL.9-10.7-9) ● Role playing activities <ul style="list-style-type: none"> ○ Example: Develop and write a narrative of the travels of an explorer from the perspective of a sailor who traveled with that explorer. (W.CCR.3) ○ Example: Hold a mock Enlightenment salon. (W.CCR.3) ● Multi-media/ presentations <ul style="list-style-type: none"> ○ Example: Collaborate with other students to create a Prezi presentation of a virtual museum that would exhibit the great achievements of the Scientific Revolution. (W.CCR.6; WSL.9-10.2; WSL.9-10.6) ○ Example: Take a virtual tour of the Palace of Versailles in order to learn about the reign of Louis XIV and examine how the palace reflects his style of absolutism (R.CCR.7) ○ Example: Use Comic Life to create a comic about a key figure of the Scientific Revolution. (WSL.9-10.1) ● Demonstration of understanding through art, poetry, song, etc <ul style="list-style-type: none"> ○ Example: Listen to music of the Baroque era and respond in a free writing session it connection to Absolutism. (R.CCR.7) ○ Example: Create an anagram poem for a famous Absolute Ruler (WSL.9-10.2) <p>Sample Instructional Strategies:</p> <ul style="list-style-type: none"> ● Interdisciplinary Connections <ul style="list-style-type: none"> ○ Example: The Science behind Overseas Exploration
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	<ul style="list-style-type: none"> ○ Example: The art of the Baroque and Neoclassical connections to the Scientific Revolution and Enlightenment Respectively ● Technology Integration <ul style="list-style-type: none"> ○ Video Clip: Engineering an Empire - France - Louis XIV's Canal. ○ Create an online tutorial outlining the major differences between examples of Land-based and Sea-based Empires and view and comment on each other's tutorials. (W.CCR.2; W.CCR.6; WSL.9-10.2; WSL.9-10.6) ● Global Perspectives <ul style="list-style-type: none"> ○ Portugal's Asia Empire ○ Video/Reading- <i>Guns, Germs and Steel</i> ● Culturally Responsive Teaching <ul style="list-style-type: none"> ○ Define the Columbian Exchange and cite examples explaining how it both helped and harmed the Old & New World. ○ Examine a variety of short passages written by Enlightenment era thinkers to determine the meaning of important words and phrases, example checks & balances, the Social Contract, the Invisible Hand. (RSL.9-10.4)
<p style="text-align: center;">21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation <ul style="list-style-type: none"> ○ Create a movie poster about the achievements of an Absolute Monarch. ● Critical Thinking and Problem Solving <ul style="list-style-type: none"> ○ How could the social structure of Spanish colonies in the New World be reorganized to be more beneficial for the Spanish Empire? ● Communication and Collaboration <ul style="list-style-type: none"> ○ Find a student from another class and discuss one figure each from the Reformation and Age of exploration and then journal about their experience. ● Information Literacy <ul style="list-style-type: none"> ○ Analyze the Writings of Martin Luther from various points in his life to see the progress of the Protestant Reformation. (R.CCR.2; R.CCR.9; RSL.9-10.2; RSL.9-10.9) ● Media Literacy 	

<ul style="list-style-type: none"> ○ Use periodicals to compare criticism of new scientific possibilities and worries to criticism of thinkers during the Scientific Revolution. (R.CCR.2; R.CCR.8; RSL.9-10.2)
<ul style="list-style-type: none"> ● Life and Career Skills
<p style="text-align: center;">21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy <ul style="list-style-type: none"> ○ Mercantilism, colonialism their economic consequences and impact on the New Global Economy. ● Civic Literacy <ul style="list-style-type: none"> ○ Rise of Nation States and the New Monarchs (Consolidation of power amongst monarchs). ● Health Literacy <ul style="list-style-type: none"> ○ Impact of Eurasian Diseases on the Civilizations of the Americas during the Columbian Exchange. ○ A critique of Absolutism and Centralization of Power: The consequence of the building of the city of St. Petersburg, Russia. ● S.T.E.A.M (Science, Technology, Engineering, Arts, Mathematics) <ul style="list-style-type: none"> ○ Examine the technology of ocean navigation; Determine what the secondary source reading, <i>Early Navigation Methods</i>, says explicitly about 15th century European exploration and then make logical inferences.

Unit 2 : Revolutions

Standard 6.2 World History/Global Studies	
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
Big Ideas: <i>Course Objectives / Content Statement(s)</i>	
From 1640-1900 the world experienced drastic economic, political, and social change. The political revolutions in 17th Century England and in the 18th century in France and the Americas challenged the institutions of monarchy, feudalism, and colonialism. Napoleon's rule in Europe helped spread nationalism, challenging the idea of empire and redefining the way people identified themselves. Industrialization changed the way people worked and lived. In the 19th century more powerful, industrialized nations reached out to dominate Asian and African areas economically and politically to protect their own interests through Imperialism.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>

<p>To what extent were the political revolutions during this time period ‘revolutionary’?</p>	<p>Students will understand that...</p> <p>Revolutions all leave a lasting change on the country in which they take place, though usually the changes made are not as extreme as the most radical revolutionaries hoped they would be.</p> <p>In England in the 17th century a bloody civil war and a ‘Glorious Revolution’ resulted in the development of a constitutional monarchy without drastically changing the social or economic structures of the country. In 1789 the French Revolution began which would topple an Absolute monarch and abolish feudalism changing the country forever. Napoleon’s rule would help spread the ideas of the French Revolution as well spark nationalist uprisings. During the Haitian Revolution in the French colony of Saint Domingue the institution of slavery was destroyed and a republic was created*.</p>
<p>What similarities exist among political revolutions and what were the key differences between the revolutions during this time period?</p>	<p>Revolutions always have long term and proximate causes. They always involve friction between moderates and radicals and pin different segments of society against each other.</p> <p>The causes and nature of each of these revolutions were different. The conflict in England was between landowners and the monarch over religion and the powers of Parliament. In France the middle and lower classes rose up against the King and nobility to challenge centuries of feudalism and absolutism. In Latin America colonists sought independence from European colonial powers. All these revolutions were influenced by the ideas of the Enlightenment, which was in its infancy during the upheavals in England in the 17th century but its ideas had become widespread by the end of the 19th century.</p>
<p>To what extent did the benefits of the Industrial Revolution outweigh the costs?</p>	<p>New technology has always transformed the way people live in both positive and negative ways. Changes brought about by the Agricultural Revolution of the 18th century gave rise to the technological breakthroughs of the Industrial Revolution. Consumer goods were mass produced and made widely available. Improvements in transportation and communication made the world more interconnected than ever before. Overall, the application of the understandings gained from the Scientific Revolution toward practical ends built upon the ideas of others leading to constant improvement, efficiency and reliability. At the same time, huge advancements in medicine and science helped to improve the general quality of life for many humans.</p>

<p>How did the Industrial Revolution drastically change the way people viewed society, economics, and politics?</p> <hr/> <p>Can imperialism ever be justified?</p>	<p>Large amounts of wealth inequality developed between the business and working classes.. The mass migration into cities and opening of factories led to deplorable living and working conditions that would take decades to remedy through union organization and political protest. Disparities in wealth and power between industrialized and non-industrialized nations also grew. Trends in production, consumption, and population hastened humans’ impact on the natural environment.</p> <hr/> <p>In response to the massive changes brought about by the Industrial Revolution new ideologies developed causing social unrest and political conflict. Socialism developed in response to the massive inequality of the Industrial Revolution. Karl Marx wrote the Communist Manifesto calling for workers to overthrow capitalism and create a utopian classless society. These ideas would clash with defenders of free-market capitalism leading to revolutions and global conflict in the 20th Century.</p> <hr/> <p>In the 19th century the Industrial Revolution created large inequalities in terms of wealth and power between countries. Driven by national competition and the need for raw materials and new markets European powers, and later Japan, colonized Africa and Asia. This “new” imperialism led to the exploitation of indigenous populations and perpetuated Western misconceptions developed in previous eras about race and superiority in relation to others in the world* The imperial powers justified taking resources and denying colonists self government by claiming they were bringing “civilization” to undeveloped parts of the world through western science, technology and education. In Latin America, economic imperialism led to economic dependence and even political upheaval.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p style="text-align: center;">NJCCS: (2014)</p> <p>1. Political and Industrial Revolutions, Imperialism</p> <p>6.2.12.CivicsPI.3.a 6.2.12.CivicsPD.3.a 6.2.12.CivicsDP.3.a 6.2.12.CivicsDP.3.b 6.2.12.HistoryCC.3.a 6.2.12.GeoGI.3.a 6.2.12.EconGI.3.a 6.2.12.EconGI.3.b 6.2.12.EconGI.3.c 6.2.12.EconET.3.a 6.2.12.EconET.3.b 6.2.12.HistoryCC.3.b 6.2.12.HistoryUP.3.a 6.2.12.HistoryCC.3.c</p>	<p>Instructional Focus (9 weeks):</p> <p>Chapter 4: Political Revolutions (3 Weeks)</p> <ol style="list-style-type: none"> 1. What are Revolutions? 2. English Constitutionalism 3. French Revolution 4. Latin American Revolutions 5. Nationalism - Unify & Divide <p>Chapter 5: Industrial Revolution (3 Weeks)</p> <ol style="list-style-type: none"> 1. Causes 2. Technologies

<p>Conceptual Objectives:</p> <ul style="list-style-type: none"> Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government. Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism). Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution. Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals. Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America. Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism. Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain. Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world. Compare the impact of imperialism on economic development in Africa, Asia, 	<ul style="list-style-type: none"> 3. Factory System & Urbanization 4. Responses 5. Global Impact <p>Chapter 6: The 'New' Imperialism (3 Weeks)</p> <ul style="list-style-type: none"> 1. Causes: Motives & Forms 2. Africa 3. India 4. China 5. Japan 6. Latin America <hr/> <p>Sample Assessments:</p> <ul style="list-style-type: none"> Multiple Choice & Short Answer Quizzes/Tests Essays <ul style="list-style-type: none"> Example: Compare and contrast the guiding principles and consequences of the American and French Revolution. (W.CCR.2; W.CCR.4-5; WSL.9-10.2; WSL.9-10.4-5) Example: Assess the positive and negative impacts of the Industrial Revolution. (W.CCR.1; W.CCR.4-5; WSL.9-10.1; WSL.9-10.4-5) Example: Analyze and compare the China and Japan responses to western imperialism in the 19th century. (W.CCR.2; W.CCR.4-5; WSL.9-10.2; WSL.9-10.4-5) Deliberations <ul style="list-style-type: none"> Example: Argue whether Napoleon was for or against the values of the French Revolution, using precise language and vocabulary. (WSL.9-10.2) Example: Did Western imperialism have a positive or negative impact on non-Western societies? Read about colonial rule in primary and secondary texts, then write an argument that develops the claims and counterclaims, supplies data and evidence for each, and evaluates the strengths and limitations of each argument. (R.CCR.9; WSL.9-10.1)
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<p>and Latin America regarding barriers or opportunities for future development and political independence.</p> <ul style="list-style-type: none"> ● Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world. ● Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability. ● Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment. ● Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives. ● Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule. 	<ul style="list-style-type: none"> ● Research Assignments <ul style="list-style-type: none"> ○ Example: Research how the steam engine changed human history. (W.CCR.7-9; WSL.9-10.7-9) ● Document Based Analysis <ul style="list-style-type: none"> ○ Example: Read Simon Bolivar's <i>A Constitution for Venezuela</i> and use textual evidence to better understand Latin American independence. (RSL.9-10.1) ○ Example: Read excerpts of Dickens' <i>Hard Times</i> to examine daily life during the early part of the Industrial Revolution. (R.CCR.10) ○ Example: Read Dadabhai Naoroji's <i>The Benefits & Burdens of British Rule, 1871</i> to analyze how a text uses structure to emphasize key points or advance an idea. (RSL.9-10.5) ○ Example: Read Commissioner Lin's Letter to Queen Victoria criticizing the importation of opium and assess the extent to which the reasoning and evidence support the author's claims. (RSL.9-10.8) ● Multimedia projects/ Media literacy assignments <ul style="list-style-type: none"> ○ Example: Research and analyze how the British press helped to bring attention to human rights abuses in the Belgian Congo as instigated by King Leopold II. (W.CCR.7-9; WSL.9-10.7-9) ○ Example: Publish a virtual time capsule/exhibit of the top three Industrial Revolution inventions. (WSL.9-10.6) ● Role playing activities <ul style="list-style-type: none"> ○ Example: Hold a mock meeting of the Three Estates in France prior to Revolution. (W.CCR.3) ○ Example: Write a speech as a labor organizer trying to convince factory workers to form a union in mid-19th century Britain. (W.CCR.3-4)
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	<ul style="list-style-type: none"> ○ Example: The Urban Game/ The Scramble for Africa ● Presentations <ul style="list-style-type: none"> ○ Example: Create a multimedia presentation on the development of England’s Constitutional Monarchy from James I to George I. (WSL.9-10.2) <p>Sample Instructional Strategies:</p> <ul style="list-style-type: none"> ● Interdisciplinary Connections <ul style="list-style-type: none"> ○ Literature: Read an excerpt from <i>A Tale of Two Cities</i> by Charles Dickens about the French Revolution. Read Pablo Neruda’s <i>United Fruit Co.</i> (R.CCR.4; R.CCR.10; RSL.9-10.4) ○ Mathematics: Examine Napoleon’s use of mathematics concerning artillery on the battlefield. (RSL.9-10.7) ○ Science: Analyze the principles and properties of the steam engine to understand how it transformed the nature of work. (RSL.9-10.7) ● Technology Integration <ul style="list-style-type: none"> ○ Create an online tutorial outlining the major differences between Absolute and Constitutional Monarchies and view and comment on each other’s tutorials. (W.CCR.2; W.CCR.6; WSL.9-10.2; WSL.9-10.6) ● Global Perspectives <ul style="list-style-type: none"> ○ Create a chart making connections between the French Revolution and the revolutionary movements of Central and South America. <ul style="list-style-type: none"> ○ Analyze the reactions of Africans and Asians to the European Imperialism of the 19th century. (R.CCR.4; R.CCR.6; RSL.9-10.4-6) <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> ○ Read Simon Bolivar’s <i>A Constitution for Venezuela</i> and use textual evidence to better understand Latin American independence. (RSL.9-10.1)
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	<ul style="list-style-type: none"> o Analyze the reactions of Africans and Asians to the European Imperialism of the 19th century. o Read Commissioner Lin's Letter to Queen Victoria criticizing the importation of opium and assess the extent to which the reasoning and evidence support the author's claims.
<p style="text-align: center;">21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation <ul style="list-style-type: none"> o Create a visual representation to review the major themes associated with one of the following topics: French Revolution, Industrial Revolution, or Imperialism. (WSL.9-10.2) ● Critical Thinking and Problem Solving <ul style="list-style-type: none"> o Reach the goals of the French Revolution in a non-violent way...is it possible? o Hold a simulated Indian National Congress debate of whether or not British Imperialist rule in India should continue or end. (W.CCR.9) ● Communication and Collaboration <ul style="list-style-type: none"> o With a partner, write a series of letters between siblings who moved from the farm to different cities looking for work during the Industrial Revolution. (W.CCR.3) o Post a wiki response to this question: Was the French Revolution inevitable? (W.CCR.6; WSL.9-10.6) ● Information Literacy <ul style="list-style-type: none"> o Compare different accounts of the English conquest of Ireland under Cromwell. (R.CCR.6; R.CCR.9; RSL.9-10.4-6; RSL.9-10.9) o Compare the different accounts of the Opium Wars from the British and Chinese perspectives. (R.CCR.6; R.CCR.9; RSL.9-10.6; RSL.9-10.9) ● Media Literacy <ul style="list-style-type: none"> o Compare rhetoric of the French Revolution to criticism of it from outside sources such as English media. (R.CCR.4; RSL.9-10.4) o In a PowerPoint presentation, compare the influences of Western culture in the non-Western world in the nineteenth and the late twentieth centuries. (W.CCR.2; W.CCR.6; WSL.9-10.2; WSL.9-10.6) ● Life and Career Skills <hr/> <p style="text-align: center;">21st Century Themes (as applies to content area)</p> <ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy <ul style="list-style-type: none"> o Create a poster highlighting the positive and negative aspects of one of the following 19th century economic theories: laissez-faire capitalism, socialism, utilitarianism or scientific socialism (communism). ● Civic Literacy 	

- Role of Government in a crisis...A review of the French Revolution's Reign of Terror.
- **Health Literacy**
 - Analyze the impact of improved sanitation and medical knowledge in combating the spread of communicable diseases in developed nations.
- **S.T.E.A.M (Science, Technology, Engineering, Arts, Mathematics)**
 - Examine art from the romantic and realist movements, examining how the pieces criticize or celebrate the Industrial Revolution
 - Industrial Revolution: Definition, Causes & Why Great Britain?
 - New Technologies (work, transportation & communication)
 - The Factory System
 - Analyze the principles and properties of the steam engine to understand how it transformed the nature of work.

Unit 3: Crisis & Achievement

Standard 6.2 World History/Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Big Ideas: *Course Objectives / Content Statement(s)*

The year 1914 marks the beginning of World War I, which in many ways was caused by the tremendous changes of the long 19th century. This war marked a change in warfare, diplomacy, technology, communication, and global hegemony. Colonial participation in the war meant that its impact was worldwide. At its conclusion, Europe was significantly weakened, questioned the very value system and logic that lead them toward war and had difficulty maintaining its global dominance over the rest of the world. Political revolutions swept the world (ex. Russia), as outdated and unresponsive governments were overthrown. The world also became closer and more connected than ever with developments in technology and communication. Lingering post-WWI issues and a Great Depression saw the rise of Totalitarian states in the USSR, Nazi Germany, Fascist Italy and Ultra-nationalistic Japan. World War II stands as the most costliest and deadly war in human history as a result of sheer number of people involved, the new

technologies employed in the war, and unspeakable acts of genocide (Holocaust) and mass killing (Atomic Bomb). As a result, World War II brought with it enormous global changes from a peace settlement leaving the United States and Soviet Union as the lone superpowers ushering in the Cold War, Europe & Japan needing to rebuild, increased colonial demands for independence, greater opportunities for women in western societies and the creation of International Organizations like the United Nations.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>Why was World War I seen as the Great War by its contemporaries?</p> <hr/> <p>How did the end of World War I provide hope yet create bitterness laying the seeds of future conflict?</p> <hr/> <p>How did the achievements and conflicts of the early 20th century reflect a struggle for deeper meaning during the Interwar Years?</p> <hr/>	<p>Students will understand that...</p> <p>By 1914, Europeans had enjoyed almost a century without a major war on the continent. They had witnessed incredible changes over the course of the 19th century through the rapid advances in science and technology fed a belief in unlimited progress, peace, and prosperity. That confidence came crashing down in August 1914, buried in an avalanche of death and destruction. Thus the Great War marked the beginning of a new disturbing age where the causes of the war were complicated, technology changed the nature of warfare, war was fought on a truly global and total scale.</p> <hr/> <p>By the end of 1918, the main actors of the Great War struggled to recover from the devastation inflicted from the millions either killed or wounded; the prevalence of famine or disease; farms, factories, and homes in ruin; and the collapse of several governments. Yet in spite of these difficulties, the Paris Peace Conference attempted to create a lasting peace that would endure via the Treaty of Versailles and the League of Nations. For the Bolsheviks of Russia, the communist revolution seemed to satisfy their demands of a classless society. Yet many nations were dissatisfied and resentful after the dust settled, blame applied, promises were not kept and the desire to isolate oneself from outside forces seemed rather appealing.</p> <hr/> <p>After World War I, political and economic turmoil in the 1920s and 1930s challenged democratic traditions and led to the rise of totalitarian and ultra nationalistic states. The Great Depression of the 1930s created a financial chaos and widespread suffering throughout the industrialized world. Scientific discoveries, new trend in the arts, and social changes though inspiring left many others with a sense of uncertainty.</p> <hr/>

Why were the Allies able to win World War II and claim moral supremacy over the Axis powers? Is their moral claim justified?	<p>Through the aggressive acts of the Axis Powers in the 1930s, Allied forces felt justified in their claim to fight for their cause. Even though the Axis powers won decisively at first, the Allies were able to turn the tide after a few tactical errors by the Axis powers and the full commitment / coordination of Allied societies. During the war, German Nazis systematically destroyed Jews and others they considered “undesirables” in the Holocaust. Yet the decision to drop the atomic bombs on Hiroshima and Nagasaki to end the war and subsequent power struggle between the USSR and United States in a Cold War of conflicting ideologies and mutual distrust.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>NJCCS: (2014)</p> <p>4. A Half-Century of Crisis and Achievement: the Era of the Great Wars</p> <p>6.2.12.CivicsPI.4.a 6.2.12.CivicsHR.4.a 6.2.12.CivicsPI.4.b 6.2.12.GeoSP.4.a 6.2.12.GeoSP.4.b 6.2.12.GeoGI.4.a 6.2.12.EconEM.4.a 6.2.12.HistoryCC.4.a 6.2.12.HistoryCC.4.b 6.2.12.HistoryCC.4.c 6.2.12.HistoryCC.4.d 6.2.12.HistoryCC.4.e 6.2.12.HistoryCC.4.f 6.2.12.HistoryCC.4.g 6.2.12.HistoryCC.4.h 6.2.12.HistoryUP.4.a 6.2.12.HistoryUP.4.b 6.2.12.HistoryUP.4.c 6.2.12.HistoryCA.4.a 6.2.12.HistoryCA.4.b 6.2.12.HistoryCA.4.c</p>	<p>Instructional Focus (9 weeks):</p> <p>Chapter 7: World War I Era (3 weeks)</p> <ol style="list-style-type: none"> Causes Conflict & Total War World War & Colonial Contributions & Impact Versailles Russian Revolution <p>Chapter 8: Interwar Years (3 weeks)</p> <ol style="list-style-type: none"> Post-War <ol style="list-style-type: none"> Western Democracies Nationalist Movements The Great Depression Totalitarianism: <ol style="list-style-type: none"> Stalin - USSR Hitler - Nazi Germany Ultrnationalist Japan Early 20th C. culture - Conflicts and Achievements <p>Chapter 9: World War II Era (3 weeks)</p> <ol style="list-style-type: none"> Aggression & Appeasement The Fronts: Europe, Pacific & Home Atomic Bomb Holocaust United Nations <p>Sample Assessments:</p> <ul style="list-style-type: none"> Multiple Choice & Short Answer Quizzes/Tests Essays
<p>Conceptual Objectives:</p> <ul style="list-style-type: none"> Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world. Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities 	

<p>including 20th century massacres in China.</p> <ul style="list-style-type: none"> ● Assess government responses to incidents of ethnic cleansing and genocide. ● Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI. ● Use primary and secondary sources to examine colonial participation and experiences in WWI & WWII. ● Determine how geography impacted military strategies and major turning points during World War II. ● Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East. ● Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice. ● Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I. ● Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars. ● Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II. ● Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia. 	<ul style="list-style-type: none"> ○ Example: Compare how the First World War and its outcomes affected TWO of the following regions in the 1920s and 1930s: East Asia, Middle East, South Asia (Indian subcontinent.) (W.CCR.2; W.CCR.4-5; WSL.9-10.2; WSL.9-10.4-5) ● Deliberations <ul style="list-style-type: none"> ○ Example: Investigate the main causes of World War I and argue which was the primary cause using reasoning and relevant evidence. (W.CCR.1; WSL.9-10.1) ○ Example: Decide whether the development and use of the atomic bomb was “right.” (W.CCR.1; WSL.9-10.1) ● Document Based Analysis <ul style="list-style-type: none"> ○ Example: Read <i>The Sound of Cicades</i> to analyze how and why individuals, events, or ideas develop and interact. Read letters home from Indian soldiers & transcripts from Indian veterans to analyze their experiences as colonial participants in WWI. (R.CCR.3) ○ Example: Examine six economic indicators (GDP, stock value, unemployment, wages, bank closures, & business failures) represented on graphs to analyze the Great Depression in the United States. (RSL.9-10.7) ● Research Assignments <ul style="list-style-type: none"> ○ Example: Research the technological impact of new weapons in World War I or World War II. (W.CCR.7-9; WSL.9-10.7-9) ● Multimedia projects / Media literacy assignments <ul style="list-style-type: none"> ○ Example: Create a news radio report from a front in World War II. (W.CCR.2-3; W.CCR.6; WSL.9-10.6) ○ Example: Develop a digital story about life in a totalitarian state during Stalin’s rule. (W.CCR.2; W.CCR.6; WSL.9-10.2; WSL.9-10.6)
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<ul style="list-style-type: none"> ● Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world. ● Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.” ● Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property). ● Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations. ● Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. ● Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. ● Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India. ● Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics. ● Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan. 	<ul style="list-style-type: none"> ● Role playing activities <ul style="list-style-type: none"> ○ Example: Write a letter home from the trenches of World War I (WSL.9-10.4) ● Demonstration of Understanding through art, poetry, song, games, etc. <ul style="list-style-type: none"> ○ Example: Analyze surrealist works of art to investigate the realms of the subconscious. (R.CCR.7) <p>Sample Instructional Strategies:</p> <ul style="list-style-type: none"> ● Interdisciplinary Connections <ul style="list-style-type: none"> ○ Science: Analyze the principles of Einstein’s Theory of Relativity and create a simple model to explain one of its main principles. ● Technology Integration <ul style="list-style-type: none"> ○ Create a Digital Story highlighting the impact of the Great Depression on the American Farmer. (W.CCR.2; W.CCR.6; WSL.9-10.2; WSL.9-10.6) ● Global Perspectives <ul style="list-style-type: none"> ○ Analyze the roles Africans and Asians played in World War I and WWII. ● Culturally Responsive Teaching <ul style="list-style-type: none"> ○ Analyze the roles Africans and Asians played in World War I and WWII. ○ Cultural Conflicts – 1920s & 1930s ○ The Holocaust- how and why the Jews of Europe were targeted for extermination.
<p style="text-align: center;">21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation 	

- Create a visual representation to review the major themes associated with one of the following topics: Aggression and Appeasement prior to World War II. **(WSL.9-10.2)**
- **Critical Thinking and Problem Solving**
 - In groups, create a peace treaty that merges together the goals of European leaders (France & Great Britain) and President Wilson's (United States) at the Paris Peace Conference after World War I. **(W.CCR.4; WSL.9-10.4)**
- **Communication and Collaboration**
 - With a partner, write a series of letters between siblings who are fighting on different fronts of World War II. **(W.CCR.3)**
- **Information Literacy**
 - Compare the different accounts of anti-Semitic Nazi persecution from varying perspectives. **(R.CCR.6; R.CCR.9; RSL.9-10.6; RSL.9-10.9)**
- **Media Literacy**
 - In a PowerPoint presentation, analyze the impact of Jazz music as a defining feature of Post-World I culture. **(W.CCR.1; WSL.9-10.1)**
- **Life and Career Skills**

21st Century Themes (as applies to content area):

- **Financial, Economic, Business, and Entrepreneurial Literacy**
 - Create a poster highlighting the various governmental reactions to combat the Great Depression.
- **Civic Literacy**
 - Trace the development of International Law & Justice by creating an interactive timeline from 1900 to 1950. **(W.CCR.6; WSL.9-10.6)**
- **Health Literacy**
 - Analyze and rank the top 5 medical advancements of this era and their impact on the modern world.
- **S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)**
 - Analyze and rank the top 5 medical advancements of this era and their impact on the modern world.
 - Analyze the principles of Einstein's Theory of Relativity and create a simple model to explain one of its main principles
 - Research the technological impact of new weapons in World War I or World War II.
 - Analyze surrealist works of art to investigate the realms of the subconscious.

Unit 4: The Modern World

Standard 6.2 World History/Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Big Ideas: *Course Objectives / Content Statement(s)*

Competing ideologies, decolonization and the emergence of new independent nations changed the political landscape and national identities of many regions of the world after the Second World War. At times these changes came peacefully, but more often involved military confrontations and violations of human rights. Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution and use of natural resources offer challenges and opportunities that transcend regional and national borders in an ever growing interconnected and globalized world.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
How did Communism rise and fall after WWII?	<p>Students will understand that...</p> <p>The period from 1945-the present was dramatically impacted by the events of the Second World War. World War II left more than 60 million people dead, large portions of Europe, Africa, and Asia devastated, and propelled the world into the Atomic Age. Following the war the Soviet Union set up communist governments in Eastern Europe and Mao Zedong created a communist state in China. The United States pursued a policy of containing the spread of Communism. The competing ideologies of the U.S.A. and the U.S.S.R. would create an atmosphere of mistrust known as the Cold War. This conflict would lead to both countries intervening in the domestic affairs of smaller nations all around the globe. By the 1970s and 1980s the economic growth of communist nations lagged behind that of Western capitalism. Both China and the Soviet Union adopted reforms moving away from communist economic policies. Across Eastern Europe public protests toppled the communist controlled governments while in China the Communist party used brute force to remain in power.</p>
How did former European colonies gain independence and what challenges did they face once they achieved it?	<p>In the early 20th century there were numerous independence movements within European colonial empires. World War One and World War Two both saw the demise of major empires as well as a growing chorus of acceptance of the idea that each nation deserved an independent state of its own. After the Second World War the beleaguered and bankrupt European powers began to lose their colonies in South Asia and the Middle East. Later in the 1950s and 1960s former African colonies would gain their independence. Independence, however, would come at price. Creating a nation in territories with different ethnic and religious groups often led to conflict and violence.</p>

<p>What challenges face the world in the 21st century and what are some potential solutions?</p>	<p>The world has become more globalized than ever before. As the world becomes more and more integrated through technology, cultures blend and some come to dominate. Religious fundamentalism has developed in some parts of the world, partially to combat this Western-dominated global culture. Movement of people has increased throughout the world as many individuals go seeking better economic opportunities in new areas while others move as refugees, forced from their homelands by natural disasters or to escape human conflict. The effects of industrialization and human activity also became more evident during the later part of 20th century on the environment most notably via pollution and climate change prompting efforts to modify human use and consumption of natural resources.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p style="text-align: center;">NJCCS: (2014)</p> <p>5. The 20th Century Since 1945: Challenges for the Modern World</p> <p>6.2.12.CivicsPI.5.a 6.2.12.CivicsHR.5.a 6.2.12.HistoryCC.5.a 6.2.12.GeoPP.5.a 6.2.12.GeoSV.5.a 6.2.12.GeoGI.5.a 6.2.12.EconET.5.a 6.2.12.EconET.5.b 6.2.12.EconGE.5.a 6.2.12.HistoryCC.5.a 6.2.12.HistoryCC.5.b 6.2.12.HistoryCC.5.c 6.2.12.HistoryCC.5.d 6.2.12.HistoryCC.5.e 6.2.12.HistoryCC.5.f 6.2.12.HistoryCC.5.g 6.2.12.HistoryCC.5.h 6.2.12.CivicsPI.6.a 6.2.12.CivicsHR.6.a 6.2.12.CivicsHR.6.b 6.2.12.GeoPP.6.a 6.2.12.EconGE.6.a 6.2.12.EconGE.6.b 6.2.12.EconGE.6.c 6.2.12.HistoryCC.6.a</p> <p style="text-align: center;">Conceptual Objectives:</p> <ul style="list-style-type: none"> Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace. Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights. 	<p>Instructional Focus (8 weeks):</p> <p>Chapter 10: The Cold War (3 weeks)</p> <ol style="list-style-type: none"> Definition & Causes Communist China Cold War Conflicts <ol style="list-style-type: none"> Korea, Afghanistan, Smaller Interventions Reform and Fall of Communism <p>Chapter 11: 20th C. Nationalism (3 weeks)</p> <ol style="list-style-type: none"> Causes South Asia - Independence and Partition Arab-Israeli Conflict Africa Latin America <p>Chapter 12: Contemporary Issues (2 weeks)</p> <ol style="list-style-type: none"> Definition & Overview Globalization (Technology, Economic and Cultural) Roots of Modern Terrorism Demographics & Migration Climate Change <hr/> <p>Sample Assessments:</p> <ul style="list-style-type: none"> Multiple Choice Quizzes/Tests Essays

<ul style="list-style-type: none"> ● Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence. ● Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures). ● Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir). ● Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence. ● Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism. ● Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China. ● Evaluate the role of the petroleum industry in world politics, the global economy, and the environment. ● Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia. ● Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict. ● Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to 	<ul style="list-style-type: none"> ○ Example: Compare the lives of women in Communist China and East Germany (1945-1990). (W.CCR.1; W.CCR.4-5; WSL.9-10.1; WSL.9-10.4-5) ● Deliberations <ul style="list-style-type: none"> ○ Example: What is the modern day impact of globalization on everyday life? (W.CCR.2; W.CCR.4-5; WSL.9-10.2; WSL.9-10.4-5) ● Document Based Analysis <ul style="list-style-type: none"> ○ Read & analyze Gandhi's use of language in <i>Indian Home Rule 1909</i>. (R.CCR.4) ○ Read & analyze Mao's point of view through excerpts of the <i>Little Red Book</i>. (R.CCR.6) ○ Create a document based question on a Cold War event. (W.CCR.8) ● Research Assignments <ul style="list-style-type: none"> ○ Research and gather primary & secondary sources to create a 20th century scrapbook. (RSL.9-10.10) ○ Research a modern day conflict (ex. Balkans, Arab-Israeli, etc.) (WSL.9-10.7-8) ● Multimedia projects / Media literacy assignments <ul style="list-style-type: none"> ○ Example: Research and analyze the worldwide media's portrayal of South African apartheid. (R.CCR.4; R.CCR.6; R.CCR.9; RSL.9-10.4; RSL.9-10.6; RSL.9-10.9) ● Role playing activities ● Presentations <ul style="list-style-type: none"> ○ Example: Research and present in groups a country profile for one of following emerging nations: Brazil, Russia, India or China. (WSL.9-10.9) ● Demonstration of Understanding through art, poetry, song, etc. <p>Sample Instructional Strategies:</p> <ul style="list-style-type: none"> ● Interdisciplinary Connections
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<p>build stable economies and national identities.</p> <ul style="list-style-type: none"> ● Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide. ● Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East). ● Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries. ● Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries. ● Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives. ● Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues. ● Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences. ● Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights. 	<ul style="list-style-type: none"> ○ Science: Compare the Space Programs of the USSR and United States from the 1950's to the 1980s. ● Technology Integration <ul style="list-style-type: none"> ○ Create a video news program highlighting the political activism of Mahatma Gandhi for India's independence movement. (W.CCR.2-3; W.CCR.6; WSL.9-10.6) ● Global Perspectives <ul style="list-style-type: none"> ○ Analyze similar and different 20th century advertisements from around the world to show the impact of mass communication. (Ex. McDonald's® / Coca-Cola(R.CCR.7)) ● Culturally Responsive Teaching <ul style="list-style-type: none"> ○ Compare the influences of Western culture in the non-Western world in the nineteenth and the late twentieth centuries(present in PPT or other format) ○ Compare the lives of women in Communist China and East Germany (1945-1990)
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<ul style="list-style-type: none"> ● Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use. ● Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy. ● Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies. ● Relate the rise of the Internet and social media to the global economy. ● Evaluate the impact of terrorist movements on governments, individuals and societies. 	
<p style="text-align: center;">21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation <ul style="list-style-type: none"> ○ Listen to Billy Joel’s “We Didn’t Start the Fire” (Cold War Themes) and create your own song for the post-Cold War world. (W.CCR.4) ● Critical Thinking and Problem Solving <ul style="list-style-type: none"> ○ Hold a simulated UN Assembly meeting to curb the proliferation of nuclear materials in a post 9/11 era. ● Communication and Collaboration <ul style="list-style-type: none"> ○ Hold a videoconference with the class and another class (from a foreign country) to discuss some current and relevant international issue. ● Information Literacy <ul style="list-style-type: none"> ○ Research articles investigating the main issues surrounding the Arab/Israeli conflict. (W.CCR.7-8; WSL.9-10.7-8) ● Media Literacy <ul style="list-style-type: none"> ○ In a PowerPoint presentation, compare the influences of Western culture in the non-Western world in the nineteenth and the late twentieth centuries. (W.CCR.2; W.CCR.4; W.CCR.6) ● Life and Career Skills <hr/> <p style="text-align: center;">21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy <ul style="list-style-type: none"> ○ Research and analyze the current global impact of the economic crisis of 2008. ● Civic Literacy 	

- Compare the UN's Universal Declaration of Human Rights with other important historical documents that emphasize the rights of citizens and restraints on the power of the state. **(R.CCR.4; R.CCR.9)**
- **Health Literacy**
 - Research and present on the issues surrounding the international community's response to the AIDS Epidemic in Africa. **(W.CCR.7-9)**
- **S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)**
 - Compare the Space Programs of the USSR and United States from the 1950's to the 1980s.
 - Case Studies: BRICs: The New Emerging Economies: Brazil, Russia, India, China, Mexico, Nigeria etc.
 - Examine rise of personal computer/social media and its impact (econ/pol/social).

**Common Core Standards
For Literacy in History/Social Studies
(Grades 9-10 students)**

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details	
R.CCR.1	Unit 1 – Read closely <i>Early Navigation Methods – Source Reading</i> (secondary source) to determine what the text says explicitly and to make logical inferences from it to support conclusions how 15 th century Europeans gained knowledge & insight from their early voyages of exploration.
R.CCR.2	Unit 2 – Students read p. 456-457 of <i>Beers – World History: Patterns of Civilization</i> dealing with the Congress of Vienna to determine the central ideas or themes of a text, analyze their development and summarize the key supporting details and ideas concerning the goals and outcomes of the Congress of Vienna (1815).
R.CCR.3	Unit 3 – In order to understand life in Fascist Italy under Mussolini (1920's & 1930's), students read a History Through Literature Handout, a selection from Arturo Vivante's <i>The Sound of Cicades</i> to analyze how and why individuals, events or ideas develop and interact over the course of a text.
Craft and Structure	
R.CCR.4	Unit 4 – Students investigate <i>Mohandas K. Gandhi's, Indian Home Rule 1909</i> a primary source of an imaginary dialogue written by Gandhi to illustrate the active nature of nonviolent protest. This text allows students to interpret words or phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
R.CCR.5	Unit 3 – Students read Chapter 30 from their textbook <i>World History: Connections to Today</i> to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole in order to understand how the 1920s and 1930s reflected the theme of Conflict.
R.CCR.6	Unit 4 – Students read selected passages from Mao's <i>Little Red Book</i> to understand how the Communist leader's point of view and purpose of reinvigorating a new generation of communist believers in China during the 1960s shaped the content and style of the text.
Integration of Knowledge and Ideas	
R.CCR.7	Unit 1 – Take a virtual tour of the Palace of Versailles http://en.chateauversailles.fr/homepage in order to integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words to learn about the reign of Louis XIV & how the palace reflects his personal style of Absolutism.
R.CCR.8	Unit 1 – Students read selected passages of Martin Luther's <i>95 Theses</i> and other writings (primary source) to delineate and evaluate the argument and specific claims, including the validity of the reasoning as well as the relevance and sufficiency of the evidence in Luther's rationale of protest.
R.CCR.9	Unit 2 - Read about British Colonial Rule in India during the 19 th century in four separate secondary texts:

	<ul style="list-style-type: none"> • p. 889 of <i>Dukier/Spiegoval World History</i> • p. 661-662 of <i>Bulliet – The Earth & Its People</i> • p. 578-579 of <i>Upshur - Comprehensive Volume World History</i> • p. 583-585 of <i>Beers – World History: Patterns of Civilization</i> <p>In order to analyze how tow or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take.</p>
Range of Reading and Level of Text Complexity	
R.CCR.10	Unit 2 – Students read selected chapters of Charles Dickens’ <i>Hard Times</i> to independently and proficiently to comprehend and gather information of life was like working in a factory and living in a factory town in the early part of the Industrial Revolution (early 19 th century).

Reading Standards for Literacy in History/Social Studies

Key Ideas and Details	
RSL.9-10.1	Unit 2 – Read <i>Simón Bolívar’s “A Constitution for Venezuela”</i> in order to cite specific textual evidence to support analysis of a primary source, attending to such features as the date and origin of information to better understand Latin American independence movements of the early 19 th century.
RSL.9-10.2	Unit 3 – Students read Ch. 31 Sec. 1 – Aggression, Appeasement & War from their main textbooks to determine the central ideas / information to provide an accurate summary of how key events and ideas developed during the 1930s leading to World War II.
RSL.9-10.3	Unit 1 – Students read a short biography of Martin Luther to analyze in detail a series of events to understand if the Protestant Reformation was caused by earlier events or simply just preceded them.
Craft and Structure	
RSL.9-10.4	Unit 1 – Students read a variety of short primary source passages written by Enlightenment writers in order to determine the meaning of words and phrases of Enlightenment thought, including vocabulary that describes the political (ex. <i>Checks and balances</i>), social (ex. <i>The Social Contract</i>) and economic (ex. <i>The ‘Invisible Hand’</i>).
RSL.9-10.5	Unit 2 – Read <i>Dadabhai Naoroji’s The Benefits & Burdens of British Rule, 1871</i> (Primary Source) to analyze how a text uses structure to emphasize key points or advance and explanation or analysis.
RSL.9-10.6	Unit 1 – Students read two separate accounts concerning the Conquest of Mexico by the Spanish, one from the Spanish point of view and the other from the Aztec point of view to see how each side treated the same event, paying particular attention to see what details were included and emphasized in their respective accounts.
Integration of Knowledge and Ideas	
RSL.9-10.7	Unit 3 – Students examine 6 different economic indicators (GDP, Stock Value, Unemployment, Wages, Bank Closures, & Business Failures) represented on graphs to technically and quantitatively analyze the Great Depression in the

	United States to accompany qualitative analysis of photographs from the Great Depression.
RSL.9-10.8	Unit 2 – Students read Commissioner Lin’s Letter to Queen Victoria that criticizes the importation of opium into China by the British to assess the extent to which the reasoning and evidence in the text support the author’s claims.
RSL.9-10.9	Unit 1– Students examine and integrate several primary and secondary sources to gain a coherent understanding of the impact Westernization had on Russia during the reign of Peter the Great, paying particular attention to and noting discrepancies among the sources.
Range of Reading and Level of Text Complexity	
RSL.9-10.10	Unit 4 – Students independently research and gather a variety of primary or secondary source examples to construct a scrap book of a 20 th century topics. (<i>Ex. Cuban Missile Crisis, Arab-Israeli Conflict, Tiananmen Square, Globalization, etc.</i>). Students also edit down their selections into digestible vignettes to exhibit proficiency in understanding the topic.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes	
W.CCR.1	Unit 3 – Students investigate the main causes of World War I (Militarism, Alliances, Nationalism, Imperialism & the Assassination of the Archduke of Austria, Franz Ferdinand) and write an argument supporting which of the main causes was the #1 cause by using valid reasoning and relevant and sufficient evidence.
W.CCR.2	Unit 3 – Students develop a digital story about living in the Totalitarian State of the Soviet Union during the dictatorship of Josef Stalin to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.
W.CCR.3	Unit 1 – Students develop and write a narrative of the real experiences/events of the travels of Zheng He, from the perspective of a sailor who traveled with Zheng He using effective technique, well-chosen details and well-structured event sequences.
Production and Distribution of Writing	
W.CCR.4	Unit 2 – Create a speech given by a labor organizer trying to convince factory workers in a textile mill to form a union in mid 19 th century Britain. The speech needs to be clear and coherent where the development, organization, and style are appropriate to task, purpose and audience.
W.CCR.5	Unit 4 – During the course of a short research project on the modern day impact of Globalization on everyday life, writing workshops will be held during the course of the project where students will develop/strengthen their writing as needed by planning, revising, editing, rewriting or trying a new approach.
W.CCR.6	Unit 1 – In groups of three, students will interact and collaborate with others in creating a Prezi Presentation of a virtual museum that would exhibit the great achievements of the Scientific Revolution. Through this project students will produce and publish writing to accompany the virtual museum.

Research to Build and Present Knowledge	
W.CCR.7	Unit 4 – Students choose a 21st century issue and conduct a short research project based focused questions, demonstrating understanding of the subject under investigation.
W.CCR.8	Unit 4 – Students create a Document Based Question on a Cold War event that relies on documents with relevant information from multiple print and digital sources and assesses the credibility and accuracy of each source.
W.CCR.9	Unit 1 – Create a Report Card grading the rule of an Absolute Monarch in the following categories: personality/character, government/bureaucracy, economy/trade, culture/technological development, military/colonization & territorial expansion. Each grade requires an explanation justifying the grade that draws evidence from literary or informational texts to support one’s analysis, reflection and research.
Range of Writing	
W.CCR.10	Throughout the course of the year, students are given the opportunity to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (tests, quizzes, essays, etc.) for a range of tasks, purposes, and audiences.

Writing Standards for Literacy in History/Social Studies

Text Types and Purposes	
WSL.9-10.1a	Unit 2 – Students assess the positive and negative impacts the Industrial Revolution had. In their arguments students need to introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among the claims, counterclaims, reasons and evidence.
WSL.9-10.1b	Unit 2 – Students participate in a deliberation process where investigate the impact of Western Imperialism on non-Western societies to discover the positive and negative results in order to write an argument that reflects their findings. Here students will be given the opportunity to develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
WSL.9-10.1c	Unit 2 – On a formal assessment, students write an essay explaining the positive and negative effects of the ‘New’ Imperialism. The essay needs to include words, phrases and clauses to link the major sections of the text, create cohesion, and clarify the relationship between claims and reasons, between reasons and evidence, and between claims(s) and counterclaims.
WSL.9-10.1d	Unit 1 – Students use Comic Life to create a comic about the discoveries made by one of the key figures of the Scientific Revolution (<i>Galileo, Newton, etc.</i>). While writing their comic, students are required to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WSL.9-10.1e	Unit 2– During a writing workshop comparing the unification of Germany and Italy from the Nationalism unit, students practice writing concluding statements or sections that follows form or supports the argument presented.
WSL.9-10.2a	Unit 2 – In groups, student work together in creating a multimedia presentation explaining the development of England’s Constitutional Monarchy from the reign of James I to the reign of George I. Students are required to introduce the topic, organize ideas, concepts and information to make important connections and distinctions; needs to include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aid in comprehension.
WSL.9-10.2b	Unit 1 – On the Midterm Examination, one of the possible essay questions includes a question about the Columbian Exchange where students define the Columbian Exchange and cite examples explaining how the Columbian Exchange both help helped and harmed the Old & New World. This essay topic requires students to develop the topic using well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
WSL.9-10.2c	Unit 1 – Students are to choose a famous Enlightenment writer and create an anagram poem using each letter in that person’s name to start a word, phrase, stanza or sentence in the poem. Student thus will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
WSL.9-10.2d	Unit 2 – On a formal assessment for the French Revolution, students argue whether or not Napoleon was for or against the values of the French Revolution (<i>Liberty, Equality, Fraternity</i>). While writing, students need to use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
WSL.9-10.2e	Unit 2 – Students create a one-act play about a Revolutionary figure’s contribution to the Age of Nationalism. Examples may include Simón Bolívar, Toussaint L’Ouverture, Otto von Bismarck. While writing their play, students are required to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
WSL.9-10.2f	Unit 4 – During a writing workshop where students focus in on the defining event of The Cold War, students practice writing concluding statements or sections that follows form or supports the argument presented by focusing on articulating the implications or significance of the topic.
Production and Distribution of Writing	
WSL.9-10.4	Unit 3 – Students write a letter home from the trenches of World War I where students are required to describe what they see, smell, taste, touch, hear, think and feel emotionally about their experiences. Here students are required to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WSL.9-10.5	Unit 4- During the course of a short research project on a modern day conflict (<i>Balkans, Arab-Israeli, etc.</i>) students work on develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WSL.9-10.6	Unit 2 – In creating a time capsule of the top 3 inventions of the Industrial Revolution from 1850-1910, students are to use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
Research to Build and Present Knowledge	
WSL.9-10.7	When appropriate, students will conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Examples may include from Unit 2 – <i>Why did the Industrial Revolution Begin in Great Britain?</i> Or <i>Why did the French Revolution begin in 1789?</i>
WSL.9-10.8	Throughout the course of the year, students are required to find a source on a current topic of study (primary or secondary) and in class, students form small groups to compare findings. Here students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question. Afterwards, students will write about the topic for homework and integrate information into their writing selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WSL.9-10.9	Unit 1 – Students read through primary source accounts from Spanish settlers in the Americas about the Native Americans they encountered. Then they are to summarize the Spanish point of view of Native Americans by drawing evidence from their informational texts to support their analysis, reflection and research.
Range of Writing	
WSL.9-10.10	Throughout the course of the year, students are given the opportunity to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (tests, quizzes, essays, etc.) for a range of tasks, purposes, and audiences.

Social Studies Skills

Helping young people develop and use skills effectively is one of the central purposes of social studies instruction. Indeed, without an adequate command of skills, it is doubtful that students can gain the insights concerning their society or develop the habits of intellectual and social behavior that constitute the ultimate goals of the social studies program. Skills are tools for learning, both in and out of school. Students who develop a command of social studies skills during their school years and carry these skills into adult years have laid a firm basis for continuing learning throughout their entire lives.

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

- **Chronological Thinking – Students will be able to:**
 - Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
 - Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the social, political, intellectual, cultural and economic landscape.
- **Spatial Thinking - Students will be able to:**
 - Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
 - Relate current events to the physical and human characteristics of places and regions.
 - Interpret pictures, charts, graphs and tables to show various historical trends and phenomena
- **Critical Thinking - Students will be able to:**
 - Distinguish valid arguments from false arguments when interpreting current and historical events.
 - Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias
 - Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using date, context and corroborative value of the sources to guide the selection.
- **Presentation Skills - Students will be able to:**
 - Take a position on a historical issue or current public policy issue and support it with historical evidence, reasoning, and analysis in a written and/or oral format.
 - Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consideration the use of language for task and audience.
- **Social Participation Skills – Students will be able to:**
 - discuss current issues of the teacher's selection in an informed manner.
 - generate points of view regarding the issues discussed that are consistent with democratic principles.
 - listen to other viewpoints with an open mind and express own viewpoints with sensitivity to others.
 - recognize, describe and offer constructive criticism, and respond positively to constructive criticism offered by others
 - lead discussions on selected topics in a seminar setting.

Media Literacy Skills

Students will be able to:

- Consume and produce various forms of media (film, television, radio, internet, etc.) as a 21st century tool to think critically and problem solve.
 - Formulate questions and hypotheses from multiple perspectives, using multiple sources.
 - Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
 - Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
 - Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.
 - Determine whose point of view matters
 - Determine how one can locate legitimate sources of information
 - Analyze varying perspectives on the meaning of historical events.
 - Ascertain credible and questionable sources of information about historical and contemporary events
 - Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how the government and the media can influence public opinion.
 - Examine ways how can citizens and groups participate effectively in the democratic process
 - Understand how the U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.
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Texts and Resources

☐ Primary Textbook:

- ☐ Ellis, Elisabeth Gaynor & Anthony Esler. World History Connections to Today. Upper Saddle River, NJ: Prentice Hall, 2003.

☐ Supplemental Textbooks:

- ☐ Baker et al. History Alive: World History Program. Palo Alto, CA: Teachers Curriculum Institute, 1994.

- ☐ Beers, Burton F. World History: Patterns of Civilization. Englewood Cliffs, NJ: Prentice Hall, 1993.
- ☐ Curtin, Philip D. *Cross Cultural Trade in World History*
- ☐ Diamond, Jarrod. *Guns, Germs and Steel: The Fates of Human Societies*
- ☐ Diamond, Jarrod. *Collapse*
- ☐ Pacey, Arnold *Technology in World Civilization*
- ☐ Reilly, Kevin *Readings in World Civilizations*
- ☐ Standage, Tom *History of the World in Six Glasses*
- ☐ Sterns, Peter N. *World History In Brief*
- ☐ Willis, Jr. John E., 1688: *A Global History*
- ☐ A variety of primary and secondary source packets relevant to topics at hand prepared and photocopied by the instructor.

☐ **Reference and Additional Resources:**

- ☐ A school library, staffed by certified librarians, is available to students throughout the school day as well as before and after school.
- ☐ Selected Internet websites will be compiled by the teacher and made of use by the students for further research.

☐ **Audio-Visual: ***

- ☐ *Empires* (PBS): Various Titles
- ☐ World War I Series (20 min each): Summer of Sarajevo, The Trenches, Wilson and Peace, Allied Intervention in Russia
- ☐ Between The Wars Series (20 min each): Versailles: The Lost Peace, Return to Isolation, First Salt Talks, The Great Depression and Foreign Affairs, FDR and Hitler: Their Rise to Power, Conflict of Cultures: Japan and the U.S.
- ☐ The Century (ABC Network video series)
- ☐ CNN *Millennium Series* (Vol. 1-5)

*More audio-visual references will be added when available.

Modified World History Addendum (2018)

Unit 1: The Age of Global Encounters

9 weeks

- **Renaissance**
- **Reformation**
- **Exploration & Colonization**
- **Absolutism & Constitutionalism**
- **Scientific Revolution & Enlightenment**

Essential Questions

- How did Humanism influence change in art, politics, religion, and other fields?
- What caused people to challenge authority and what was the impact of the Reformation on the world?
- What motivated Europeans to explore? How did exploration impact the “Old World” and the “New World”?
- What characteristics define an absolute ruler?
- How do changes in science and philosophy change the way people interpret the world around them?

Enduring Understandings

- The Renaissance created an educated middle class that eventually led to changes in religion, politics, and social structure.
- The Reformation splintered the Christian Church and led to the development of multiple Protestant religions and religious conflicts.
- Exploration created a global economy that impacted agriculture, created slavery, and altered the population in almost every continent.
- An absolute ruler controls people, religion, information, the military, and the economy.
- The use of experimentation led to a scientific approach to government and other aspects of society.

Activities

Suggested Activities:

- [Renaissance Art](#) Activity
- Advice to a monarch (based on Machiavelli’s *The Prince*)
- [How Machiavellian are you?](#) Self Quiz
- [Comic strip of the causes of the Reformation](#) and illustrations of the beliefs of key Protestant groups
- [Google Maps project](#) that includes exploration routes
- [Campaign poster for the most absolute monarch](#)
- English Civil War Play: [Part I](#), [Parts II-III](#), [Parts III- IV](#)

- [The Minds of Geniuses Project](#), students will research and present key ideas of one scientist or philosopher
- [Enlightenment Salon](#) play that goes through the ideas of various philosophers.

Key Terms and People

Renaissance, Humanism, patron, perspective, city-states,
 Castiglione, Machiavelli, the Medici family, Leonardo da Vinci, Michelangelo
 Protestant, indulgences, sacraments, 95 Theses, vernacular, Lutheranism, Calvinism,
 predestination, Anglicanism, Act of Supremacy
 Counter-Reformation, Council of Trent, Index, Indulgences,
 Martin Luther, Johan Tetzel, John Calvin, Henry VIII of England, Elizabeth I of
 England, Jesuits
 Circumnavigate, cartographer, caravel, astrolabe, Papal Line of Demarcation,
 Peninsulares, Creoles, Mestizos,
 Prince Henry, Zheng He, Dias, DaGama, Columbus, Magellan, Bartolome de las
 Casas,
 Absolutism, Edict of Nantes, Versailles, mercantilism, St. Petersburg, boyars,
 westernization, millet, janissaries
 Louis XIV of France, Colbert, Peter the Great of Russia, Catherine the Great of
 Russia, Suleiman the Magnificent (Ottoman Empire), Akbar the Great (Mughal
 India), Emperor Kangxi (Qing China)
 Scientific method, heliocentric, Enlightenment, philosophes, social contract, natural
 rights, laissez faire, salon
 Copernicus, Kepler, Brahe, Galileo, Newton, Hobbes, Locke, Voltaire, Rousseau,
 Mary Wollstonecraft, Adam Smith

Unit 2: Age of Revolutionary Change

9 weeks

- **Political Revolutions (French & Latin American)**
- **Industrial Revolution**
- **New Imperialism**

Essential Questions

1. How did the Enlightenment encourage political revolutions in France, Haiti, etc.?
2. How did the development of factories lead to urbanization?
3. How did the Industrial Revolution lead to Imperialism, the demand for more colonies?
4. German unification

Enduring Understandings

- Enlightenment principles of equality led to revolts in Europe and Latin America.
- The Industrial Revolution created an exploited working class and expanded the middle class.

- An increased demand for raw materials led to European imperialism, the domination of large regions of Africa and Asia.

Activities

Suggested Activities:

- French Revolution role play, *History Alive*
- [Robespierre speech](#): justification of the use of terror
- [Napoleon documents](#) -Absolute or Enlightened?
- [Toussaint L'Ouverture documents](#) - Absolute or Enlightened?
- Letter to the Editor, students will use [Industrial Revolution primary source documents](#) to write a letter
- Room colonization, *History Alive*

Key Terms and People

First, Second, & Third Estates, bourgeoisie, Estates General, Tennis Court Oath, Bastille, Great Fear, Declaration of the Rights of Man, March on Versailles, “Liberte, Equalite, and Fraternite”, Sans-culottes, Reign of Terror, guillotine, Thermidorean Reaction, “citizen”, Napoleonic Code, blocakde, Battle of Trafalgar, Continental System, guerrilla warfare, abdicate, Battle of Waterloo, Louis XVI, Marie Antoinette, Robespierre, Touissaint L'Ouverture, Simon Bolivar, Tupac Amaru, Father Hidalgo

Industrialization, cottage industry, capital, entrepreneur, joint stock company, seed drill, tenement, Luddites, crop rotation, utopian movements, proletariat, socialism, communism, urbanization
Jethro Tull, Adam Smith, Thomas Malthus, David Ricardo, Robert Owen, Karl Marx,

Imperialism, Social Darwinism, assimilation, Berlin Conference, Congo, Boer War, Battle of Adowa, Suez Canal, Liberia, Sepoy Rebellion, Viceroy, Sati, Opium War, Treaty of Nanking, reparations, extraterritoriality

King Leopold of Belgium

Unit 3:	The Era of the Great Wars	7 weeks
	A. World War I	
	B. Russian Revolution	
	C. Between the Wars (1920s & 1930s)	
	D. Totalitarianism & World War II	

Essential Questions

- What were the background causes of World War I?
- How did technological advancements change the way wars were fought?
- Why did people look to alternative forms of governments (communism, dictatorships, fascism) after World War I?

- How did culture reflect the general mood after World War I?
- How do totalitarian leaders control all aspects of life (people, religion, information, military, economy)?
- How did the Treaty of Versailles lead to World War II?

Enduring Understandings

- World War I was the result of growing tensions between European nations (MAIN).
- Advancements in science and technology made war more destructive.
- Economic insecurity after the end of World War I led to a desire for strong leaders in defeated countries, which led to the rise of fascism and communism.
- Feelings of anxiety and hopelessness were reflected in the art, music, and literature of the 1920s.
- Totalitarian leaders controlled people, religion, information, the military, and the economy.
- World War II was caused by the unresolved problems left over from World War I, specifically the failure to stabilize and rebuild Europe.

Activities

Suggested Activities:

- [World War I propaganda posters](#)
- [Russian Revolutions](#) propaganda posters
- Czar Nicholas II decision-making game
- Art activity, *History Alive*
- How-To be a Totalitarian Ruler Guide
- Totalitarian Leader Infographic

Key terms and people

Militarism, Alliances, Imperialism, Nationalism, dreadnought, Schlieffen Plan, Triple Alliance aka Central Powers, Triple Entente, ultimatum, “blank check”, trench warfare, “No Man’s Land”, u-boat, Christmas Truce 1914, armistice, Treaty of Versailles, reparations, self-determination, mandates, League of Nations

Archduke Franz Ferdinand, Kaiser William II, President Wilson, David Lloyd George, Georges Clemenceau,

Bloody Sunday, October Manifesto, Duma, abdicate, St. Petersburg = Petrograd, March Revolution, Provisional Government, October Revolution, Communist, Bolshevik, soviet, proletariat, Treaty of Brest-Litovsk, War Communism, Whites vs. Reds, New Economic Policy (NEP)

Czar Nicholas II, Alexandra, Rasputin, Vladimir Lenin
Surrealism, stream of consciousness, Lost Generation
Sigmund Freud, Albert Einstein, Marie Curie

Gulag, kulak, collectivization, Black Shirts, Weimar Republic, Fuhrer, Munich aka Beer Hall Putsch, Mein Kampf, Reichstag, Third Reich, Nuremberg Laws, anti-Semitism, Kristallnacht, concentration camps, 1939 Non-Aggression Pact, Munich Conference, appeasement. Luftwaffe, sonar, radar, wolf-pack, convoy, blitzkrieg, Operation Barbarossa, Vichy France, Battle of Britain, Stalingrad, D-Day, Yalta Conference, Pearl Harbor, Island hopping, kamikaze, Hirsoshima
Joseph Stalin, Benito Mussolini, Adolf Hitler, Winston Churchill

Unit 4: The Modern World

7 weeks

A. Cold War

B. Decolonization: India and South Africa

C. Modern Conflicts: Israel, Palestine, etc.

D. China

Essential Questions

- What is the Cold War? How and where was the Cold War “fought”?
- How did India become independent from the British Empire?
- How did South Africa end Apartheid? How does the legacy of Apartheid continue to affect South Africa?
- What are the causes of conflict between Israel and Palestine?
- How did the Communist Party take power?
- How communist is 21st century China?
- North Korea?

Enduring Understandings

- After World War II, the conflict between the United States and the Soviet Union dominated global politics.
- Gandhi’s use of nonviolence eventually led to Indian independence from Great Britain.
- As President of South Africa, Nelson Mandela embarked on a campaign to heal South Africa but the impact of Apartheid remains apparent.
- There is no simple solution to the conflicts between Israel and Palestine.
- The Communist Party won the support of peasants and, therefore, won the Civil War.
- Modern China practices capitalism but the Communist Party has totalitarian control over its people.
- North Korea?@

Activities

Suggested Activities:

- Have students analyze a cartoon, photograph, or song that relates to the Cold War.
- Students will analyze and compare the methods of Gandhi and Mandela.
 - [Create illustrated timeline](#)
- Students will [map](#) out the conflicting territorial claims of Israel and Palestine.
- [Students will find a current events article about China](#) and discuss how it relates to what they have learned in class and the level of control the government holds over its people.
- Students will [create a propaganda poster](#) in the [style of the Chinese Communist Party](#).

- Students will independently learn more about North Korea through a [webquest](#).

Key Terms and People

Cold War, Yalta Conference, NATO, Warsaw Pact, Berlin Wall

Decolonization, Amritsar Massacre, Salt March, civil disobedience, Pakistan, Bangladesh

Apartheid, Afrikaners, homelands, ANC, Sharpeville Massacre, sanctions, Truth and Reconciliation Commission,

Mohandas Gandhi, Nelson Mandela, Desmond Tutu

Israel, Palestine, United Nations, West Bank, Gaza Strip, Six Day War, Yom Kippur War, intifada

Nationalist Party (Kuomintang/Guomingdang), Rape of Nanking, comfort women, Long March, PRC, collectivization, Great Leap Forward, Cultural Revolution, Red Guard, responsibility system, Tiananmen Square, Hong Kong, Sun Yat-sen/Yixian, Chiang Kai-shek/Jiang Jeishi, Soong sisters, Mao Tse-tung/Zedong, Deng Xiaoping,

Sheltered World History Addendum (2020)

Unit 1: The Age of Global Encounters

7 weeks

- **Developing Historical Skills**
- **Renaissance**
- **Reformation**
- **Exploration & Colonization**

Essential Questions

- How did Renaissance artistic achievements both influence and reflect intellectual, political, social and religious changes?
- How did Renaissance values, such as humanism, individualism, secularism, shape our modern world?
- What were the causes of the Protestant Reformation?
- How did the Protestant Reformation shape our modern world politically, economically, religiously, socially, and intellectually?
- What caused the age of exploration?
- How did the age of exploration impact specifically the continents of Europe, Africa, and the Americas from the 15th century through our modern world?

Enduring Understandings

- Artistic achievements were used to both reinforce and change existing intellectual, political and religious beliefs.
- Religious institutions were powerful and exercised a lot of control over society.
- Those who challenge accepted practices/beliefs in religion, science, government, etc. were often persecuted.
- Most people in power fear change, therefore, horrific events like plagues and wars are often needed for change to occur.
- Technological advancements encouraged exploration, which made it easier to exchange information and/or conquer other peoples.
- The cultures of Europe, Africa, and the Americans were forever altered and connected by the age of exploration.

Activities

Long-term Project: Students work on their own artistic project to promote a political, scientific or religious change.

Intermediate:

- a) Students make a collage of images and words cut from magazines that embody Renaissance values (humanism, individualism, secularism, skepticism.) Some students may be required to write a few sentences about 4-5 of the images or words they chose.

- b) Students research data about religious affiliation in the United States, their home country, and the world and present their findings in a slideshow.
- c) Students research one European explorer or conquistador and create a poster advocating for his inclusion in the Historical Hall of Fame or Hall of Shame (or both).
- d) Students research race (categories, definitions, demographics, data) in the United States & in their home country and compare and contrast the two. If possible, more advanced students can relate today's trends to colonial era history.
- e) Students can research influential artists, religious leaders, politicians or scientists/explorers that are alive today before choosing someone they want to learn about more.
- f) Students can write a modern-day film or movie based on a historical figure from the Renaissance, Reformation or Exploration Eras.
- g) Students make an argument in writing, presentation or art to advocate for a specific type of exploration they think is undervalued.

Short-term:

- a) Students do a museum walk around the classroom & evaluate whether the art is from the Renaissance or Medieval Era and then share with the class how they know.
- b) Students are assigned one work of Renaissance art to research and annotate. This can be done on paper or through technology like thinglink or blabberize.
- c) Students make a list of "back to school" advice from the POV of Machiavelli and/or Castiglione.
- d) Students design their own modern day *Utopia* based on Thomas More's work.
- e) Students create a political cartoon about the Catholic church culture & abuses that led to the Protestant Reformation.
- f) Students role play as a woman, prince, peasant, and humanist to decide if Protestantism appeals to them.
- g) Students make a map of the different houses of worship in Summit.
- h) Students explore motives for exploration by using the History Alive! sunken ship placards.
- i) Students read about the spice trade and create an advertisement for a spice merchant highlighting the uses of diverse spices.
- j) Students label a world map with important places and routes from the Age of Exploration.
- k) Students write a skit between European explorers and traders and Chinese Emperor Qianlong and his advisers.
- l) Students examine a Columbus Day Mini DBQ and write a short persuasive paragraph about whether Summit High School should celebrate Columbus Day.
- m) Students make a list of tools & inventions that they would bring on a 16th century journey from Europe to the Americas and rank the importance of the tools.
- n) Students role play as a European ruler, enslaved African, Native American and analyze to what extent mercantilism benefits or harms them.
- o) Students make a menu in three parts: Old World dishes, New World dishes, and Columbian Exchange dishes.
- p) Students analyze and annotate Castas paintings.

- q) Students explore excerpts from high interest multimedia to better grasp the time period, including Luther (2003), Roots (2016), PBS Black in Latin America (2011)
- r) Students can free write how they relate to and use art in their lives before a pair-share or inside-out circle to expand their discussions.
- s) Students are given an example of a present-day artist, politician, religious leader or scientists/explorer and asked to either judge the quality of their influence or compare them to someone from the Renaissance, Reformation, or Exploration Eras.

Terms

Vocabulary: humanism, secularism, skepticism, corruption, indulgences, reform, excommunicate, punishment, tolerance, denomination, salvation, government, navigation, exploration, slavery, native, negotiate, colony, crops

Events: Black Death, printing press, *Statue of David*, *Mona Lisa*, The Prince, 95 Theses, Encomienda System, “Discovering” America, Columbian Exchange

People: Michelangelo, Leonardo da Vinci, Machiavelli, Lorenzo de Medici, Savonarola, Shakespeare, Gutenberg, Martin Luther, Henry VIII, Catholic Popes, Protestants, Ferdinand & Isabella, Christopher Columbus, Cortes & Pizarro, Aztec, Montezuma, Inca, Bartolome de Las Casas, Zheng He, Emperor Qianlong

Places: Italy, Ancient Greece and Rome, England, Spain, Germany, Portugal, India, China, Africa, the New World (Americas)

Ideas: Renaissance, “Renaissance Man”, Reformation, Protestantism

Unit 2: Age of Revolutionary Change

7 weeks

- **Absolutism & Constitutionalism**
- **Scientific Revolution & Enlightenment**
- **Political Revolutions (French & Latin American)**

Essential Questions

- Why are constitutional democracies a better form of government?
- Can some absolute monarchs be just as effective as a democratic government?
- Why did some countries adopt constitutions and democracies quicker than others?
- Today, despite calling themselves democracies, why do many countries fail to actually function as one?
- Today, why are some governments and people still reluctant to adopt constitutions and become democracies?
- Why are governments and people afraid of new scientific and intellectual ideas? What do they expect to lose?
- When should a revolution be celebrated rather than feared?
- Why do foreign democratic governments hesitate to support all popular revolutions in other countries?

Enduring Understandings

- Democratic governments attempt to respond to the demands of a majority of people in a country.

- Despite giving people more freedom to dissent and voice their interests, a democracy can never address everyone's needs.
- New scientific discoveries and technological innovations require countries and people to change.
- People resist scientific and technological changes because they fear it will destroy traditional aspects of identity and life.
- Scientific and technological changes often encourage revolutionary ideas that could trigger war.
- Not all revolutions are equally moral or successful in achieving their goal of a democratic government.
- People fighting for democratic governments around the world often have different ideas about what a democracy is and how it should operate.

Activities

Long-term Project:

- a) Imagine how a specific type of scientific discovery or invention today could completely change the world in which we live. Develop a presentation, write a story or create an artistic product to share your ideas.
- b) Choose a country of interest and track any ongoing "revolutionary activity". Research current events, make predictions and explain your judgments, hopes and expectations in a research paper.

Intermediate:

- a) Students research governments around the world today (consider using Scholastic Upfront World Affairs Almanac) and identify how many have monarchs, constitutions, democracies, etc. Students present a visual of their findings. (Another good lesson plan on types of governments today is at <https://www.icivics.org/teachers/lesson-plans/who-rules>)
- b) Students are placed in cooperative groups to manage the course of a revolution in an imaginary country in which they all live. The key goal is for them to form their own ideal government. Students can take on different roles and practice conflict resolution.
- c) Students are given a specific current event about an invention or revolution that could have a significant around the world. That event must be compared to a historical example of an invention or revolutions from the 1500s-1800s.
- d) Dictator for a Day: Students can take turns playing the absolute monarch and enforcing the rules they think are necessary. The rest of the class gets to organize a rebellion against that monarch and discuss the pros and cons to the strategies they chose.

Short-term:

- a) Students write diary entries from the POV of Louis XIV or Peter the Great to demonstrate the lifestyles, responsibilities, and beliefs of absolute monarchs.
- b) Students complete a scavenger hunt as they virtually explore the Palace at Versailles. <https://artsandculture.google.com/project/versailles>
- c) Students create a timeline of key events in the struggle between the King(s) & Parliament.
- d) Students illustrate Enlightenment quotes to understand the main ideas of key philosophes.

- e) Students curate an Enlightenment playlist using songs from today to highlight Enlightenment ideas.
- f) Students use Newsela to find current articles (leveled & in Spanish too) that continue to focus on an issue that the Enlightenment philosophes would have discussed at a salon.
- g) Students role play the 3 Estates at the Estates General Meeting.
- h) Students create a political cartoon from the POV of the 3rd Estate.
- i) Students listen to French Revolution music to understand the changing tone of the revolution as it radicalized.
- j) Students do a museum walk of symbols, mottos, and art from the French Revolution to understand the changing goals and methods of the revolutionaries.
- k) Spanish-speaking students read Latin American primary sources, like Bolivar's "The Jamaica Letter" in its original Spanish and explain key ideas in English
- l) Students design a propaganda poster urging Latin American people to join in the fight against Spain.
- m) Students design and present a monument to one of the Latin American revolutionary heroes.
- n) Students research independence day celebrations in Latin America today and create a slideshow linking today's holidays to the historical events.
- o) Students watch excerpts from high interest multimedia, including "The Man in the Iron Mask" (1998), "Horrible Histories," & "The Liberator" (2013)
- p) Students are given images of inventions, scientific discoveries and enlightenment ideas that can be paired with specific historical figures. Students can share which ones they thought connected with certain historical figures and why.
- q) Students can be provided specific written excerpts and images related to constitutional democracy, scientific innovations, and revolution. They are then asked to explain how one thing about it could be related to their own lives. If that is not possible, they explain what circumstances in their lives prevent them from being affected.

Terms

Vocabulary: telescope, contradict, heresy, gravity, traditions, monarchy, oppose, taxes, constitution, revolved, tolerant, prejudice, three branches (i.e. legislative, executive, and judicial), liberty, consent, mobs, equality, guillotine, moderates, radicals, emperor, independent, violence, utopian, revolution, influential, boycott

Events: Spanish Inquisition, Sun-centered Theory, Defeat of Spanish Armada, Petition of Right, American Declaration of Independence, Revolutionary War, French Revolution, Storming of Bastille, Reign of Terror, Code of Napoleon, Napoleonic Wars (i.e. Invasion of Russia, Battle of Waterloo), Congress of Vienna, July Ordinances

People: Benjamin Franklin, Galileo, Isaac Newton, Parliament, Ferdinand & Isabella, Louis XIV, Joan of Arc, Catherine the Great, Voltaire, Thomas Hobbes, John Locke, Thomas Jefferson, Frederick the Great, Charles X, Mozart, Prince Metternich, Napoleon Bonaparte, Touissant L'Ouverture, Jean Jacques Dessalines, Miguel Hidalgo, Simon Bolivar, Jose de San Martin, the middle class, socialists, Karl Marx, proletariat

Places: Europe, America (United States), Latin America/South America, Colombia, Britain, Spain, France, Versailles Palace, Russia, Prussia (Germany), Mexico

Ideas: nationalism, absolutism, divine right, democracy, constitutionalism, Enlightenment, checks and balances, conservative, liberal, socialism, balance of power

Unit 3: Industrialism & The New Global Age

6 weeks

- A. **Industrial Revolution**
- B. **Rise of Nationalism**
- C. **The ‘New’ Imperialism**

Essential Questions

- Did the Industrial Revolution improve people’s quality of life?
- What would the world be like today if the Industrial Revolution never happened?
- Which invention or discovery had the biggest impact on the growth of a global economy?
- Why did some benefit more than others from the Industrial Revolution?
- How did workers advocate for better conditions and protections?
- Did the rise of nationalism lead to the increase or reduction of conflict?
- How is nationalism still changing today? What forces or events are shaping it?
- Is it morally wrong for more powerful countries to dominate weaker countries militarily, economically, politically, and/or culturally?
- What impact does imperialism continue to have on post-colonial regions?

Enduring Understandings

- The Industrial Revolution increased both domestic and foreign trade.
- The Industrial Revolution encouraged people to improve some working and living conditions.
- The Industrial Revolution eliminated many old jobs (e.g. agricultural, farming, etc.), but created new types of jobs too.
- More people began living and working in (or near) cities because of the Industrial Revolution.
- The Industrial Revolution grew the middle class and the reliance on a consumer economy that emphasized both needs and wants.
- Some people thought the weaknesses of a capitalist industrial economy had to be fixed by new forms of government with greater regulation and control over businesses and property (e.g. socialism and communism).
- Inventions and scientific discoveries solve some problems and make aspects of life easier, however, they simultaneously create new problems that can continue to make life difficult.
- All people did not benefit equally from the gains of the Industrial Revolution.
- Nationalism is a powerful force with the power to both unify and divide people.
- The Industrial Revolution created new opportunities and motives for countries to become imperialistic.
- Empires, such as the British and French, grew and strengthened at the expense of other people’s self-determination (e.g. Africa, Asia, Latin America).

Activities

Long-term Project:

- a) Students research about a present-day problem that is connected to industrialization and develop a specific plan to try and fix that problem.
- b) Students can be arranged in cooperative groups in an effort to develop a Model UN. Different groups can be assigned a specific country that they research before being put in situations where they practice resolving international disputes.

Intermediate:

- a) Students make an annotated scrapbook from the POV of a child living during the Industrial Revolution, including changes in living & working conditions.
- b) Students write and film a PSA from the POV of a Luddite or a Worker's Union advocating for reforms.
- c) Students find or are given an example of media (e.g. music, film, TV, website) that addresses the themes of industrialization, nationalism and/or imperialism. They create a visual or written story/article that gives their opinion.
- d) Students compare a nationalistic historical theme to the way in which people today support sports teams or other groups. Their conclusions can be presented to the class using visuals/technology.

Short-term:

- a) Students use a "March Madness" type of bracket to pit the most influential inventions against one another and then justify a winner with a short paragraph.
- b) Students play the "Urban Game" which requires them to continually add to a small English village until it becomes a crowded city. They then write a paragraph identifying both the opportunities and threats posed by urbanization.
- c) Students design a book cover for Karl Marx & Friedrich Engel's *Communist Manifesto* to demonstrate their understanding of its themes.
- d) Students research modern day countries that consider themselves communist or socialist and compare and contrast with the United States.
- e) Students listen to and read the lyrics of the national anthems of a few countries and identify common themes.
- f) Students partake in the History Alive! simulation of the "Scramble for Africa."
- g) Students label maps of Africa & Asia, showing the European powers that took control and when.
- h) Students examine economic imperialism (& economic nationalism) in Latin America by reading Pablo Neruda's poem *United Fruit Company* and researching references to religious, military, political, and economic history.
- i) Students explore Latin American cultural nationalism by annotating the works of Diego Rivera, Jose Clemente Orozco, David Alfaro Siqueiros, and other muralists.
- j) Talk about a huge global event like the Olympics or World Cup and use that discussion to have them develop their own definitions of nationalism and imperialism. They can explain whether more industrialized countries tend to win more medals/championships than less industrialized countries. Make them discuss and/or write about the limits of industrial advantages.

Terms

Vocabulary: natural resources/raw materials, capital, factory, labor, economy, transportation, mass production, textiles, population, import/export, assembled, efficient, injure, working

conditions, labor union, unify, defeat, loyal, empire, rebel, policy, markets, sphere of influence, trade, navy, protectorate

Events: Industrial Revolution, Wealth of Nations, combustion engine, telephone, steam engine/locomotive, “flying shuttle”, “spinning jenny”, cotton gin, railroads, canals, Scramble for Africa/Berlin Conference,

People: Adam Smith, workers, labor unions, manufacturers, Eli Whitney, Henry Bessemer, Francis Lowell, Samuel Morse, Alexander Bell, Thomas Edison, James Watt, Otto von Bismarck, ambassador, Kaiser, British East India Company

Places: England/Britain, United States, India, African continent, China, Japan, Russia, Germany/Prussia, mother country, colonies, French Indochina, Southeast Asia, Suez Canal, Latin America

Ideas: capitalism, nationalism, “blood and iron”, imperialism, “sun never sets on the British Empire”, absolute power, militarism, colonialism, direct rule, indirect rule

Unit 4: The Era of the Great Wars

7 weeks

E. World War I

F. Russian Revolution

G. Between the Wars (1920s & 1930s)

H. World War II

Essential Questions

- Was World War I the inevitable result of imperialist competition? How could events have turned out differently?
- Would world wars have been fought if those in power had to sacrifice as much as the general population?
- Are destructive wars needed to trigger scientific, political, economic and social advancements?
- Is it possible to bring an end to all war?
- Was the Russian Revolution mostly caused by the circumstances of the war or the suppression of democratic rights?
- Were there aspects of the communist revolution that were compatible with democracy?
- Why did people look to dictators for leadership after World War I?
- Why are governments/people drawn toward isolationism as a solution to foreign policy problems?
- Why did people both inside and outside Axis Power countries (i.e. Germany, Japan, Italy) fail to challenge and overthrow dictators earlier?
- Was the world more democratic after World War II?

Enduring Understandings

- Advancements in science and technology made war more destructive.

- War also led to other advancements in science and technology that helped society progress and improve the standard of living.
- Large wars oppressed some populations, while giving others new opportunities that advanced political, economic and social equality.
- After World War I, most nations were not committed to challenging dictators and enforcing treaties and international law to prevent war.
- The Russian Revolution's communist foundations made many countries afraid that working class people could overthrow their governments.
- Although communism promises equality, it does so at the expense of individual freedom and liberty.
- Although communist fears were replaced by the threats of fascist governments before and during WW II, they became a main focus again by the end of the war.
- WW II was caused by the unresolved problems leftover from WW I, specifically the failure to stabilize and rebuild Europe.
- World War II made it difficult for empires to hold on to their colonial possessions, so most successfully achieved independence.
- Most casualties during both wars were noncombatants killed by disease, famine, incarceration and genocide.
- The Allied Powers defeated the Axis Powers during WWII, which broke apart the old empires and made the United States the strongest military and economic world power.

Activities

Long-term Projects

- a) Assign students lessons that can be learned from both World Wars. Students can pretend to work as business people, photographers, writers, civil/human rights activists, filmmakers, artists, and/or scientists to research and explore an example of war today (e.g. ISIS threat, Afghanistan, etc.) to determine whether those lessons are being applied today. Students will have to produce an example of a "final product" related to the field they chose.
- b) Students are organized into cooperative groups that will represent 4-6 UN countries. They will research their country and develop an international plan to combat global terrorism. Periodically the groups will be provided new current events and expected to update their plans to demonstrate an ability to adapt to changing circumstances.

Intermediate:

- a) Students chose a country outside of Europe, the United States, and Japan or China to research its role in World War I or II and present the slideshow findings to the class.
- b) Students are provided a list of countries that are "desperate for a revolution". Students choose a country to research and compare it to the events of the Russian Revolution. The goal is for them to predict the outcome of such a revolution and present their evidence to the class.
- c) Students are provided a list of modern inventions/technology that we use in our everyday life and asked to judge how effectively it has been used to address larger problems throughout the world (e.g. disease, genocide, famine, war, poverty, etc.)

Short-term:

- a) Students read excerpts from (high interest) poetry & literature and/or analyze visual art to understand the mood of Europeans during and after WWI.
- b) Students analyze visual propaganda (posters from WWI & WWII; film from WWII) for its techniques and effectiveness.
- c) Students create a thematic map to show what nations lost land, gained land, and were newly created after WWI to predict some of the problems that lead to WWII.
- d) Students watch excerpts of high interest films like “All Quiet on the Western Front” and “Saving Private Ryan” to see a dramatized version of weapons & warfare.
- e) Students analyze symbols and songs that rallied revolutionaries in Russia and compare to symbols and songs that political and social movements utilize today.
- f) Students analyze and chart (visualize) Great Depression statistics around the world to make conclusions on its worldwide impact.
- g) Students make a playlist of current songs to reflect the interwar “culture in conflict” and annotate the songs to make the connections between history and today.
- h) Students analyze Dr. Seuss’s appeasement political cartoons and make their own.
- i) Students engage in a structured debate or roundtable on the decision to drop the atomic bombs in Japan.
- j) Students are provided political cartoons or photographs that document an important event and are asked to explain how the source influenced their judgment of it.
- k) Students are shown a brief film/documentary clip and asked to predict what they think will happen next. Students compare predictions with each other before the actual events are discussed.

Terms

Vocabulary: starvation, standard of living, government, private property, promise, diary, dictator, superior, inferior, independence, bankrupt, economic recession/depression, Great Depression, imperialist, alliance, trenches, convoys, U-boats, treaties, reparations, navy, total war, markets, generation, revolution, militia, minorities, successor, industrialization, consumer goods, censorship, purged, extreme, inflation, swastika, glorify, crisis, conference, appeasement, defense, guerilla warfare

Events: World War I, assassination of Archduke, unrestricted submarine warfare, trench warfare, armistice, Treaty of Versailles, Holocaust, Chinese Civil War, blitzkrieg, Bloody Sunday, Russian Revolution, Munich Pact, Kristallnacht, Invasion of Poland, Battle of Stalingrad, Pearl Harbor, Lend-Lease Program, Battle of Britain, D-Day Invasion, “island hopping”, Battle of Iwo Jima, Atomic Bombs

People: Archduke Franz Ferdinand, Allied Powers, Central Powers, Woodrow Wilson, League of Nations, Alexander II (czar), Nicholas II (czar) serfs, secret police, Lenin, Red Guard, Bolsheviks, protesters, Mussolini, Hitler, Nazis, Storm Troopers/Brown Shirts, Gestapo, Stalin (Man of Steel), Tojo, Franco, Chiang Kai-shek, Anne Frank, Axis Powers, kamikazee, veterans, Mao Zedong, Winston Churchill, Franklin Roosevelt, Harry Truman

Places: Britain, France, Russia/Soviet Union, collective farms, the Big Four, Germany, Austria-Hungary, Bosnia, Serbia, Western/Eastern fronts, Italy, Spain, Sudetenland, Weimar Republic (German Government), Reichstag (German Parliament), Japan, China, Manchuria, synagogue, United States, Berlin, occupied countries

Ideas: autocracy, communism, socialism, “peace, land and bread”, fascism, totalitarianism, democracy, freedom of seas, demilitarization, decolonization

Unit 5: The Modern World

6 weeks

E. Cold War

F. Decolonization

G. Modern Conflicts

H. Globalization / Rise of the Rest

Essential Questions

- Did the need to fight the Cold War immediately following WWII demonstrate that WWII was unsuccessful in freeing the world from totalitarian dictatorships?
- How long will it take for developing countries to overcome the negative effects of colonization?
- If there were some positive effects of colonization does that justify the negative consequences?
- Why did a communist form of government seem appealing to some people in the aftermath of WWII?
- Is it more effective to fight threats such as communism and terrorism with military interventions or economic aid programs?
- How can democratic countries influence the rest of the world to embrace their values if prominent examples of discrimination against minority groups (e.g. race/ethnicity, religion, sexual orientation, etc.) persists in their own country?
- How do you know when a civil rights movement achieves its goals?
- How do you prevent some progress in civil rights movements from being used to claim that such efforts are no longer necessary?
- How effective can a diplomatic global organization such as the United Nations be if many of its members have conflicting goals driven by stark differences in military, economic and cultural values?
- How do nations lead hundreds of countries in an era of globalization while also operating in their own best interest?
- How do nation’s guarantee the safety of their people against threats such as communism and terrorism without infringing on the civil liberties promised in a democratic system?
- How can environmental reforms be accomplished without ignoring the immediate economic needs of developing countries?
- Which scientific discoveries and advancements had the greatest impact on promoting economic prosperity, security and interconnectedness in a globalized economy?
- Is it acceptable for democracies to ally with countries that reject all or most of the rights valued in a democracy as means to achieve foreign policy goals?

Enduring Understandings

- At the end of WWII, approximately half the world was still living under totalitarian dictatorships.
- The United States and the Soviet Union competed for influence in the “third world.”

- New nations attempted to form stable governments despite internal conflicts, external interventions in local conflicts, and continued economic dependence.
- Many countries' economic prospects did not improve after gaining independence from colonial powers.
- Since 1945, the world has become increasingly interdependent, in part due to the transformative effects of science and technology. Some nations have benefited more than others from this relationship.
- Economic development has taken a heavy toll on the environment, though world leaders find it difficult to agree on solutions to this challenge.

Activities

Long-term Project:

- a) Students research a civil/human rights issue in a particular country and develop a plan to address. Students gradually develop and test out their plan over the course of the year and present results to their classmates.
- b) Students make their own newspaper, TV news show or website over the course of the year that is designed to write about and report on the ten most important world events. Each quarter they are expected to update the top ten list to reflect which stories are the most important and relevant. Periodic presentations give students an opportunity to talk about their findings and develop their perspective on each event.

Intermediate:

- a) Students are paired up. One researches and plays the role of the colonial power and the other does the same for a former colony or colony currently fighting for independence. Students write and act out a dialogue between the two countries that forces them to discuss their relationship with each other, so others can understand the perspective of each side. Classmates have an opportunity to ask questions and decide which side of the story is more convincing.
- b) Students research a scientific innovation/discovery that has improved the standard of living in developing nations. This is then followed by a prediction of what the next great innovation to combat global poverty will be.

Short-term:

- a) Students watch Dr. Seuss' "Butter Battle Book" video and make connections to Cold War arms race, brinkmanship, etc.
- b) Students do research on countries' nuclear capabilities today and make a graph or chart to present their findings.
- c) Students create a thematic map to show the US & USSR's competition for influence in decolonizing countries.
- d) Students choose one country outside of Europe & US and research the impact of the Cold War on that country (eg. Afghanistan, Congo, Guatemala) and present findings in a slideshow.
- e) Students read "Two Women" poem from *Inside the Volcano Curriculum* about the overthrow of Allende in Chile and then write their own dialogue poem about a different Cold War event in Latin America.

- f) Students create a museum brochure for an exhibit on the Decolonization of India and the Partition. They choose 5-6 artifacts to include and provide context for.
- g) Students listen to (and read lyrics of) anti-apartheid music in order to understand apartheid in South Africa and identify key figures and ideologies.
- h) Students choose a cartoon, photograph, image or song they think defines an event during the Cold War. They then do the same thing for the fight against terrorism with the goal of comparing how people reacted to major foreign policy threats.
- i) Students reflect on the purpose of the Olympic Games before comparing one Olympics from the 60s, 70s or 80s to the most recent olympics in Rio de Janeiro, Brazil. Students produce a drawing, written story, poem, etc. to determine whether the world has gotten closer to or further away from the goal of the Olympic Games.

Terms

Vocabulary: concentration camps, spying, colonial rule, genocide, propaganda, opinion, organization, charter, permanent, agency, buffer zone, independence, legalize, demonstrations, multiracial, persecuted, displaced, terrorism, civil war, election, guerilla warfare, conflict, urbanization, droughts, pesticides, hostage, oil, invest, coup, resigned, strike, ethnic cleansing, nuclear weapons, technology, advertising, employ, mass communication, energy, pollution, recession, compete, fossil fuels, environment, green energy, healthcare

Events: The Holocaust, Cold War, Berlin Blockade, Truman Doctrine, Marshall Plan, Korean War, the Moon Landing, Pan-African Movement, Chinese Civil War, Vietnam War, Vietnamization, Iran-Iraq War, Persian Gulf War, Tiananmen Square Massacre, Glasnost & Perestroika, Fall of Berlin Wall, NAFTA Agreement, the Internet, Global Warming, 9/11 & War on Terrorism, War in Afghanistan, Iraq War, smart phone, Rana Plaza Factory Collapse, Syrian Civil War

People: United Nations (e.g. UNESCO, UNICEF, WHO), Winston Churchill, President Truman, General MacArthur, Neil Armstrong, Stalin, Khrushchev, Warsaw Pact, NATO, Gandhi, refugees, superpowers (U.S. and Soviet Union), African National Congress, Nelson Mandela, Jews, Arabs, Palestinian Liberation Organization (PLO), Hindus, Muslims, Mao Zedong, Chiang Kai-shek, Ho Chi Minh, military advisors, migrants, the Shah, the Ayatollah, Islamic fundamentalists, Saddam Hussein, consumers, President Reagan, Mikhail Gorbachev, President Clinton, campesinos, multinational corporations, World Bank & IMF, Osama bin Laden, President George W. Bush, President Obama, ISIS, Vladimir Putin

Places: Iron Curtain, Soviet Union (Russia), United States, Western Europe (the West), Greece, Turkey, India, satellite nations, Germany, China, Africa (sub-Saharan), Israel, Palestine, Vietnam (i.e. North & South), France, slums, Middle East, Iran, Iraq, Kuwait, Beijing (China), Western Hemisphere, Latin America, developing countries, Bangladesh, Syria

Ideas: democracy, communism, terrorism, African nationalism, apartheid, self-rule, passive resistance, caste system, nationalists, civil rights, human rights, free-market capitalism, globalization

Summit Public Schools

Summit, New Jersey

Curricular Addendum

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

Instructional Strategies: Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading