Course Title: World History CP

Subject: Social Studies

Grade Level: 9

Duration: full year

Prerequisite: Social Studies 8

Elective or Required: Required

Department Mission Statement:

The mission of Social Studies in the Glen Ridge schools is to ignite students’ passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students’ understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description:

This is a full year course that covers the period of time from the Early Modern Era to the present including major events such as the Renaissance, Reformation, Age of Exploration, Absolutism, Scientific Revolution, Enlightenment, French Revolution, Industrial Revolution, Imperialism, nationalism, the World Wars. The course examines the past through the social study lenses of: political, social, cultural, economic, religion, gender, technology and the arts. An emphasis on geography is achieved through some regional study within these time periods. Students will complete projects, conduct research, analyze the textbook, primary sources, and secondary sources to enhance their critical thinking skills and understanding of world history. A special emphasis on writing is achieved.
through a variety of smaller and larger writing activities including extended responses, journal/diary entries, research projects, document based question (DBQ) essays and a concluding research paper.

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World History CP

Unit 1: Connecting Hemispheres 500-1800

Chapter 8: The Renaissance
Chapter 9: Reformation and Upheaval
Chapter 10: Expansion, Exploration and Encounters

Approximate # Of Weeks: 7 weeks

Essential Questions:
1. Do art and literature reflect culture, or do they shape it?
2. What new ideas and values led to the Reformation, and what social and political effects resulted from the Reformation?
3. Why were peoples of the Age of Exploration willing to risk their lives and fortunes to expand influence of their homelands and why did China/Japan withdraw into isolation?

Upon completion of this unit students will be able to:
- Explain the conditions in Italy that gave rise to the Renaissance (6.2.12.D.2.a)
- Identify the values and ideas prized during the Renaissance (6.2.12.D.2.a)
- Describe the artistic breakthroughs and achievements of Renaissance artists and writers (6.2.12.D.2.a)
- Explain the origins and characteristics of the Northern Renaissance (6.2.12.D.2.a)
- Explain how printing spread ideas (6.2.12.D.2.e)
- Analyze historical forces and religious issues that sparked the Reformation (6.2.12.D.2.b)
- Analyze the political and cultural impact of Luther’s religious revolt (6.2.12.D.2.b)
- Explain the spread of the Protestant faith to England (6.2.12.D.2.b)
- Explain Calvin’s Protestant teachings
- Trace the reforms in the Catholic Church
- Summarize the legacy of the Reformation (6.2.12.D.2.b)
- Explain what led to European exploration (6.2.12.A.1.a)
- Describe the steps in Portugal’s discovery of sea route to Asia (6.2.12.A.1.a)
- Identify nations that set up trading empires in eastern Asia (6.2.12.B.1.a)
- Identify successes of early Ming emperors (6.2.12.A.1.a)
- Describe China and Korea under the Qing Dynasty (6.2.12.C.1.a)
- Explain how Japan's policies towards Europeans changed (6.2.12.C.1.a)
● Describe the Spanish conquests of the Aztecs and Inca (6.2.12.A.1.a)
● Identify the effects of Spanish colonization on the Americas (6.2.12.D.1.e)
● Trace the level of resistance to Spanish rule by indigenous people (6.2.12.D.1.d)
● Identify the causes of African slavery (6.2.12.D.1.c)
● Trace the spread of slavery throughout the Americas (6.2.12.D.1.c)
● Describe the life of enslaved Africans in the colonies (6.2.12.D.1.e)
● Identify the consequences of the Atlantic slave trade (6.2.12.D.1.e)
● Explain the Columbian Exchange (6.2.12.D.1.a)
● Identify factors that led to the development of global trade (6.2.12.D.1.e)

Common Core Standards:
● CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
● CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
● CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
● CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
● CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

● Interdisciplinary Standards (njcccs.org)
● Standard 8.1
● Standard 8.2
● Standard 9.1

Activities – include 21st Century Technologies/Research:
● Read, take notes, answer related questions and complete guided readings
● Successfully complete a quiz or test
● Complete a cause/ effect graphic organizer to identify the conditions in Italy that gave rise to the Renaissance
● Research various Renaissance painters, sculptors, architects, politicians, and writers and analyze their works for Renaissance Baseball Card project
● Analyze “The Prince” by Niccolo Machiavelli to determine the main idea of the passage/ his views on how to obtain and keep political power
Complete a cause/effect graphic organizer to identify the causes of the Protestant Reformation
Create a chart of English monarchs, their religious beliefs, and reason for religion beliefs
Make a class list of Suleyman’s accomplishments then in small groups organize the accomplishments in different categories
Create a “Postcard from the Past” for one of the Muslim empires to persuade someone to visit that empire including at least 3 historical facts from the chapter
List the factors that led European exploration overseas
Chart the routes of European exploration on a world map (“Map Exercise: Europe Trade with the West” from Creative Lessons on World History Part 4)
Write a mock travel log of one of the European voyages to Asia and research details such as weather, sailing equipment and technology, and the people the Europeans encountered.
Create an advertisement for one of the Asian products (spices, silk, tea, porcelain) Europeans obtained through trading post empires in Asia. Include an image of the product, a slogan, identify where the good came from, how the item might be used.
Compare and contrast Japanese and European feudal societies
Analyze “The Journal of Christopher Columbus” primary source to determine the main idea of the passage
Research primary sources Columbus’s letters and write a short news report about Columbus’s groundbreaking voyage for either radio, newspaper, television.
Read “The Legacy of Columbus” to explore the legacy of Columbus’s voyages from different points of view (both primary and secondary sources)
Report Card: As a class determine at least 4 “subjects” or categories Columbus could be graded on and then explain why you gave that grade using at least 3 complete sentences and including historical facts
Create a timeline to understand the growth of the slave trade over time
Gallery Walk: in writing respond to various images from the Middle Passage or slave trade
Analyze “The Interesting Narrative of the Life of Olaudah Equiano” primary source through Text on Text Activity: student will response in writing to quotes from the document around the room
Create an “Old World” or “New World” menu only using foods found in their assigned hemisphere before the Columbian Exchange trade route began
Play “The Game of Mercantilism” from Creative Lessons on World History Part 4
Enrichment Activities:
- Research a non European example of a “Renaissance” (or period of great artistic and technological advancement) and compare it to the Italian Renaissance. What similarities did each share? What differences are apparent?
- Compare and contrast the causes of the breakdown of Japanese and European feudal societies
- Evaluate the characteristics of the four governments studied in Unit 1 (Incan, Italian City States, Tokugawa Japan, and the Ottoman Empire) and write an essay indicating which empire you would have preferred to live in a why.

Methods of Assessments/Evaluation:
- Chapter tests and quizzes
- Revisit Essential Question
- Exit Slips (written/oral)
- Think Pair Share
- Moving Multiple Choice – make each wall of the classroom an answer to a question, students then move to the wall with the correct response 3-2-1 ( 3 = interesting, 2- what you learned, 1 question you have)
- Assessment of Renaissance Baseball Card project
- Assessment of “Map Exercise: Europe Trades With the West”
- Assessment of advertisement of Asian product
- Assessment of mock travel log of European explorers
- Assessment of Christopher Columbus “Report Card” assignment
- Assessment of Columbus “News report” assignment
- Assessment of Old World or New World Menu project

Resources/Including Online Resources
- Teacher Webpage
- Online Textbook Information: hmhsocialstudies.com
- Teacher Webpage
- Primary Source excerpt: Niccolo Machiavelli “The Prince”
- Online resources related to the Renaissance
- “Map Exercise: Europe Trade with the West” from Creative Lessons on World History Part 4
- Primary Source Excerpt: Christopher Columbus “The Journal of Christopher Columbus”
- Online resources related to Christopher Columbus letters
- Primary Source Excerpt: Olaudah Equiano “The Interesting Narrative of the Life of Olaudah Equiano”
- Online resources related to the Columbian Exchange
- “The Game of Mercantilism” from Creative Lessons on World History Part 4
World History CP

Unit 2: Absolutism to Revolution 1500-1900

Chapter 11: Absolute Monarchs in Europe
Chapter 12: Enlightenment and Revolution
Chapter 13: The French Revolution
Chapter 14: Revolutions Sweep the West ***

Approximate # Of Weeks: 7 weeks

Essential Questions:
1. Why did absolute rulers come into power in many different regions and what led to their demise?
2. In what ways were the ideas introduced by European scientists and philosophers between 1500-1700 revolutionary?
3. How did the French Revolutionary change the balance of power in Europe?
4. What great shifts in thinking inspired revolutions in politics and the arts worldwide?

Upon completion of this unit students will be able to:
- Explain the origins of absolute monarchy (6.2.12.A.2.c)
- Explain Louis XIV’s policies and characterize the style of his court (6.2.12.A.2.c)
- Describe conflicts in Europe (6.2.12.B.2.b)
- Explain how Russian rulers began to build a stronger Russian state (6.2.12.A.2.c)
- Describe Peter the Great’s reforms and their impact on Russia (6.2.12.A.2.c)
- Identify conflicts between English rulers and Parliament (6.2.12.A.2.c)
- Explain causes and results of the English Civil War (6.2.12.A.2.c)
- Describe the Restoration and the Glorious Revolution (6.2.12.A.2.c)
- List circumstances that led to the Scientific Revolution (6.2.12.D.2.d)
- Describe the importance of the scientific method in various fields (6.2.12.D.2.d)
- Explain the ideas of Enlightenment philosophers (6.2.12.D.2.d)
- Explain the legacy of the Enlightenment (6.2.12.D.2.d)
- Describe changes in art, music, literature during the Enlightenment (6.2.12.D.2.d)
- Summarize the factors that led to the French Revolution (6.2.12.A.3.a)
● Describe the creation of the National Assembly and the Storming of Bastille (6.2.12.A.3.a)
● Explain the importance of the Great Fear and the women’s march on Versailles (6.2.12.A.3.c)
● Explain how the National Assembly changed France’s government (6.2.12.D.3.a)
● Summarize the positions of the three factions that tried to govern France (6.2.12.A.3.d)
● Describe the events and aftermath of the Reign of Terror (6.2.12.A.3.d)
● Summarize how Napoleon restored order to France (6.2.12.A.3.d)
● Explain Napoleon’s tactical and political mistakes (6.2.12.A.3.d)
● Evaluate the impact of the idea of the French Revolution on European culture (6.2.12.A.3.d)
● Explain how Haiti won independence (6.2.12.A.3.a)
● Describe the activities of Bolivar, San Martin, Native Americans and mestizos in liberation events (6.2.12.A.3.b)
● Summarize how Cavour unified Italy (6.2.12.A.3.a)
● Describe the unification of Germany and explain shifts in power (6.2.12.A.3.a)

Common Core Standards:
● CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
● CCSS.ELA-Literacy.W.9-10.6 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.
● CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.
● CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
● CCSS.ELA-Literacy.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
● CCSS.ELA-Literacy.W.9-10.8 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; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Interdisciplinary Standards (njcccs.org)
- Standard 8.1
- Standard 8.2
- Standard 9.1

Activities – include 21st Century Technologies/Research:
- Read, take notes, answer related questions and complete guided readings
- Think Pair Share: create a list of the benefits and drawbacks of having an absolute ruler and then participate in “Opinion Stance” where students will identify whether they strongly agree or disagree about the benefits and drawback by standing on opposite sides of the room. Students will earn points by convincing “neutral” students to accept their position.
- Research a day in the life of the Sun King and create a movie trailer or skit about a typical day in the life of Louis XIV
- Research an absolute monarch to create a poster or facebook page including a biography/image of the monarch, explanation of how the monarch’s reign reflected the rise of absolutism, a list of their major accomplishments and legacy
- Analyze “The Recantation of Galileo Galilei” to understand the actions of Galileo and the pope
- Write a letter from the perspective of Galileo either explaining to your family why you recanted your views or to the Catholic Church explaining why you can not take back your views.
- Complete a graphic organizer charting the advances in scientific thought and discovery
- Analyze various primary sources related to the causes of the scientific revolution and write an essay summarizing the causes and identify the cause that was the most influential in causes the Scientific Revolution and why
- Create a “Wanted” or “Hero” Poster for an Enlightenment scientist or philosopher
- Complete an Anticipation Guide about the 5 core beliefs of the Enlightenment indicating whether or not students agree or disagree with the core beliefs.
- Create a chart of the 5 core beliefs of the Enlightenment and give a concrete example for each belief.
- Create a “bumper sticker” to illustrate famous Enlightenment quotations
- Listen to classical music of Bach, Handel, Haydn, Mozart, and Beethoven
- Research a current article in newspaper or magazine that reflects Enlightenment ideas and present an oral report to the class summarizing the article, identifying which Enlightenment idea and thinker the article reflects
- Complete a graphic organizer or web of the causes of the French Revolution.
● Create a chart of the various governments during the French Revolution including: government name, dates, major domestic policies, international issues faced, and reason for end
● Write a “French Revolution Journal” from the assigned perspective of one of the social classes in France (Clergy, noble, bourgeoisie, peasant)
● Participate in a Socratic seminar to analyze primary source excerpt “What is the Third Estates?” by Abbé Sieyès
● Analyze various political cartoons of the French Revolution and create your own political cartoon illustrating a specific event, cause or effect of the French Revolution
● Complete a webquest on the life of Napoleon
● View A&E Biography on Napoleon
● Create a report card grading Napoleon on three categories determined by the student. Provide a paragraph justifying the grade assigned for each category
● Think Pair share – What, if anything, could Napoleon have done differently to avoid losing his empire?
● In the role of a newspaper editor in the early 1800s, write an editorial (pro or con) on the Congress of Vienna and its impact on politics in Europe
● Role Playing – Political Positions of conservatives, liberals, radical. Students will choose one of the revolutions of 1848 and discuss it from their assigned point of view.
● Create a pamphlet for one of the three schools of political thought (conservatism, liberals, or rebels)
● Make an illustrated timeline for the unification of Italy
● Make an illustrated timeline for the unification of Germany
● Create campaign materials, including a slogan, for one of the nationalists movements
● Analyze various examples of romantic literature and artwork such as Victor Hugo’s “Les Miserables”, Mary Shelly’s “Frankenstein” or Eugene Delacroix’s “Liberty Leading the People”
● Analyze various examples of realism literature and artwork such as Charles Dickens

Enrichment Activities:

● Research Enlightenment Arts and create a Prezi or Powerpoint presentation to illustrate how their art form changed during the Enlightenment and who were the most important persons associated with it. Possible topics include: painting and sculpting, architecture, music, literature, and drama.
● Read literature excerpt from A Tale of Two Cities
● Create a piece of romantic, realist, or impressionist art. Students might choose to write a brief story or poem, create a painting or drawing, or compose music.
Methods of Assessments/Evaluation:

- Chapter tests and quizzes
- Revisit Essential Question
- Exit Slips (written/oral)
- Think Pair Share
- Moving Multiple Choice – make each wall of the classroom an answer to a question, students then move to the wall with the correct response
  - 3-2-1 (3 = interesting, 2 - what you learned, 1 question you have)
- Opinion Stance – (benefits and drawbacks of Absolute Rulers)
- Anticipation Guide (5 core beliefs of the Enlightenment)
- Project assessment of Absolute Monarch Facebook page
- Project assessment of Galileo Letter
- Essay Rubric for Causes of the Scientific Revolution essay
- Project Assessment of “Wanted” or “Hero” Poster
- Project Assessment of Socratic Seminar (“What is the Third Estate?”)
- Project Assessment of Napoleon Webquest
- Assessment of editorial about the Congress of Vienna
- Project Assessment of political ideology pamphlet

Resources/Including Online Resources

- Online Textbook Information: hmhsocialstudies.com
- Teacher Webpage
- Online resources related to Louis XIV the Sun King
- A&E Biography on Napoleon
- Primary Source Excerpt “The Recantation of Galileo Galilei”
- Primary Source Excerpt by abbé Sieyès “What is the Third Estate?”
- Literature excerpt from A Tale of Two Cities
- Literature excerpt of Victor Hugo’s “Les Miserables”,
- Literature excerpt from Mary Shelly’s “Frankenstein”
- Online image of Eugene Delacroix’s “Liberty Leading the People”
World History CP

Unit 3: Industrialism and the Race for Empire 1700-1914

Chapter 15: The Industrial Revolution
Chapter 16: An Age of Democracy and Progress
Chapter 17: The Age of Imperialism
Chapter 18: Transformations Around the Globe

Approximate # Of Weeks: 7 weeks

Essential Questions:
1. What impact did the Industrial Revolution have on Western economics, politics and society?
2. How did democratic reforms, technological innovations, and scientific advancements impact Western society during the 19th century?
3. What role did imperialism play in shaping the modern world?
4. How did imperialism, economic instability and revolution affect China, Japan, and Mexico?

Upon completion of this unit students will be able to:
● Explain the beginnings of industrialization in Britain (6.2.12.C.3.a)
● Describe the key inventions that furthered the Industrial Revolution (6.2.12.C.3.a)
● Trace the impact of railroads on British industry (6.2.12.B.3.b)
● Describe the social and economic effects of industrialization (6.2.12.D.3.b)
● Examine the growing tensions between middle and working classes (6.2.12.B.3.b)
● Identify the effects of industrialization on the rest of the world (6.2.12.C.3.b)
● Identify thinkers and ideas that supported industrialization (6.2.12.C.3.c)
● Explain the origins and main concepts of socialism and Marxism (6.2.12.C.3.c)
● Describe other reform movements of the 1800s (6.2.12.C.3.c)
● Describe inventions of the late 19th century and their impact on daily life (6.2.12.C.3.d)
● Trace advances in science and medicine (6.2.12.C.3.d)
● Explain the rise of mass culture (6.2.12.C.3.d)
● Summarize the motives of European colonizers and the factors that allowed them to control Africa (6.2.12.D.3.d)
● Explain different forms of colonial control (6.2.12.D.3.e)
● Analyze the impact of colonial rule in Africa (6.2.12.C.3.e)
● Describe the British takeover of India (6.2.12.D.3.d)
- Identify positive and negative aspects of British colonial rule (6.2.12.C.3.e)
- Trace early nationalists movements in India (6.2.12.D.3.e)
- Summarize the acquisition of European colonies in Southeast Asia (6.2.12.D.3.e)
- Explain how Siam remained independent (6.2.12.D.3.e)
- Explain China’s resistance to foreigners (6.2.12.D.3.c)
- Describe effects of China’s reforms (6.2.12.D.3.c)
- Explain why Japan ended its isolation (6.2.12.D.3.c)
- Trace the growth of Japanese imperialism (6.2.12.D.3.c)
- Explain the causes and results of the Mexican Revolution (6.2.12.D.3.a)

Common Core Standards:
- CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.W.9-10.5 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.
- CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Interdisciplinary Standards (njcccs.org)
- Standard 6.3 Active Citizenship in the 21st Century
- Standard 8.1 – Computer and Information Literacy
- Standard 9.1 21st-Century Life & Career Skills

Activities – include 21st Century Technologies/Research:
- Read, take notes, answer related questions and complete guided readings
- Research a new invention from the Industrial Revolution and complete a journal entry from the perspective of that invention
- Create a chart identifying the causes and effects of the agricultural and Industrial Revolution
- Analyze an excerpt from “The Saddler Report” by Michael Thomas Sadler to further understand the working conditions of a child laborer
- Research working conditions during the Industrial Revolution and write a diary or journal from the perspective of a child laborer, factory worker, or mine worker
- Simulation activity: role play a meeting between workers and factory owners
Research information for “Industrial Revolution Newspaper” project which includes the biography of an invention, an investigative news report of major issues during the Industrial Revolution and an editorial about the positive or negative impact of the Industrial Revolution

Participate in a Socratic Seminar to analyze “The Communist Manifesto” by Karl Marx

Research the life and ideas of one of the people discussed in the chapter and write a sentence of two describing the person without giving away their identity. The class can ask up to five questions to determine the identity of the person.

Write a 5 paragraph Document Based Question (DBQ) essay about the causes of the Industrial Revolution

Read “The Imperialism Draft” graphic novel to spark interest in imperialism chapter and understand European motives for imperialism

Analyze primary source excerpt “Social Darwinism” by Karl Pearson

Gallery Walk: Students will view and respond to images of Rubber production in the Congo during Belgian rule

List the motives of European colonization in Africa

Analyze political cartoons related to the “Scramble for Africa” or imperialism such as “The Devilfish in Egyptian Waters”

Create a mock trial for King Leopold II of Belgium

Create a map of European Colonial Possession in Africa by 1914

Participate in a Socratic Seminar to analyze “The White Man’s Burden” by Rudyard Kipling

Write a 5 paragraph Document Based Question (DBQ) essay about Imperialism in India to evaluate the positive and negative effects of imperialism for India and Great Britain

Create a chart about the internal and external problems faced by China in the 1800s and early 1900s

“Geography of the Opium Wars” to practice reading maps and graphs to improve understanding of causes of the Opium Wars

Enrichment Activities:

- Research the Great Exhibition of 1851 and plan an industrial fair that compares today’s products with those displayed in London’s exhibition. Be sure to include the following in your description of each exhibit: reasons the featured technology or product was chosen, link/connection between the Industrial Revolution and the industries of today
- Research information about socialist, Marxist, and utopian societies to find out about countries that used either of these forms of government. Learn how it was implemented, what happened as a result, and if any country still practice these methods. Share your findings with the class orally and respond to questions from students.
● Read a literature excerpt from “Things Fall Apart” by Chinua Achebe to appreciate an African author’s view of imperialism.

**Methods of Assessments/Evaluation:**
- Chapter tests and quizzes
- Revisit Essential Question
- Exit Slips (written/oral)
- Think Pair Share
- Moving Multiple Choice – make each wall of the classroom an answer to a question, students then move to the wall with the correct response 3-2-1 (3 = interesting, 2- what you learned, 1 question you have)
- Assessment of Socratic Seminar on “The Communist Manifesto” by Karl Marx
- Project assessment of “Industrial Revolution Newspaper” Assignment
- Assessment of “Be the Thing” writing assignment
- Assessment of Document Based Essay on the causes of the Industrial Revolution
- Essay assessment of Document Based Essay on the positive and negative effects of imperialism for India and Great Britain
- Project assessment of mock trial of King Leopold II
- Assessment of Socratic Seminar of “The White Man’s Burden” by Rudyard Kipling

**Resources/Including Online Resources**
- Online Textbook Information: hmhsocialstudies.com
- Teacher Webpage
- Primary Source Excerpt “The Sadler Report” by Michael Thomas Sadler
- Primary Source Excerpt “The Communist Manifesto” by Karl Marx
- “Be the Thing” Project Assignment (teacher created)
- “Industrial Revolution Newspaper” Project Assignment (teacher created)
- Primary Source Excerpt “Social Darwinism” by Karl Pearson
- “African Colonies 1914” from “World History Map Activities” Resource Book
- Primary source images of colonization in the Congo
- Political cartoons related to the “Scramble for Africa”
- “The White Man’s Burden” poem by Rudyard Kipling
- Literature excerpt “Things Fall Apart” by Chinua Achebe from “In Depth Resources Unit 3” Holt McDougal
World History CP

Unit 4: The World At War 1900- 1945

Chapter 19: World War I
Chapter 20: Revolution and Nationalism
Chapter 21: Years of Crisis
Chapter 22: World War II

Approximate # Of Weeks: 9 weeks

Essential Questions:
1. Why did World War I last so long?
2. Does nationalism unite or divide?
3. What were the economic, political, social, and scientific changes that brought the world to the brink of a second world war?
4. Why did the Allies win the second world war?

Upon completion of this unit students will be able to:
- Summarize the events that set WWI in motion (6.2.12.D.4.a)
- Identify the political and military forces at work in Europe in the late 1800s (6.2.12.C.4.d)
- Summarize military events on the Western Front (6.2.12.D.4.g)
- Explain the development of war on the Eastern Front (6.2.12.D.4.g)
- Identify how governments established wartime economies (6.2.12.C.4.d)
- Summarize the Allies’ push to victory
- Explain the effects of the war (6.2.12.C.4.c)
- Analyze the Treaty of Versailles (6.2.12.D.4.b)
- Identify the effects of the treaty on European powers (6.2.12.B.4.a)
- Summarize the Bolshevik Revolution and its outcome (6.2.12.D.4.c)
- Explain Lenin’s reforms and the rise of Stalin (6.2.12.A.4.a)
- Summarize Stalin’s goal of transforming the Soviet Union into a totalitarian state (6.2.12.C.4.a)
- Summarize Stalin’s state controlled economic programs (6.2.12.C.4.a)
- Trace the rise of communism in China (6.2.12.A.4.a)
- Summarize Gandhi’s nonviolent tactics (6.2.12.D.4.h)
- Explain how Indian self rule heightened conflicts between Muslims and Hindus (6.2.12.A.4.b)
- Describe how the brutality of war prompted philosophers and writers to explore new ideas (6.2.12.D.4.k)
- Identify the changing roles of women (6.2.12.D.4.j)
- Describe the impact of WWI on post war Europe (6.2.12.C.4.c)
- Analyze the world wide effects of the Great Depression (6.2.12.C.4.a)
- Describe Mussolini’s creation of a Fascist state in Italy (6.2.12.A.4.a)
- Discuss the rise of Hitler, the Nazis' and extension of Hitler’s power (6.2.12.A.4.a)
- Describe Japan’s attempts to build an empire (6.2.12.D.4.d)
- Trace the moves of European Fascists in seeking world power (6.2.12.D.4.d)
- Summarize why British and French appeasement and American isolationism failed to stop Fascist aggression (6.2.12.D.4.e)
- Describe the fall of France and the Battle of Britain (6.2.12.B.4.b)
- Explain conflicts in the Mediterranean and on the Eastern Front (6.2.12.D.4.f)
- Explain how Japanese expansionism led to war with the Allies in Asia (6.2.12.D.4.d)
- Explain how the Allies were able to stop Japanese expansion (6.2.12.B.4.b)
- Trace the course of the persecution of Jews by the Nazis (6.2.12.A.4.c)
- Summarize events that led to the surrender of Germany and Japan (6.2.12.D.4.e)
- Describe the conditions in Europe in 1945 (6.2.12.C.4.c)
- Identify the political consequences of the Allied victory in postwar Europe (6.2.12.B.4.d)
- Describe Japan’s postwar constitution (6.2.12.C.4.c)

Common Core Standards:
- CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
- CCSS.ELA-Literacy.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- CCSS.ELA-Literacy.WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self generated 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.

Interdisciplinary Standards (njcccs.org)
- Standard 6.3
- Standard 8.2
- Standard 8.1
- Standard 9.1 21st-Century Life & Career Skills
Activities – include 21st Century Technologies/Research:

● Read, take notes, answer related questions and complete guided readings
● Complete a graphic organizer of the “MAIN” long term causes of WWI
● Class debate/ Friendly controversy: “Which long term causes do you think contributed most to the outbreak of WWI and why?”
● Complete PBS webquest “WWI Battles” to further understand the geography and major battles of WWI
● Create an advertisement for one of the new weapons of WWI. Possible weapons include: poison gas, machine gun, tank, submarine
● Read a literature excerpt from “All Quiet on the Western Front” by Erich Maria Remarque to further understand the personal experience and effects of WWI
● Write a letter home from the perspective of a soldier in the trenches of WWI
● Create a propaganda poster
● Create a chart identifying national interests of each country leading up to the Paris Peace Conference
● Create a chart analyzing the causes of Unrest in Russia to clarify the political crisis in Russia
● Small group work: students will create a fictional totalitarian state. They should invent a name for the state, identify its location, make up a name for the dictator, and list the effects of totalitarianism on individual lives. Each group should write a detailed description of the state and include how the leader would go about changing it from a democratic free country to one led by a dictator.
● Analyze propaganda visuals from the Soviet Union including low cost posters, paintings, and altered photographs
● Write a journal entry from the perspective of a soldier who participated in a specific aspect of the Long March. Students should include the conditions of the journey, what the soldiers did to survive and cross the terrain and 3-4 obstacles they faced from battling the Nationalist army.
● Research and find a modern organization or movement that is dedicated to the principles of nonviolence. Students should focus on the goals of the organization or movement and the methods used to achieve their goals. Students should cite specific examples of nonviolent tactics. Then, they should compare the movement to Gandhi’s nonviolent tactics
● Class debate/ Friendly Controversy: Is civil disobedience a more successful method than violence?
● Write an editorial either in support or against the use of nonviolent resistance.
● Create a poster protesting the way the Indians were treated by the British government. Students should use photographs, drawings, captions to persuade others to join the independence movement.
● Make a flowchart about inflation to clarify Germany’s economic problems
• Create a timeline of events that lead to the collapse of the U.S economy/the Great Depression
• View excerpts from the PBS documentary "The Crash of 1929"
• Read primary source excerpts from "Dear Mrs. Roosevelt, letters from Children of the Great Depression" to further understand how the Great Depression affected all aspects of American society
• Small group work, create a chart comparing international responses to the depression and how effective the response was. Each group should be responsible for one of the following global areas: Britain, France, Scandinavia, and the United States.
• Use a Venn Diagram to compare and contrast Hitler and Mussolini’s rise to power and their goals
• Analyze primary source excerpt “Kristallnacht”
• Complete 15.1 “Fascism Rises in Europe” guided reading to identify the causes and effects leading to the rise of power of Hitler and the Nazi Party
• Create an "Introduction Speech" for either Mussolini or Hitler. Be sure to include at least 4-5 key details or facts about the person, be inspiring, and at least 2 paragraphs in length.
• Research personal accounts of WWII to familiarize students with oral history as an important form of primary sources/historical study.
• In small groups create a Magazine Cover for 16.1 “Hitler’s Lightning War”. Be sure to include: The title of the section, at least 5 key terms and their definitions, the main people involved in this section and what they did, at least 2 graphics, a personal response/opinion - a comment, a connection, or an interpretation. (This reminds me of… I feel that… This makes me think…)
• Complete “Major Battles of WWII” map activity
• Create an illustrated timeline of events that led up / made up the Holocaust
• View opening scene of the Battle for Stalingrad (about first 20 minutes) from the film “Enemy at the Gates” to further understand the destruction of property, violence, and loss of life during WWII
• In pairs complete 16.5 “Connections Across Cultures Two World Wars” to compare and contrast WWI and WWII
• Create a photo-essay for one of the new technologies or a major battle of WWII. Students should find at least 10 images showing the technology in use or course of the battle. Each image should have a caption explaining the image and putting it in context.
• Research a topic of choice from any unit or chapter studied in the curriculum and write a 5 page research paper to defend a historical accurate thesis statement
Enrichment Activities:

- Participate in a Socratic Seminar to analyze “The Peasants of Hunan” by Mao Zedong to formulate opinions about Mao’s motives and results
- Analyze and compare literature from “the Lost Generation” and “The Great Gatsby” to identify ways in which literature reflected society’s concerns of uncertainty following WWI.
- Research the life of another dictator then compare and contrast his leadership to one of the European dictators discussed in Unit 4 (Stalin, Hitler, Mussolini)
- Research how other countries responded to the news of Japanese imperialism in eastern Asia.

Methods of Assessments/Evaluation:

- Chapter tests and quizzes
- Revisit Essential Question
- Exit Slips (written/oral)
- Think Pair Share
- Moving Multiple Choice – make each wall of the classroom an answer to a question, students then move to the wall with the correct response 3-2-1 (3 = interesting, 2- what you learned, 1 question you have)
- Assessment of PBS webquest “WWI Battles”
- Assessment of advertisement of new weapon from WWI
- Assessment of Trench Letter
- Assessment of World War propaganda poster
- Assessment of fictional totalitarian state project
- Assessment of Long March journal entry
- Assessment of editorial on non violent tactics
- Assessment of “Indian Protests and British Responses” Poster
- Assessment of “Introduction Speech” for Mussolini or Hitler
- Assessment of WWII personal account project
- Assessment of 16.1 magazine cover assignment
- Assessment of “Major Battles of WWII” Map Activity
- Assessment of photo essay
- Assessment of research paper

Resources/Including Online Resources

- Online Textbook Information:
- Teacher Webpage
- 19.2 Literature Selection “All Quiet on the Western Front” by Erich Maria Remarque from In Depth Resources: Unit 4
- Primary Source excerpt “The Peasants of Hunan” by Mao Zedong from “In Depth Resources Unit 4” Holt McDougal
- Online resources related to modern non violence movements
- Literature excerpt from "The Great Gatsby" by F. Scott Fitzgerald
- Literature excerpt from “This Side of Paradise” by F. Scott Fitzgerald from In Depth Resources: Unit 4 Holt McDougal
- PBS documentary “The Crash of 1929” [www.pbs.org](http://www.pbs.org)
- Primary source excerpt “Kristallnacht” from In Depth Resources Unit 4 Holt McDougal
- Film of “Enemy at the Gates”
- “Fascism Rises in Europe” from In Depth Resources: Unit 4 Holt McDougal
- “Dear Mrs. Roosevelt Letters from Children of the Great Depression” by Robert Cohen
- Online resources related to personal accounts of WWII
- “Major Battles of WWII” Map Activity (teacher created)
- “Connections Across Cultures Two World Wars” from In Depth Resources: Unit 4
Approximate # Of Weeks: 5 weeks

Essential Questions:
1. Why did the Cold War never develop into a direct military conflict between the United States and the Soviet Union?
2. How can leaders of nations unify diverse populations people?
3. Have attempts at democracy in China, Latin America, Africa and the former Soviet bloc been worthwhile?
4. Do the benefits of globalization outweigh the problems it causes?

Upon completion of this unit students will be able to:
- Define the Cold War (6.2.12.A.5.a)
- Explain how Soviet domination Eastern Europe (6.2.12.B.5.a)
- Describe how Mao’s Marxist regime transformed China (6.2.12.C.5.e)
- Explain how the Cold War affected developing nations (6.2.12.C.5.d)
- Trace the origins of detente and its effects on the Cold War (6.2.12.C.5.c)
- Describe the renewal of the Cold War tensions in the 1980s (6.2.12.B.5.b)
- Describe the partition of India (6.2.12.B.5.d)
- Identify factors affecting the success of African independence movements (6.2.12.D.5.a)
- Explain Africa’s legacy of colonialism (6.2.12.D.5.a)
- Identify the effects of expanding global communications (6.2.12.D.5.c)
- Define the global economy (6.2.12.C.5.g)
- Identify ways that nation states deal with issues of war and peace (6.2.12.A.5.b)
- Give examples of human rights issues and world health issues (6.2.12.A.5.e)

Common Core Standards:
- CCSS.ELA-LITERACY.RH.9-10.9
  Compare and contrast treatments of the same topic in several primary and secondary sources
- CCSS.ELA-LITERACY.RH.9-10.2
  Determine the central ideas or information of a primary or secondary
source; provide an accurate summary of how key events or ideas develop over the course of the text

- CCSS.ELA-LITERACY.RH.9-10.10
  By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

**Interdisciplinary Standards (njcccs.org)**
- Standard 9.1
- Standard 8.2
- Standard 6.3

**Activities – include 21st Century Technologies/Research:**
- Read, take notes, answer related questions and complete guided readings
- Analyze political cartoons about the Cold War
- Compare and contrast the League of Nations and the United nations including purpose and accomplishments
- Create a political cartoon that shows either capitalism from the Soviet perspective or communism from the American perspective
- Create a chart of the independence histories of South Asian nations.
- Create a chart on the forces that have shaped the global economy
- Make a survey of the labels on class member’s clothing and shoes, List countries where these items were produced. Write a short explanation of how the list illustrates the global economy
- Research an international trade agreement/ organization (e.g. NAFTA) to determine the successes or failures of the agreement
- Research an ethnic conflict to determine how it affected families, especially young adults and prepare a short documentary to share with the class

**Enrichment Activities:**

- Research and write political statements representing different views on the partition of India including Indian National Congress, Muslim League, British government, and Gandhi’s followers.

**Methods of Assessments/Evaluation:**
- Chapter tests and quizzes
- Revisit Essential Question
- Exit Slips (written/oral)
- Assessment of political cartoon
- Assessment of concept web
- Assessment of international trade organization project
- Assessment of ethnic conflict project
Resources/Including Online Resources

- Online Textbook Information:
- Teacher Webpage
- Cold War political cartoons
- Online materials related to international trade organizations
- Online materials related to ethnic conflicts