Course Title: World History 9 Honors

Subject: Social Studies

Grade Level: Grade 9

Duration: Full Year

Prerequisite: Final Grade of A- or Better in World History 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 required full year course that covers the period of time from the Early Modern Era to the present. Each unit is defined by a distinct time period while each chapter focuses on a specific theme such as; the rise and fall of empires, emergence of a global economy, various revolutionary movements (including the Scientific Revolution, Industrial Revolution, and Atlantic Revolutions) imperialism, the world wars, communism and globalization. The primary goal of the course is to focus on the “Big Picture” and understand major themes, concepts, and turning points that have affected both Western and non-Western societies throughout modern world history. Students will analyze the textbook, primary sources, and secondary sources, conduct research and complete projects to enhance their critical thinking skills and understanding of world history. A heavy emphasis on writing is achieved through smaller and larger writing assignments including in class and take home essays, Document Based Question essays, and a concluding research paper.
World History 9 Honors
Unit 1: The Early Modern World c. 1500-1750
Chapters 15-19

Approximate # Of Weeks: 12

Essential Questions: How and why did original lifestyles persist and sustain their existence during this period? How are empires created and sustained? In comparing European empires in the Americas with the Russian, Chinese, Mughal, and Ottoman empires should world historians emphasize the similarities or the differences? What are the implications of both approaches? How and why did a global economy develop during the early modern period? How and why was China the center of the world economy during the early modern period? In what specific ways did trade foster change in the world of the early modern era? What, where and how did Christianity spread around the globe? Why did the Scientific Revolution occur in Europe? What led Enlightenment scientists and thinkers to question old ideas?

Upon completion of this unit students will be able to:
• 6.2.12.A.1.a 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. B. Geography, People, and the Environment
• 6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
• 6.2.12.B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
• 6.2.12.C.1.a 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.
• 6.2.12.C.1.b Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World’s economy and society.
• 6.2.12.C.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
• 6.2.12.C.1.d 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.
• 6.2.12.C.1.e Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
• 6.2.12.D.1.a Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.
• 6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
• 6.2.12.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
• 6.2.12.D.1.d 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.
• 6.2.12.D.1.e Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
• 6.2.12.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.
• 6.2.12.A.2.a Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.
• 6.2.12.A.2.b Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
• 6.2.12.B.2.a Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
• 6.2.12.C.2.a Relate the development of more modern banking and financial systems to European economic influence in the world.
• 6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
• 6.2.12.D.2.b Determine the factors that led to the Reformation and the impact on European politics.
• 6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

• 6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

• 6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

Common Core Standards:

• CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

• CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

• CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on discipline-specific content.

• CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

• CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

• CCSS.ELA-Literacy.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Standards (njcccs.org)

• 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.

• 8.2 – Technology Education
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

• 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

• 9.3 - Career Awareness, Exploration, and Preparation
  All students will apply knowledge about and engage in the process of
career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

**Activities – include 21st Century Technologies/Research:**
- Read, outline, and answer related text questions
- Take notes
- Take multiple choice and writing based chapter tests
- Create a travel brochure for one of the empires discussed (Mughal, Ottoman, Ming, Spanish, British, or Portuguese)
- Write comparative essay on Mughal and Ottoman Empires
- List and discuss the contextualization of the New World as Europeans saw it by reading various primary sources such as “Letter to King Ferdinand and Queen Isabella” by Christopher Columbus through a Socratic Seminar
- Contrast the conquest of Mexico from two different perspectives by reading various primary sources such as “From the Broken Spears: The Aztec Account of the Conquest of Mexico” and “The Conquest of New Spain” by Bernal Diaz
- “Columbian Exchange Map Activity” Students will complete 4 detailed maps to see all things traded via the Columbian Exchange. Map topics include disease, silver, products, and people
- Analyze “The Interesting Narrative of the Life of Olaudah Equiano” and excerpt from the diary of Captain Thomas Philips through a Socratic Seminar
- Write comparative essay of Olaudah Equiano and Captain Thomas Philips
- Create group presentation on an aspect of the emerging world economy through researching the assigned part
- Ask students to list the 3 basic tenants of the Enlightenment, then give them various primary source excerpts (from Enlightenment thinkers such as Voltaire, Locke, Rousseau) and ask them to find examples of the tenants in the documents
- Find a current article in newspaper or magazine that reflects Enlightenment ideas and present an oral report to the class summarizing the article, identifies which Enlightenment idea and thinker the article reflects and explain how it does this
- Complete Enlightenment Thinker Media Blitz assignment

**Enrichment Activities:**

- Classroom simulation/ Role playing Exercise: An Enlightenment Salon. Students will choose an Enlightenment figure and research the intellectual contributions of their character. They should write a short autobiographical paragraph to be read by the hostess that will introduce them. During the mock salon, each guest should try to join the conversation with information related to what they read and try to be the most interesting conversationalist. The class will vote on a secret ballot who was their favorite philosopher and why.
Methods of Assessments/Evaluation:

- Chapter tests and quizzes
- 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
- Assessment of travel brochure project
- Assessment of Columbian Exchange Map Activity
- Assessment of Enlightenment Media Blitz Assignment
- Assessment of comparative essays
- Assessment of world economy group presentation

Resources/Including Online Resources

- Online Textbook Information: cengage.com/mindtap
- Teacher Webpage
- Google Classroom
- Supplemental reading book: *Documents in World History*
- Supplemental reading book: *Worlds of History: A Comparative Reader*

World History 9 Honors
Unit 2: Age of Revolutions and Start of the European Moment 1750-1870
Chapters 20-22

Approximate # Of Weeks: 6 Weeks

Essential Questions:
What causes revolution?
What impact and exchange did the revolutionary movements have on each other?
How did the Industrial Revolution affect the economy, politics, and society?
Why did the Industrial Revolution begin in Great Britain first?
What are the positive and negative effects of the Industrial Revolution?
What was common to the process of industrialization everywhere, and in what ways did it vary from place to place?
What are the causes and effects of imperialism?
How did European expansion in the 19th century differ from that of the early modern era?
Did colonial rule bring “progress” in its wake?
What were the reasons for the downfall of the Ottoman and Chinese empires?
How did Japan manage to avoid Western Imperialism and become a power to rival Europe?

Upon completion of this unit students will be able to:

- 6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
- 6.2.12.A.3.b Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
- 6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- 6.2.12.A.3.d 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.
- 6.2.12.A.3.e Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.
- 6.2.12.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
- 6.2.12.B.3.b Relate the role of geography to the spread of independence movements in Latin America.
- 6.2.12.C.3.a Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.
- 6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
- 6.2.12.C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
- 6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
- 6.2.12.C.3.e Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
- 6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
• 6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
• 6.2.12.D.3.c Compare and contrast China’s and Japan’s views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
• 6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
• 6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

Common Core Standards:

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- 9.3 - Career Awareness, Exploration, and Preparation
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Activities – include 21st Century Technologies/Research:

- Read, outline, and answer related text questions
- Take notes
- Take multiple choice and writing based chapter tests
- Participate in a Socratic seminar to analyze primary source excerpt “The Declaration of the Rights of Man and Citizen” 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 French Revolution Assignment from choices presented to students
- View A&E Biography on Napoleon
- Class Debate whether or not Napoleon should be remembered as a hero or villain
- Think Pair share – What, if anything, could Napoleon have done differently to avoid losing his empire?
- Create a chart comparing the North American, French, Haitian and Latin American revolutions. As a class, determine the categories of comparison that would be most appropriate to include
- Participate in a Socratic Seminar to analyze primary source except “The Rights of Women” by Elizabeth Cady Stanton to discuss how the Atlantic Revolutions laid the foundation for the feminist movement
- Make 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 for “Industrial Revolution” project which includes creating a play of songs comparing working conditions during the Industrial Revolution and today, creating a photo-essay of images of working conditions from the Industrial Revolution and today, writing a user manual on how to operate new inventions from the Industrial Revolution, or writing a journal from the perspective of a child laborer
- Analyze primary source excerpt “The Wealth of Nations” by Adam Smith and find his arguments in defense of capitalism
- Create an Industrial Revolution newspaper, the newspaper must have a specific perspective (industrialist, communist, socialist, nationalist) and contain researched articles written in a chosen perspective
• Analyze “Scramble for Africa” Visual Primary Sources in small group and complete writing activity individually
• Analyze various African responses to imperialism • Create a map of “European Colonial Possession in Africa by 1914”
• View BBC documentary “White King, Red Rubber, Black Blood” to further understand the forced labor conditions during the imperialism of the Congo • “How did Colonialism Affect Kenya?” Document Based Writing Essay. Students will analyze various primary and secondary sources to evaluate the effects of colonialism in Kenya. Students will evaluate whether the effects were positive or negative.
• Think Pair Share – “China’s Turning Point” In pairs, then as a class discuss China’s abrupt switch from international superpower to an enfeebled empire breaking apart under the force of foreign dominance and internal rebellion. What was the turning point in China’s history? Is it possible to isolate a single factor, event, or group of factors that made the fall of the Qing dynasty inevitable?

Enrichment Activities:

• Read excerpt from “Heart of Darkness” by Joseph Conrad to further understand imperialism in Africa during the nineteenth century
• Class room simulation/ Role Playing exercise: “Where to Invest” The members of the class are the board of directors of a major bank based in London; the year is 1880 and they would like to decide where to invest their money. Have some students volunteer to research one of the following three locations Mexico, Russia, or Great Britain and make the case their location is the best place to invest. The board of directors will vote where to invest their money.

Methods of Assessments/Evaluation:

• Chapter tests and quizzes
• 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 for Declaration of Rights of Man and Citizen
• Assessment French Revolution Project
• Assessment of class debate: Was Napoleon a Hero or a Villain?
• Assessment of Socratic Seminar for The Rights of Women
• Assessment of Depicting the Revolution Role Playing
• Assessment of Industrial Revolution Project
• Assessment of Industrial Revolution newspaper
• Assessment of map of European Colonial Possession in Africa by 1914
• Assessment of Scramble for Africa" Visual Primary source writing activity
• Assessment of How did Colonialism Affect Kenya DBQ essay

Resources/Including Online Resources

• Online Textbook Information: cengage.com/mindtap
• Textbook: *The Earth and its Peoples: A Global History Brief Edition Volume II Since 1500*
• Teacher Webpage
• Google Classroom
• Supplemental reading book: *Documents in World History*
• Supplemental reading book: *Worlds of History: A Comparative Reader*

**World History 9 Honors**

Unit 3: The European World Order, Collapse, and the World since 1945
Chapters 23-29

Approximate # Of Weeks: 18 Weeks

**Essential Questions:**

What explains the disasters that befell Europe in the first half of the twentieth century?  
In what ways were the world wars a motor for change in the history of twentieth century?  
To what extent were the two world wars distinct and different conflicts and in what ways were they related to one another?  
Why did the communist experiment, which was committed to equality, abundance, and a humane socialism, generate such oppressive, brutal, and totalitarian regimes and failed economies?  
In what ways did communism have a global impact beyond those countries that were governed by communist parties?  
In what ways did the colonial experience and the struggle for independence shape the agenda of developing countries in the second half of the twentieth century?  
What have been the benefits and drawbacks of globalization since 1945?  
To what extent did globalization, feminism, fundamentalism, environmentalism have roots in the more distant past? In what respects did they represent something new in the past century?

Upon completion of this unit students will be able to:
6.2.12.A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.

6.2.12.A.4.b Compare the rise of nationalism in China, Turkey, and India.

6.2.12.A.4.c Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.


6.2.12.B.4.a Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.

6.2.12.B.4.b Determine how geography impacted military strategies and major turning points during World War II.

6.2.12.B.4.c Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.

6.2.12.B.4.d Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.

6.2.12.C.4.a 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.

6.2.12.C.4.b 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).

6.2.12.C.4.c Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

6.2.12.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.

6.2.12.D.4.a Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.


6.2.12.D.4.c Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.

6.2.12.D.4.d 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.

6.2.12.D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.
6.2.12.D.4.f Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
6.2.12.D.4.g Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.
6.2.12.D.4.h 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.
6.2.12.D.4.i 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.
6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.
6.2.12.D.4.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.
6.2.12.A.5.a 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, conflicts in the Middle East).
6.2.12.A.5.b Analyze the structure and goals of the United Nations and evaluate the organization’s ability to solve or mediate international conflicts.
6.2.12.A.5.c 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.
6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights. B. Geography, People, and the Environment
6.2.12.B.5.a Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
6.2.12.B.5.b 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.
6.2.12.B.5.c Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
6.2.12.B.5.d Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
- 6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.
- 6.2.12.C.5.a Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
- 6.2.12.C.5.b Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
- 6.2.12.C.5.c Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- 6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.
- 6.2.12.C.5.e Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
- 6.2.12.C.5.f Assess the impact of the European Union on member nations and other nations.
- 6.2.12.C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- 6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 6.2.12.D.5.b 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.
- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
- 6.2.12.D.5.d 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.
- 6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
- 6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
- 6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
- 6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
• 6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
• 6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
• 6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
• 6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
• 6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

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All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

• 9.3 Career Awareness, Exploration, and Preparation
All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Activities – include 21st Century Technologies/Research:

• Read, outline, and answer related text questions • Take notes • Successfully compete a quiz or test
• Complete a “MAIN” graphic organizer to analyze the 4 long term causes of WWI (Militarism, Alliances, Imperialism, Nationalism)
• Class debate/Friendly controversy: “Which long term causes do you think contributed most to the outbreak of WWI and why?”
• Complete PBS web quest “WWI Battles” to further understand the geography and major battles of WWI
• Play the song “And the Band Played Waltzing Matilda” which describes the ANZAC forces participation in the Battle of Gallipoli. Ask the students to discuss the issues raised by the song.
• Watch excerpts from the PBS documentary “The Crash of 1929: American Experience” to further understand the causes of the Great Depression
• Analyze primary source videos of Adolph Hitler’s speeches for elements of fascism.
• Create a timeline of events that lead to WWII in Europe and Asia
• Complete “Major Battles of WWII” map activity
• 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
• Analyze various WWI propaganda posters • Analyze primary source excerpt “The Rape of Nanjing” by Iris Chang to further understand the violence, atrocities, and mass extermination of Chinese during WWII
• Class debate/Friendly Controversy: Which was a greater shock to Europe: WWI or WWII?
• View a clip from “A Passage to India” to help students visualize the conditions of colonial life in India during British rule
• Chart the decline of communism in the USSR and China. As a class, determine the appropriate categories for comparison. Then, analyze how each of these factors came into play during the breakup of communism in each country.
• Write an editorial about whether communism did more harm than good to the people of USSR and China
• Play a recording of John F. Kennedy’s speech given in Berlin on June 26, 1963. Ask students to list the main points of the speech. Discuss the speech’s effectiveness as a propaganda masterpiece of the Cold War.

• In small groups, 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.

• Analyze primary source “Hind Swaraj (Indian Home Rule)” by Gandhi.

• In pairs, students will 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 for battling injustices using a Venn diagram.

• 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.

• Analyze Jawaharlal Nehru’s “Speech on the Granting of Indian Independence” and ask students to identify the main themes of the speech. Write a 1 page response about how well they think Indian has lived up to this message of hope since 1947.

• Conduct independent research on a topic of choice from Units 1-3 and complete a research paper in a minimum of 5 pages in MLA format and properly cited.

**Enrichment Activities:**

• Students will view scene from early Russia propaganda films (such as October and Battleship Potemkin by Sergei Eisenstein.) Instruct students to develop a script for a 3 minute propaganda video promoting a specific change at home, at school or in the community.

• Research personal accounts of WWII to familiarize students with oral history as an important form of primary sources/historical study. Students will create a list of questions they would as a WWII veteran and submit questions to a moderate online forum where veterans, academics and other experts can response to the questions.

**Methods of Assessments/Evaluation:**
• Chapter tests and quizzes
• 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 “WWI Battles Webquest”
• Assessment of “Major Battles of WWII” map activity
• Assessment of “Communism Editorial” writing activity
• Assessment of editorial on non violent tactics
• Assessment of “Indian Protests and British Responses” Poster
• Assessment of research paper

Resources/Including Online Resources

• Online Textbook Information: cengage.com/mindtap
• Textbook: The Earth and its Peoples: A Global History Brief Edition Volume II Since 1500
• Teacher Webpage
• Google Classroom
• Supplemental reading book: Documents in World History
• Supplemental reading book: Worlds of History: A Comparative Reader
• Online resource with lyrics and/or song of “And the Band played Waltzing Matilda”
• Online resources of Adolph Hitler speeches
• PBS documentary “The Crash of 1929: American Experience” available on PBS.org
• “WWI Battles Webquest” Assignment using http://www.pbs.org/greatwar/maps.
• “Major Battles of WWII” Map Activity (teacher created)
• DVD of Enemy At the Gates
• DVD of Battleship Potemkin