Washington Township School District

Course Title:	**College Prep (CP) World History: The Modern Era**

Grade Level(s):	**Ninth Grade**

Duration:	*Full Year:*	**X**	*Semester:*		*Marking Period:*	

Course Description:	The focus of the ninth-grade world history curriculum is the modern era. Throughout this full-year course, students will examine political, economic, cultural, social, and technological developments across a variety of geographic regions, including Europe, East Asia, the Middle East, Africa, and the Americas over eight units of study. In accordance with the mission of the State of New Jersey Department of Education, this curriculum was designed with the belief that "Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities." As such, the goal of this course is to broaden each student's perspective of the world so that he/she can critically evaluate his/her place in an increasingly global society, make informed decisions, and become a knowledgeable, productive, tolerant citizen of the world.

Units of Study

- Unit 1 Title: Renaissance and Reformation
- Unit 2 Title: Eurasian State and Empire Building
- Unit 3 Title: Challenging Authority
- Unit 4 Title: The Industrial Age
- Unit 5 Title: A War to End All Wars?
- Unit 6 Title: The World War II Era
- Unit 7 Title: Post War Challenges
- Unit 8 Title: Facing a New Millennium

Grading Procedures:	Suggested Grading Categories: **Major Assessments:** typically assess multiple standards introduced throughout the semester. Examples may include: • Unit Tests • Essays (4 – 5 paragraphs) • Benchmarks • Projects (Longer in Duration, 3 or more class periods) • Portfolio Assessments **Minor Assessments:** typically focus on the discrete skills and understandings students need to acquire before completing a major assessment. Examples may include:

- Quizzes
- Small Projects (2 days or less)
- Short Constructed Responses (1-3 paragraphs)
- Portfolio Assessments
- Notebook Checks

Supportive Assessments: usually focus on scores achieved from independent work towards mastery in the standards.

Examples may include:

- Homework or classwork
- Daily Warm-Up/Exit Slip activities
- Students are on time with the required materials
- Students are active, productive members of the class

Primary Resources:	*World History: Voyages in Exploration* (Cengage)
	Shared Resources folder in Schoology

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Under the Direction of:	Jeffrey Snyder

Written: Summer 2020

Revised: _____

BOE Approval: _____

Unit 1 Title: Renaissance and Reformation

Unit Description:

Students begin this unit with a brief review of the Golden Age of Islam insofar as it was a precursor to the Renaissance in Europe. Students will then review the highlights of the European Renaissance with a focus on economics and philosophy. Finally, students will review the causes and explore the political consequences of the Protestant Reformation.

Unit Duration: 3 Weeks

Desired Results

Standard(s):

- **NJSLS Social Studies:** 6.2.12.HistoryCC.2.b; 6.2.12.HistoryUP.2.a; 6.2.12.EconGE.2.a; 6.2.12.HistoryCC.2.a; 6.2.12.HistoryCC.2.c
- **ELA Literacy in History:** RH.9-10.1; RH.9-10.2; RH.9-10.4; RH.9-10.5; RH.9-10.9; RH.9-10.10
- **ELA Writing in History:** WHST.9-10.4; WHST.9-10.9; WHST.9-10.10

Indicators:

1. **HistoryCC.2.b**: Explore the factors that laid the foundation for the Renaissance (i.e. Asian and Islamic, Ancient Greek and Roman innovations).
2. **HistoryCC.2.a**: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
3. **EconGE.2.a**: Relate the development of more modern banking and financial systems to European economic influence in the world.
4. **HistoryCC.2.a**: Determine the factors that led to the Reformation and the impact on European politics.
5. **HistoryCC.2.c**: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

Understandings:	Essential Questions:
Students will understand that…	
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. - Complex interacting factors influence people's perspective. - Economic globalization affects economic growth, labor markets, rights guarantees, the environment, resource allocation, income distribution, and culture. - Chronological sequencing serves as a tool for analyzing past and present events.	- What was the broader historical context within which the European Renaissance occurred? - What was the long-term cultural and economic impact of the European Renaissance? - What social, political, economic, and cultural factors led to the Protestant Reformation? - What was the political impact of the Protestant Reformation? - How and to what extent did the printing press and other technologies developed in this era impact the diffusion of culture?

Assessment Evidence

Performance Tasks:	Other Evidence:
Complete Classwork/Homework Assignments (i.e. guided readings, Nearpod Presentations, film focus questions, primary source analysis)	Informal checks for understanding (i.e. oral responses to teacher questioning, use of various non-verbal cues) Teacher observations during: - Class discussions - Think-Pair-Share activities

• Demonstrate understanding through correct usage/application of various key terms including: humanism, secular, corrupt/corruption	• Teacher-Student conferences • Collaborative activities (group work) • In-class simulations

Benchmarks:

DBQ

Teacher-created quiz

Learning Plan

Learning Plan:

Days 1 – 2
1. Think, Pair, Share: Students brainstorm what they remember about the contributions of the Islamic World.
2. Students listen to the NPR podcast, "The Commentator" and watch the video segment "Islamic Teachings and the Renaissance" from Discovery Education followed by a teacher-led debrief (Videos and Podcasts).
3. Close Read: Excerpt from Amin Maalouf, *The Crusades Through Arab Eyes*, 1984 (Close and Guided Readings)

Days 3 – 4
1. Introduce SPEECH *or* Social Institutions as a learning strategy (Skill-building Activities).

Days 5 – 6
1. Think, Pair, Share: Students brainstorm what they already know about the European Renaissance using SPEECH or Social Institutions to organize the information.
2. "Tracing Renaissance Art to the Birth of Modern Banking," *CNN* article (Close and Guided Readings)
3. "Renaissance Humanism" (*Voyages*, Chapter 15, Lesson 2.1).
4. Document-Based Question (DBQ): Humanist Writings (*Voyages*, Chapter 15, lesson 2.3).

Days 7 – 11
1. Think, Pair, Share: Students brainstorm what they remember about the Protestant Reformation using SPEECH or Social Institutions to organize the information.
2. Reformation Causes Sort (Skill-building Activities)
3. Protestant Reformation Crash Course (Videos and Podcasts)
   a. OPTIONAL EXTENSION ACTIVITY: Martin Luther lesson from Stanford History Education Group (Lessons from the Web)
4. Identifying Main Ideas (Skill-building Activities)
5. "Reforms Across Europe" (*Voyages*, Chapter 15, Lesson 3.2) *OR* Reformation and Consequences: Crash Course European History #7 (Videos and Podcasts)
6. Choose one of the Reformation map activities (Maps and Map Activities).

Day 12
1. Students complete teacher-created unit quiz

Resources:

1. *World History: Voyages in Exploration* (Cengage): Ch.9, Sec.3; Ch. 15
2. Unit One Shared Resources folder in Schoology (Specific folder location identified in blue font above)
3. Teacher generated tasks through digital platforms including Newsela, Ed puzzle, Nearpod, etc.

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

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

4.0	**Students will be able to:** • Compose an effective, coherent response to a document-based question regarding Renaissance Humanism.
3.0	**Students will be able to:** • Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
2.0	**Students will be able to:** • Define Humanism and describe at least one way in which it impacted how humans viewed themselves and one way in which it impacted how humans viewed the spiritual world.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students

Advanced Learners	Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge such as supplemental primary and source reading that provides more in-depth analysis of the Renaissance or the Reformation (i.e. Martin Luther's 95 Theses).
Struggling Learners	Facilitate access to review materials and remediation activities such as graphic organizers and supplemental video tutorials through OneNote content library and through online textbook features such as in-text highlighting, text to speech, and course customization through "Mind Tap."
English Language Learners	Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org

Learners with a 504	Refer to page four in the [Parent and Educator Guide to Section 504](#) to assist in the development of appropriate plans.	

Interdisciplinary Connections

Indicators:
- **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.
- **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.
- **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.
- **RH.9-10.5**: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- **RH.9-10.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.
- **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.
- **WHST.9-10.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.9-10.9**: Draw evidence from informational texts to support analysis, reflection, and research.
- **WHST.9-10.10**: 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.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promotes understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness
Civic Literacy
Environmental Literacy
Information, Media, and Technology

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit 2 Title: Eurasian State and Empire Building

Unit Description:

Students begin this unit by exploring the rise, expansion, and decline of various land-based empires including the Ottoman, Mughal, and Ming. After a brief review of the European Age of Exploration, students examine the establishment of maritime empires in the Indian Ocean and in the Americas. Finally, students will analyze the social, political, economic, environmental, and cultural impact of European conquest.

Unit Duration: 3 – 4 Weeks

Desired Results

Standard(s):

- **NJSLS Social Studies:** 6.2.12.GeoSV.1.a; 6.2.12.GeoPP.1.a; 6.2.12.GeoGE.1.a; 6.2.12.GeoGE.1.b; 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; 6.2.12.GeoPP.2.a

- **ELA Literacy in History:** RH.9-10.1; RH.9-10.2; RH.9-10.4; RH.9-10.5; RH.9-10.7; RH.9-10.9; RH.9-10.10

- **ELA Writing in History:** WHST.9-10.1; WHST.9-10.4; WHST.9-10.7; WHST.9-10.8; WHST.9-10.9; WHST.9-10.10

Indicators:

1. **GeoSV.1.a**: 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.
2. **GeoPP.1.a**: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
3. **GeoGE.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.
4. **GeoGE.1.b**: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society.
5. **GeoGE.1.c**: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
6. **GeoGE.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.
7. **HistoryCC.1.a**: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
8. **HistoryCC.1.b**: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
9. **HistoryCC.1.c**: 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.
10. **HistoryCC.1.d**: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
11. **HistoryCC.1.e**: 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.
12. **HistoryCC.1.f**: 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).
13. **HistoryCC.1.g**: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
14. **GeoPP.2.a**: 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.

Understandings:

Students will understand that…

- Geographic data can be used to analyze variations in the spatial patterns.

- Human settlement activities impact the environmental and cultural characteristics of specific places and regions.

- Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.

- Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.

- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

- There are multiple and complex causes and effects of historical events.

- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

- Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.

Essential Questions:

- What economic, political, and cultural impact did the rise of powerful land-based empires have across Eurasia?

- How did various land-based empires differ from one another?

- Why were some empires more successful than others in maintaining and extending their power and influence?

- What factors led to and enabled European voyages of exploration?

- How did European exploration and conquest transform the world socially, politically, economically, environmentally, and culturally?

- What were the push and pull factors that influenced Europeans' migration and settlement patterns during this period?

- How did slavery as practiced in the Americas differ from earlier forms? How did it differ from the kind of coerced labor or social bondage practiced other parts of the world?

Assessment Evidence

Performance Tasks:

- Complete Classwork/Homework Assignments (i.e. guided readings, Nearpod Presentations, film focus questions, primary source analysis)

- Demonstrate understanding through correct usage/application of various key terms including: janissaries, nativism, tsar, conscription, diaspora, push factor, pull factor, caravel, inflation, mercantilism, joint-stock company

Other Evidence:

Informal checks for understanding (i.e. oral responses to teacher questioning, use of various non-verbal cues)

Teacher observations during:

- Class discussions
- Think-Pair-Share activities
- Teacher-Student conferences
- Collaborative activities (group work)
- In-class simulations

Benchmarks:

Land-Based Empires Research Project

DBQ

Unit Assessment

Learning Plan

Learning Plan:

Days 1 – 4

1. Students complete Land-Based Empires Breakfast Cereal Research Project (Projects)
    a. ALTERNATIVE LESSON: Follow (and modify as needed) instructions for "The Diplomacy Challenge," Lesson One (Lessons from the Web)

Days 5 – 6
1. Think, Pair, Share: Students brainstorm what they already know about European Exploration using SPEECH or Social Institutions to organize the information.
2. The Age of Exploration: Crash Course European History #4 OR The Age of Discovery (1400 – 1550) from Discovery Education (Videos and Podcasts).
3. Exploration and Empire Part 1: Europe Reaches the Indian Ocean (Presentations)

Days 7 – 12
1. Exploration and Empire Part 2: Europe Reaches the Americas (Presentations)
    a. Suggestion: Present in sections with the following activities interspersed where appropriate.
2. "The Columbian Exchange" (*Voyages*, Chapter 17, lesson 1.4)
3. Native Population Chart Activity (Skill-building Activities)
    a. Optional Extension Activity: Follow instructions for "Recording a Dying Language" (Lessons from the Web).
4. "Traveler: Olaudah Equiano, an African Voice" (*Voyages*, Chapter 18, Lesson 2.1)
5. African Slaves in the Americas Graph Activity (Skill-building Activities)

Days 13 – 14
1. Sugar Trade DBQ
2. "A Global Commodity: Silver" (*Voyages*, Chapter 17, Lesson 3.2).
    a. Optional Extension Activities:
        i. Printing Press DBQ (Close and Guided Readings)
        ii. Compose an essay in response to the prompt, "Analyze ANY THREE of the following transformations that occurred in the Atlantic world as a result of new contacts among Western Europe, Africa, and the Americas from 1492 to 1750: social, political, economic, environmental, or cultural."

Day 15
1. Review for unit assessment.

Day 16
1. Unit Assessment (25% unit 1, 75% unit 2)

Resources:

1. *World History: Voyages in Exploration* (Cengage): Ch. 16 – 18
2. Unit Two Shared Resources folder in Schoology (Specific folder location identified in blue font above)
3. Teacher generated tasks through digital platforms including Newsela, Ed puzzle, Nearpod, etc.

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):
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).

4.0	Students will be able to:

	• Compose a 5-parargraph essay in response to the prompt, "Analyze ANY THREE of the following transformations that occurred in the Atlantic world as a result of new contacts among Western Europe, Africa, and the Americas from 1492 to 1750: social, political, economic, environmental, or cultural."
3.0	**Students will be able to:** • 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).
2.0	**Students will be able to:** • Identify some of the political, social, and economic impacts of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, slave trade, and spread of disease).
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge such as supplemental primary and secondary source readings that provide more in-depth analysis of the impact of the Columbian Exchange.
Struggling Learners	Facilitate access to review materials and remediation activities such as graphic organizers and supplemental video tutorials through OneNote content library and through online textbook features such as in-text highlighting, text to speech, and course customization through "Mind Tap."
English Language Learners	Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the [Parent and Educator Guide to Section 504](#) to assist in the development of	

appropriate plans.	

Interdisciplinary Connections

Indicators:
- **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.
- **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.
- **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.
- **RH.9-10.5**: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- **RH.9-10.7**: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- **RH.9-10.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.
- **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.
- **WHST.9-10.1**: Write arguments focused on discipline-specific content.
- **WHST.9-10.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **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.
- **WHST.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.
- **WHST.9-10.9**: Draw evidence from informational texts to support analysis, reflection, and research.
- **WHST.9-10.10**: 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.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf
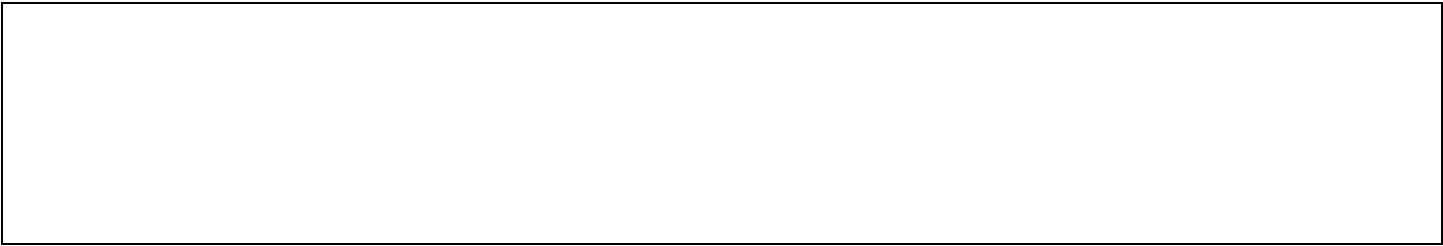
The curriculum includes not only a focus on mastery of key subjects, but also promotes understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness
Civic Literacy
Environmental Literacy
Information, Media, and Technology

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit 3 Title: Challenging Authority

Unit Description:

Students begin this unit examining the rise of powerful, centralized nation states in Europe, with special emphasis on French Absolutism and the development of a constitutional monarchy in England. The focus then shifts to the various historical developments, including the Scientific Revolution and the European Enlightenment, which, like the Protestant Reformation, increasingly led people to challenge the authority of long-standing religious and political institutions. Finally, students will analyze the extent to which new ideas about human nature, liberty, and equality drove independence movements both in Europe and in the Americas.

Unit Duration: 4-5 Weeks

Desired Results

Standard(s):

- **NJSLS SoCal Studies:** 6.2.12.CivicsPR.2.a; 6.2.12.CivicsPR.2.b; 6.2.12.HistoryCC.2.c; 6.2.12.HistoryUP.2.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

- **ELA Literacy in History:** RH.9-10.1; RH.9-10.2; RH.9-10.4; RH.9-10.5; RH.9-10.7; RH.9-10.9; RH.9-10.10

- **ELA Writing in History:** WHST.9-10.1; WHST.9-10.4; WHST.9-10.7; WHST.9-10.8; WHST.9-10.9; WHST.9-10.10

Indicators:

1. **CivicsPR.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).
2. **HistoryUP.2.a**: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
3. **HistoryCC.2.c**: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
4. **CivicsPR.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 / Islamic empires of the Middle East and North Africa.
5. **CivicsPD.3.a**: 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).
6. **CivicsDP.3.a**: 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.
7. **CivicsDP.3.b**: 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.
8. **HistoryCC.3.a**: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.

Understandings:
Students will understand that…

- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.

- Complex interacting factors influence people's perspective.

- Civic participation and deliberation are essential characteristics individuals who support democracy and its principles.

Essential Questions:

- What are the advantages and disadvantages of monarchical government?

- How was the British Parliament able to limit monarchical power at a time when most European monarchies were extending their authority?

- How did ideas from the Renaissance and Reformation lead to a revolution in science?

- Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

- How did a revolution in science lead to the intellectual movement known as the Enlightenment?
- In what ways and to what extent did Enlightenment ideals influence reform movements and movements for independence in this period?
- In what ways did various governments respond to pressure from the people for self-government, reform, and revolution? Were these responses successful? Why or why not?

  What were the successes and what were the limitations of the various political movements in this period, including the movement for women's suffrage?

Assessment Evidence

Performance Tasks:

- Complete Classwork/Homework Assignments (i.e. guided readings, Nearpod Presentations, film focus questions, primary source analysis)
- Demonstrate understanding through correct usage/application of various key terms including: absolute monarchy, limited or constitutional monarchy, mercantilism, natural rights, popular sovereignty, revolution, reform

Other Evidence:

Informal checks for understanding (i.e. oral responses to teacher questioning, use of various non-verbal cues)

Teacher observations during:

- Class discussions
- Think-Pair-Share activities
- Teacher-Student conferences
- Collaborative activities (group work)
- In-class simulations

Benchmarks:

DBQ

Unit Assessment

Learning Plan

Learning Plan:

Days 1 – 3
1. "Power Struggles in France and England" *(Voyages*, Chapter Lesson 19, Lesson 1.1)
2. Speech to Parliament by King James I (*Voyages*, Primary and Secondary Source Handbook)
3. "The Glorious Revolution" (*Voyages*, Chapter 19, Lesson 1.3)

Days 4 – 7
1. "The Scientific Revolution" (Close and Guided Readings).
2. Philosophically Correct (Lessons from the Web)
3. Chart Activity: Ideas of the Enlightenment (Skill-building Activities)
4. DBQ: Government and Natural Rights (*Voyages*, Chapter 20, Lesson 2.2)

Days 8 – 11
1. Chart Activity: The Three Estates (Skill-building Activities).
2. "The French Revolution" (*Voyages*, Chapter 21, Lesson 1.2)
3. "Napoleon" (Close and Guided Readings).

4. Napoleon's Grand Empire (Maps and Map Activities).
5. "New Ideas in Politics" (Close and Guided Readings).

Days 12 – 15
1. Égalité for All: Toussaint L'Ouverture and the Haitian Revolution, PBS Documentary [0:55:22] (Videos and Podcasts)
2. Excerpt from Letter from Jamaica, Simon Bolivar (Close and Guided Readings)
3. Famous Revolutionaries: Simon Bolivar (Videos and Podcasts)
4. "Latin American Wars of Independence" (*Voyages*, Chapter 21, Lesson 3.2)
5. Independent Nations of Latin America, about 1830 (Maps and Map Activities)

Day 16
1. Unit 7 Global Perspective: Revolutionary Women (*Voyages*)

Day 17
1. Review for Unit Assessment

Day 18
1. Unit Assessment

Resources:

1. *World History: Voyages in Exploration* (Cengage): Ch. 19 – 21
2. Unit Three Shared Resources folder in Schoology (Specific folder location identified in blue font above)
3. Teacher generated tasks through digital platforms including Newsela, Ed puzzle, Nearpod, etc.

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.	
4.0	**Students will be able to:** • Compose a coherent, logical response to the document-based question: How did Enlightenment philosophers apply their ideas about natural rights to government?
3.0	**Students will be able to:** • Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
2.0	**Students will be able to:** • Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge such as supplemental primary source readings that provide more in-depth analysis of Enlightenment ideals.
Struggling Learners	Facilitate access to review materials and remediation activities such as graphic organizers and supplemental video tutorials through OneNote

	content library and through online textbook features such as in-text highlighting, text to speech, and course customization through "Mind Tap."
English Language Learners	Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.	

Interdisciplinary Connections

Indicators:
- **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.
- **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.
- **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.
- **RH.9-10.5**: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- **RH.9-10.7**: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- **RH.9-10.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.
- **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.
- **WHST.9-10.1**: Write arguments focused on discipline-specific content.
- **WHST.9-10.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **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.
- **WHST.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.
- **WHST.9-10.9**: Draw evidence from informational texts to support analysis, reflection, and research.
- **WHST.9-10.10**: 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.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promotes understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness
Civic Literacy
Environmental Literacy
Information, Media, and Technology

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit 4 Title: The Industrial Age

Unit Description:

Students begin this unit by examining the factors that led to the Industrial Revolution. Students then explore both the immediate and long-term impact of industrialization including massive population movement, urbanization, and the development of complex economic systems. Next, students will assess the various reasons industrialized nations embarked on a competitive race for political and economic control over large regions of the world in what would become known as the New Imperialism. Finally, students will analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

Unit Duration: 4-5 Weeks

Desired Results

Standard(s):

- **NJSLS social Studies:** 6.2.12.CivicsPI.3.a; 6.2.12.CivicsDP.3.b; 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

- **ELA Literacy in History:** RH.9-10.1; RH.9-10.2; RH.9-10.4; RH.9-10.5; RH.9-10.6; RH.9-10.8; RH.9-10.9; RH.9-10.10

- **ELA Writing in History:** WHST.9-10.1; WHST.9-10.2; WHST.9-10.4; WHST.9-10.9; WHST.9-10.10

Indicators:

1. **EconGI.3.a**: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
2. **EconET.3.a**: 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.
3. **HistoryCC.3.b**: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
4. **CivicsPI.3.a**: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
5. **EconET.3.b**: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
6. **CivicsDP.3.b**: 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.
7. **GeoGI.3.a**: 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.
8. **HistoryUP.3.a**: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
9. **HistoryCC.3.c**: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.
10. **6.2.12.EconGI.3.c**: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
11. **EconGI.3.b**: Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.

Understandings:
Students will understand that…

- Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.

- Resources of an area affect what is produced and opportunities for employment.

- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

- Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.

- Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).

- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.

- Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

- To better understand the historical perspective, one must consider historical context.

- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

Essential Questions:

- What were the local, regional, and global reasons that the Industrial Revolution began first in Great Britain?

- What factors led to some regions industrializing quickly, others slowly, and some not industrializing at all during this period?

- What were the immediate and long-term social, political, economic, environmental, and cultural impacts of the Industrial Revolution?

- What motivated European states to embark on a new era of imperialism and what factors contributed to their success?

- How did imperialism affect the economic, political, and cultural life of subjugated peoples?

- What were the different ways colonial subjects responded to imperialism?

- Why might it have been difficult to overthrow imperial rule?

Assessment Evidence

Performance Tasks:

- Complete Classwork/Homework Assignments (i.e. guided readings, Nearpod Presentations, film focus questions, primary source analysis)

- Demonstrate understanding through correct usage/application of various key terms including: laissez-faire, socialism, liberalism, conservatism, social Darwinism, imperialism, subjugation, geopolitics

Other Evidence:

Informal checks for understanding (i.e. oral responses to teacher questioning, use of various non-verbal cues)

Teacher observations during:

- Class discussions
- Think-Pair-Share activities
- Teacher-Student conferences
- Collaborative activities (group work)
- In-class simulations

Benchmarks:

DBQ

Unit Assessment

Learning Plan

Learning Plan:

Days 1 – 6
1. The Industrial Revolution: An Overview, slides 1 - 14 (Presentations)
    a. Students use information from first half to complete left column of SPEECH chart (Skill-building Activities)
2. (Nearpod) Industrial Production and Labor: Part One (Presentations)
    a. Students use information to complete right column of SPEECH chart (Skill-building Activities)
3. (Nearpod) Industrial Production and Labor: Part Two (Presentations)
    a. Students use information to complete right column of SPEECH chart (Skill-building Activities)
4. (Nearpod) Industrial Society (Presentations)
    a. Students use information to complete right column of SPEECH chart (Skill-building Activities)
5. The Industrial Revolution: An Overview, slides 15 – 30 (Presentations)
    a. Students use information to complete right column of SPEECH chart (Skill-building Activities)
6. (Nearpod) Responses to Industrialization (Presentations)
    a. Students use information to complete right column of SPEECH chart (Skill-building Activities)

Day 7
1. DBQ: Labor and Profit in Latin America (*Voyages*, Chapter 23, Lesson 2.2)

Days 8 – 9
1. Compare Adam Smith and Karl Marx excerpts on the Division of Labor (Skill-building Activities)
2. "Political Ideals" (*Voyages*, Chapter 22, Lesson 2.2)

Days 10 – 16
1. The New Imperialism: Motives and Means (Presentations)
    a. Rudyard Kipling on "The White Man's Burden" (Skill-building Activities)
2. Chart Activity: Types of Imperialism (Skill-building Activities)
3. "A Scramble for Africa" (Voyages, Chapter 24, Lesson 1.2)
    a. Imperialism in Africa (Maps and Map Activities)
4. The British Take Over India (Close and Guided Readings)
    a. Viewpoints: Impact of British Rule in India (Skill-building Strategies)
5. "A Global Commodity: Rubber" (*Voyages*, Chapter 24, Lesson 2.3)
    a. Raw Materials in South East Asia (Maps and Map Activities)
6. The Boxer Rebellion (Close and Guided Readings)
7. Japanese Imperialism (Presentations)
8. "Adaptation and Resistance to Empire" (*Voyages*, Chapter, Lesson 2.3)

Day 17
9. Unit Review

Day 18
10. Unit Assessment

Resources:

11. *World History: Voyages in Exploration* (Cengage): Ch. 22 – 24.
12. Unit Four Shared Resources folder in Schoology (Specific folder location identified in blue font above)
13. Teacher generated tasks through digital platforms including Newsela, Ed puzzle, Nearpod, etc.
14. Joseph Conrad, *The Heart of Darkness* (Project Gutenberg eBook)
15. Achebe, Chinua, *Things Fall Apart* (PDF available online)

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):
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.

4.0	**Students will be able to:** • Develop a historically defensible argument assessing the long-term social, economic, and cultural impact of scientific and technological changes, transportation, and new forms of energy associated with the Industrial Revolution**.**
3.0	**Students will be able to:** • 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.
2.0	**Students will be able to:** • Identify social, economic, and cultural changes brought about by the Industrial Revolution.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s):
Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.

4.0	**Students will be able to:** • Develop a historically defensible argument explaining the extent to which the Industrial Revolution fostered nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
3.0	**Students will be able to:** • Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
2.0	**Students will be able to:** • Articulate multiple aspects of the interrelationship between the Industrial Revolution and imperialism.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge such as supplemental primary source readings that provide more in-depth analysis of socialist thought.
Struggling Learners	Facilitate access to review materials and remediation activities such as graphic organizers and supplemental video tutorials through OneNote content library and through online textbook features such as in-text highlighting, text to speech, and course customization through "Mind Tap."
English Language Learners	Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing

		- Variation of input: adapting the way instruction is delivered - Variation of output: adapting how a student can respond to instruction - Variation of size: adapting the number of items the student is expected to complete - Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.	

Interdisciplinary Connections

Indicators:
- **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.
- **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.
- **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.
- **RH.9-10.5**: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- **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.
- **RH.9-10.8**: Assess the extent to which the reasoning and evidence in a text support the author's claims.
- **RH.9-10.9**: Compare and contrast treatments of the same topic in several primary and secondary sources.
- **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.
- **WHST.9-10.1**: Write arguments focused on discipline-specific content.
- **WHST.9-10.2**: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- **WHST.9-10.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.9-10.9**: Draw evidence from informational texts to support analysis, reflection, and research.
- **WHST.9-10.10**: 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.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promotes understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness
Civic Literacy
Environmental Literacy
Information, Media, and Technology

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit 5 Title: A War to End All War?

Unit Description:

In this unit, students will examine the causes, course and consequences of World War I, including the Russian Revolution and the Armenian Genocide. Students also will analyze and evaluate the terms of the Treaty of Versailles.

Jump to Learning Plan

Unit Duration: 3 – 4 Weeks

<div align="center">Desired Results</div>

Standard(s):

- **NJSLS social Studies:** 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.GeoGI.4.a; 6.2.12.HistoryCC.4.a; 6.2.12.HistoryCC.4.b; 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.c; 6.2.12.HistoryCA.4.a; 6.2.12.HistoryCA.4.b

- **ELA Literacy in History:** RH.9-10.1; RH.9-10.2; RH.9-10.3; RH.9-10.4; RH.9-10.7; RH.9-10.8; RH.9-10.9; RH.9-10.10

- **ELA Writing in History:** WHST.9-10.1A; WHST.9-10.1B; WHST.9-10.2B; WHST.9-10.2D; WHST.9-10.9; WHST.9-10.10

Indicators:

1. **HistoryCC.4.a**: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
2. **GeoSP.4.a**: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
3. **HistoryCC.4.g**: 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."
4. **HistoryCC.4.e**: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
5. **HistoryCC.4.f**: 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.
6. **HistoryCC.4.h**: 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).
7. **HistoryCC.4.b**: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
8. **HistoryCA.4.b:** Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
9. **CivicsPI.4.a**: 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.
10. **HistoryCA.4.a:** Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
11. **HistoryUP.4.c:** 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.
12. **CivicsPI.4.b**: Assess government responses to incidents of ethnic cleansing and genocide.
13. **CivicsHR.4.a**: 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 including 20th century massacres in China.
14. **HistoryUP.4.a:** Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
15. **GeoGI.4.a**: 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.

Understandings:
Students will understand that…

- There are multiple and complex causes and effects of historical events.

- Geographic data can be used to analyze spatial patterns.

- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

- Understanding the interrelated patterns of change by examining multiple events allows for a clearer of the significance of individuals and groups.

- Evidence from multiple relevant historical sources and interpretations can be applied to a reasoned argument about the past.

- Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.

- Complex interacting factors influence people's perspective.

- Governments around the world support universal human rights to varying degrees.

- To better understand the historical perspective, one must consider the historical context.

- Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

Essential Questions:

- What were the long-term and immediate causes of World War I and what was the relative significance of those causes?

- What methods were used to mobilize civilian populations in support of "total war" and to what extent were those methods successful?

- What role did various marginalized groups such as women and colonized peoples play in the war effort and in society at this time?

- What were the short and long-term social, political, economic, environmental, and cultural consequences of World War I?

- What factors led to revolution in Russia?

- What was the global-political impact of revolution in Russia?

- Why did the Ottoman Empire target its Armenian population?

- What were the goals of the various attendees of the Paris Peace Conference and what was the context within which those goals were shaped?

Assessment Evidence

Performance Tasks:

- Complete Classwork/Homework Assignments (i.e. guided readings, Nearpod Presentations, film focus questions, primary source analysis)

- Demonstrate understanding through correct usage/application of various key terms including: militarism, mobilize, total war, propaganda, trench warfare, stalemate, Bolshevik, genocide

Other Evidence:

Informal checks for understanding (i.e. oral responses to teacher questioning, use of various non-verbal cues)

Teacher observations during:

- Class discussions
- Think-Pair-Share activities
- Teacher-Student conferences
- Collaborative activities (group work)
- In-class simulations

Benchmarks:

Teacher-created quizzes

Learning Plan

Learning Plan:

Day 1 – 3
1. "Rivalries, Propaganda, Assassinations" (*Voyages*, Chapter 25, Lesson 1.1).
2. Alliances in Europe, 1914 (Maps and Map Activities)
3. "The Great War" (Close and Guided Readings)

Days 4 – 6
4. Students examine the soldier experience through a variety of primary sources including images, letters, and poetry:
   a. Links to soldiers' letters, WWI poetry, etc. (Close and Guided Readings)
   b. Shell Shock (Videos and Podcasts).
5. "Colonial Soldiers during World War I" (Lessons from the Web).
6. Costs of WWI (Skill-building Activities).

Day 7
1. Quiz on causes, course, and costs of war.

Days 8 – 9
2. Marxism versus Leninism (Skill-building Activities)
3. "Changes in Russia" (Close and Guided Readings).
4. The Assassination of Nicholas II of Russia (Videos and Podcasts)
5. "Communist Policy in the New U.S.S.R." (*Voyages*, Chapter 25, Lesson 3.2)

Days 10 – 12
6. Nearpod: Genocide Introduction (Presentations).
7. Nearpod: Armenian Genocide (Presentations) with written questions.

Days 13 – 16
8. Treaty of Versailles Simulation (Skill-building Activities)
   a. OPTIONAL EXTENSION ACTIVITY: Student pairs examine a selection of the terms of the Treaty of Versailles and determine the extent to which they believe these terms addressed the problems that led to the First World War (link to treaty in Close and Guided Readings).
   b. NOTE: Students take a deeper look at the terms of the treaty at the beginning of the next unit.
9. The Great War Quiz

Resources:

10. *World History: Voyages in Exploration* (Cengage): Ch. 25
11. Unit Five Shared Resources folder in Schoology (Specific folder location identified in blue font above)
12. Teacher generated tasks through digital platforms including Newsela, Ed puzzle, Nearpod, etc.
13. Bagdasarian, Adam. *Forgotten Fire*. New York: Random House, 2000.
14. "10 Significant Battles of the First World War," from the Imperial War Museums
    https://www.iwm.org.uk/history/10-significant-battles-of-the-first-world-war
15. "The Great War" from the British National Archives
    https://www.nationalarchives.gov.uk/education/greatwar/

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 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 including 20th century massacres in China.	
4.0	**Students will be able to:** • Develop an argument explaining the extent to which the global inaction in response to the Armenian Genocide led to future atrocities, including the Holocaust.

3.0	**Students will be able to:**
	• 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 including 20th century massacres in China.
2.0	**Students will be able to:** • Identify motivations behind and responses to the Armenian Genocide.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

<table>
<tr><td colspan="2" align="center">Unit Modifications for Special Population Students</td></tr>
<tr><td>Advanced Learners</td><td>Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge such as supplemental primary and secondary source readings that provide more in-depth analysis specific topics within the unit (i.e. selected chapters from Forgotten Fire, a novel describing a young man's experiences during the Armenian Genocide).</td></tr>
<tr><td>Struggling Learners</td><td>Facilitate access to review materials and remediation activities such as graphic organizers and supplemental video tutorials through OneNote content library and through online textbook features such as in-text highlighting, text to speech, and course customization through "Mind Tap."</td></tr>
<tr><td>English Language Learners</td><td>Coordinate with English Language Learner advisor to modify activities where appropriate:
http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</td></tr>
<tr><td>Learners with an IEP</td><td>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:
• Variation of time: adapting the time allotted for learning, task completion, or testing
• Variation of input: adapting the way instruction is delivered
• Variation of output: adapting how a student can respond to instruction
• Variation of size: adapting the number of items the student is expected to complete
• Modifying the content, process or product

Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.
Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</td></tr>
<tr><td>Learners with a 504</td><td>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</td><td></td></tr>
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Indicators:

- **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.

- **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.

- **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.

- **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.

- **RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

- **RH.9-10.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims

- **RH.9-10.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.

- **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.

- **WHST.9-10.1A:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

- **WHST.9-10.1B:** Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

- **WHST.9-10.2B:** 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.

- **WHST.9-10.2D:** 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.

- **WHST.9-10.9:** Draw evidence from informational texts to support analysis, reflection, and research.

- **WHST.9-10.10:** 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.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promotes understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness
Civic Literacy
Environmental Literacy
Information, Media, and Technology

Skills:
Think Creatively
Work Creatively with Others

Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit 6 Title: The World War II Era

Unit Description:

Students begin this unit by evaluating the extent to which the Treaty of Versailles solved the problems that led to the first World War. Then, students will examine the events of the inter-war years, including the world-wide economic depression and the rise of dictatorships throughout Europe.

Unit Duration: 3 – 4 Weeks

Desired Results

Standard(s):

- **NJSLS social Studies:** 6.2.12.CivicsPI.4.a; 6.2.12.CivicsHR.4.a; 6.2.12.CivicsPI.4.b; 6.2.12.1.GeoGI.4.a; 6.2.12.GeoSP.4.b; 6.2.12.EconEM.4.a; 6.2.12.HistoryCC.4.b; 6.2.12.HistoryCC.4.c; 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.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; 6.2.12.CivicsPI.5.a

- **ELA Literacy in History:** RH.9-10.1; RH.9-10.2; RH.9-10.3; RH.9-10.4; RH.9-10.7; RH.9-10.10

- **ELA Writing in History:** WHST.9-10.1A; WHST.9-10.1C; WHST.9-10.1D; WHST.9-10.1E; WHST.9-10.2B; WHST.9-10.2D; WHST.9-10.4; WHST.9-10.5; WHST.9-10.9; WHST.9-10.10

Indicators:

1. **GeoGI.4.a**: 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.
2. **HistoryCC.4.c**: 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.
3. **EconEM.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.
4. **CivicsPI.4.a**: 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.
5. **HistoryCA.4.c**: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
6. **HistoryCC.4.g**: 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."
7. **GeoSP.4.b**: Determine how geography impacted military strategies and major turning points during World War II.
8. **HistoryCC.4.h**: 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).
9. **HistoryCC.4.e**: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
10. **HistoryCC.4.b**: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
11. **CivicsPI.5.a**: 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.
12. **CivicsHR.4.a**: 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 including 20th century massacres in China.
13. **CivicsPI.4.b:** Assess government responses to incidents of ethnic cleansing and genocide.
14. **HistoryUP.4.c**: 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.
15. **HistoryCC.4.f**: 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.
16. **HistoryUP.4.b**: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

Understandings:

Students will understand that…

- There are multiple and complex causes and effects of historical events.

- Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.

- Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.

- Evidence from multiple relevant historical sources and interpretations can be applied to a reasoned argument about the past.

- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

- Geographic data can be used to analyze spatial patterns.

- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

- Governments around the world support universal human rights to varying degrees.

- Complex interacting factors influence people's perspective.

Essential Questions:

- What social, political, and economic factors led to the rise of authoritarian regimes following the Great War?

- What are the similarities and differences between Communism, as practiced in the Soviet Union, and fascism?

- What were the primary long-range and immediate causes of World War II?

- What were the similarities and differences between World Wars I and II in terms of technological innovation and tactics?

- What role did various marginalized groups such as women and colonized peoples play in the war effort and in society at this time?

- To what extent did the failures of the Treaty of Versailles (1919) inform peace talks held in the final months of World War II?

- Why was the United Nations established?

- How and why did national and international responses to the Holocaust differ from responses to the Armenian Genocide?

- What were the short and long-term social, political, economic, environmental, and cultural consequences of the second World War?

- What were the similarities and differences between World Wars I and II in terms of impact?

Assessment Evidence

Performance Tasks:

- Complete Classwork/Homework Assignments (i.e. guided readings, Nearpod Presentations, film focus questions, primary source analysis)

- Demonstrate understanding through correct usage/application of various key terms including: (economic) depression; economic nationalism; totalitarianism; fascism;

Other Evidence:

Informal checks for understanding (i.e. oral responses to teacher questioning, use of various non-verbal cues)

Teacher observations during:

- Class discussions
- Think-Pair-Share activities
- Teacher-Student conferences
- Collaborative activities (group work)
- In-class simulations

Benchmarks:

Essay comparing World Wars I and II

Unit Assessment

Learning Plan

Learning Plan:

Days 1 – 4 *The Inter-War Years*
1. A Flawed Peace (Presentations)
    a. A Flawed Peace Chart
    b. Reactions to the Treaty of Versailles
2. The Great Depression (Voyages, Chapter 26, Lesson 1.3)
3. The Rise of Dictators (Presentations)
    a. Dictators in Europe Venn Activity (Skill-building Activities)
4. Japanese Aggression, Italian Invasion (*Voyages*, Chapter 26, Lesson 4.1)
5. Appeasement Introduction (Skill-building Activities)

Days 5 – 9 *From Appeasement to War*
1. The Hitler-Stalin Pact (*Voyages*, Chapter 26, Lesson 4.3)
2. WWII: A Timeline of Major Events (Presentations)
    a. Optional: Supplement with a selection of video segments of specific battles from the World War II Channel on Discovery Education (Videos and Podcasts)
    b. (For an optional, alternative view of the war) A War for Resources: Crash Course World History #220 (Videos and Podcasts)
3. Travelers: Nancy Wake and Josephine Baker, French Resistance Fighters (*Voyages*, Chapter 27, Lesson 2.1)
4. The Atomic Bomb (Close and Guided Readings)
5. "Civilians, Technology, and the War's Toll" (*Voyages*, Chapter 27, Lesson 2.3)

Day 10 – 11
1. Cold War America Lesson 2: Containing Communism Abroad, complete step one (*United Nations*) only (Lessons from the Web).
2. Think-Pair-Share and class discussion: Students list what they recall learning about the Holocaust. Remind students that the "Genocide Convention" was a document adopted by the United Nations in response to the Holocaust. Ask students to contrast the international response to the Holocaust with the international response to the murder of more than a million Armenians that occurred just a few decades before. Ask students to hypothesize reasons for such differing responses.
3. Unit 9 Global Perspective: Against Inhumanity (*Voyages*)

Days 12 – 15
1. Comparing World Wars (Skill-building Activities).
2. Students use their completed comparison charts to develop a 3 – 5 paragraph essay in response to the following prompt: Compare and contrast World Wars I and II in terms of technological innovations and social impact.
    a. NOTE: The activities described above are intended to serve as review for the Unit Assessment.

Day 16
3. Unit Assessment (40% unit 5, 60% unit 6)

Resources:

4. *World History: Voyages in Exploration* (Cengage): Ch. 26 and 27
5. Unit Six Shared Resources folder in Schoology (Specific folder location identified in blue font above)
6. Teacher generated tasks through digital platforms including Newsela, Ed puzzle, Nearpod, etc.

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):	
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).	
4.0	**Students will be able to:** • Compose a 5 paragraph essay in response to the following prompt: Compare and contrast World Wars I and II in terms of technological innovations and social impact.
3.0	**Students will be able to:** • 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).
2.0	**Students will be able to:** • Identify similarities and/or differences between the two World Wars in terms of course (how the wars were fought) and outcomes.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge such as supplemental primary and secondary source readings that provide more in-depth analysis of the soldiers' experiences during World War II.
Struggling Learners	Facilitate access to review materials and remediation activities such as graphic organizers and supplemental video tutorials through OneNote content library and through online textbook features such as in-text highlighting, text to speech, and course customization through "Mind Tap."
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to assist in the development of appropriate plans.	

Interdisciplinary Connections

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- **WHST.9-10.1C:** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **WHST.9-10.1D**: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **WHST.9-10.1E**: Provide a concluding statement or section that follows from or supports the argument presented.
- **WHST.9-10.2B:** 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.
- **WHST.9-10.2D:** 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.
- **WHST.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.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.
- **WHST.9-10.9:** Draw evidence from informational texts to support analysis, reflection, and research.
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Environmental Literacy
Information, Media, and Technology

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit 7 Title: Post War Challenges

Unit Description:

In this unit, students will examine economic and ideological factors that led to the political rivalry between the United States and the Soviet Union known as the Cold War. Students also will analyze the global impact of that rivalry. Students will then evaluate the extent to which decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved. Finally, students will examine the effects of international migration as well as scientific and technological improvements in the second half of the 20th century.

Jump to Learning Plan

Unit Duration: 4 – 5 Weeks

Desired Results

Standard(s):

- **NJSLS Social Studies:** 6.2.12.CivicsHR.4.a; 6.2.12.Civics.PI.4b; 6.2.12. HistoryCA.4.a; HistoryCA.4.b; 6.2.12.HistoryCC.4.d; 6.2.12.HistoryCC.4.e; 6.2.12.CivicsPI.5.a; 6.2.12.CivicsHR.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.History CC.5.d; 6.2.12.History CC.5.f; 6.2.12.History CC.5.g

- **ELA Literacy in History:** RH.9-10.1; RH.9-10.2; RH.9-10.3; RH.9-10.4; RH.9-10.7; RH.9-10.9; RH.9-10.10

- **ELA Writing in History:** WHST.9-10.1A; WHST.9-10.1C; WHST.9-10.1D; WHST.9-10.1E; WHST.9-10.2B; WHST.9-10.2D; WHST.9-10.4; WHST.9-10.5; WHST.9-10.9; WHST.9-10.10

Indicators:

1. **HistoryCC.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.
2. **EconET.5.a**: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.
3. **HistoryCC.5.f**: 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).
4. **GeoGI.5.a**: 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.
5. **HistoryCC.5.i**: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
6. **HistoryCA.4.b**: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
7. **Econ.ET.5.b**: 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.
8. **HistoryCC.4.e**: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers.
9. **HistoryCC.4.d**: 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.
10. **HistoryCC.5.a**: 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.
11. **HistoryCA.4.a:** Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
12. **HistoryCC.5.d**: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
13. **HistoryCC.5.g**: 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.
14. **GeoSV.5.a**: 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).

15. **GeoPP.5.a**: 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).
16. **HistoryCC.5.c**: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
17. **EconGE.5.a**: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
18. **CivicsHR.5.a**: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
19. **CivicsHR.4.a**: 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 including 20th century massacres in China.
20. **CivicsPI.4.b:** Assess government responses to incidents of ethnic cleansing and genocide.

Understandings:	Essential Questions:
Students will understand that…	• How did the outcome of World War II contribute to the development of the Cold War?
• Chronological sequencing serves as a tool for analyzing past and present events.	• What were the ideological differences between the United States and the Soviet Union?
• Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).	• How did Western nations work together to keep the Soviets from expanding into Western Europe?
• There are multiple and complex causes and effects of events from the past.	• How was the Cold War fought?
• Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	• What factors contributed to the Communists' victory in the Chinese Civil War?
• Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	• What conditions in Cuba motivated Fidel Castro and other rebels to start the Cuban Revolution?
• Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	• What factors led to increasing aspirations for self-determination among colonized peoples in Africa and Asia?
• Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	• What were the lingering effects of colonialism and how did those effects contribute to post-independence struggles?
• Geographic data helps to analyze variations in spatial patterns.	• What role has access to limited natural resources played in boundary disputes and other conflicts?
• Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	• In what important way are nations of the Middle East vital to the interconnected world economy?
• **Economic globalization** affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	• How has a more interconnected world affected human rights both positively and negatively in the 20th century?
• Governments around the world support universal human rights to varying degrees.	

Assessment Evidence

Performance Tasks:	Other Evidence:
• Complete Classwork/Homework Assignments (i.e. guided readings, Nearpod Presentations, film focus questions, primary source analysis)	Informal checks for understanding (i.e. oral responses to teacher questioning, use of various non-verbal cues)
	Teacher observations during:

• Demonstrate understanding through correct usage/application of various key terms including: satellite state; containment; proxy war; neocolonialism; pan-Arabism; Apartheid	• Class discussions • Think-Pair-Share activities • Teacher-Student conferences • Collaborative activities (group work) • In-class simulations

Benchmarks:

DBQ

Unit Assessment

Learning Plan

Learning Plan:

Days 1 – 3
1. Student Pairs complete "Analyzing Motives" followed by teacher-led debrief (Skill-building Activities)
2. The Yalta Conference and Shifts in Power (*Voyages,* Chapter 28, Lesson 1.1)
3. Cold War America Lesson 2: Containing Communism Abroad, complete step two (NATO and the Warsaw Pact) only (Lessons from the Web).
4. Nearpod: The Berlin Wall (Presentations)

Days 4 – 5
5. How the Cold War was Fought (Skill-building Activities)
6. The Arms and Space Races (*Voyages*, Chapter 28, Lesson 1.3).
7. Cold War and Nuclear Weapons Infographic from Discovery Education (Skill-building Activities)
8. The Cold War: Crash Course World History #39 (Videos and Podcasts)
   a. Optional Extension Activity: The Cold War from Stanford History Education Group (Lessons from the Web)

Days 6 – 8
9. Communism Comes to China (Close and Guided Readings)
10. Chinese Revolution DBQ (Close and Guided Readings)
11. "Cuba and Castro" (*Voyages*, Chapter 28, Lesson 2.1)

Days 9 – 15
12. End of Empire and the Cold War (Close and Guided Readings)
13. Decolonization, slides 1 – 5 (Presentations)
14. Nonviolence and Peace Movements: Crash Course World History 228 (Videos and Podcasts)
15. Decolonization: Indian Independence, slides 6 – 16 (Presentations)
    a. Optional Extension Activity: India Partition from SHEG (Lessons from the Web)
16. The Creation of Israel (Presentations)
17. The Suez Crisis (*Voyages*, Chapter 28, Lesson 3.4)
18. Decolonization: African Independence, slides 17 – 25 (Presentations)
    a. Apartheid DBQ (Close and Guided Readings)
    b. Traveler: Nelson Mandela, Anti-Apartheid Activist (Voyages, Chapter 29, Lesson 2.2)
19. Decolonization: Post-Colonial Struggles (in Africa), slides 26 – 32 (Presentations)

Days 16 – 18
1. Global Human Rights (*Voyages*, Chapter 29, Lesson 4.1)
2. Rwandan Genocide (Presentations)
3. The Middle East: Revolution and Turmoil (*Voyages*, Chapter 29, Lesson 3.3)

Day 19
1. Unit Review.

Day 20
1. Unit Assessment.

Resources:

1. *World History: Voyages in Exploration* (Cengage): Ch. 28 and 29
2. Unit Seven Shared Resources folder in Schoology (Specific folder location identified in blue font above)
3. Teacher generated tasks through digital platforms including Newsela, Ed puzzle, Nearpod, etc.
4. *Hotel Rwanda* [film rated PG-13, 2004]

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.	
4.0	**Students will be able to:** • Develop an argument analyzing the extent to which the lingering effects of colonialism impacted newly independent nations' ability to build stable economies and national identities.
3.0	**Students will be able to:** • Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
2.0	**Students will be able to:** • Identify the lingering effects of colonialism in African and Asian Nations.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge such as supplemental primary and secondary source readings that provide more in-depth insight into the process of state-building among various former colonial territories in Asia, Africa, and Latin America.
Struggling Learners	Facilitate access to review materials and remediation activities such as graphic organizers and supplemental video tutorials through OneNote content library and through online textbook features such as in-text highlighting, text to speech, and course customization through "Mind Tap."
English Language Learners	Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:

		- Variation of time: adapting the time allotted for learning, task completion, or testing - Variation of input: adapting the way instruction is delivered - Variation of output: adapting how a student can respond to instruction - Variation of size: adapting the number of items the student is expected to complete - Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.	

Interdisciplinary Connections

Indicators:
- **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.
- **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.
- **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.
- **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.
- **RH.9-10.7**: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- **RH.9-10.9**: Compare and contrast treatments of the same topic in several primary and secondary sources.
- **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.
- **WHST.9-10.1A:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- **WHST.9-10.1C:** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **WHST.9-10.1D**: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **WHST.9-10.1E**: Provide a concluding statement or section that follows from or supports the argument presented.
- **WHST.9-10.2B:** 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.
- **WHST.9-10.2D:** 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.
- **WHST.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.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.
- **WHST.9-10.9:** Draw evidence from informational texts to support analysis, reflection, and research.

- **WHST.9-10.10:** 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.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promotes understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness
Civic Literacy
Environmental Literacy
Information, Media, and Technology

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit 8 Title: Facing a New Millennium

Unit Description:

In this unit, students will explore contemporary issues that transcend regional and national borders including technological innovation and demographic change. Students will also evaluate both the challenges and opportunities associated with the development, distribution, and use of natural resources.

Jump to Learning Plan

Unit Duration: 2 – 3 Weeks

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Desired Results

</div>

Standard(s):

- **NJSLS Social Studies:** 6.2.12.CivicsHR.5.a; 6.2.12. 1.HistoryCC.5.h; 6.2.12.HistoryCC.5.e; 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.Econ.GE.6.c; 6.2.12; HistoryCC.6.a

- **ELA Literacy in History:** RH.9-10.1; RH.9-10.2; RH.9.10.3; RH.9-10.4; RH.9-10.5; RH.9-10.10

- **ELA Writing in History:** WHST.9-10.1; WHST.9-10.2; WHST.9-10.4; WHST.9-10.7; WHST.9-10.9; WHST.9-10.10

Indicators:

1. **CivicsHR.5.a**: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
2. **HistoryCC.5.h**: 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.
3. **CivicsPI.6.a**: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
4. **CivicsHR.6.a**: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
5. **CivicsHR.6.b**: 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.
6. **EconGE.6.a**: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
7. **EconGE.6.b**: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
8. **HistoryCC.5.e**: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
9. **EconGE.6.c**: Relate the rise of the Internet and social media to global economy.
10. **HistoryCC.6.a**: Evaluate the impact of terrorist movements on governments, individuals and societies.

Understandings:	**Essential Questions:**
Students will understand that…	
- Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance. - Governments around the world support universal human rights to varying degrees. Human and civil rights support the worth and dignity of the individual. - Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	- To what extent have international organizations succeeded in solving global issues? - What tensions have arisen between national sovereignty and the desire to foster global economic development? - What tensions have arisen between national sovereignty and the desire to maintain environmental sustainability? - What tensions have arisen between the desire to foster global economic development and the desire to

- Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.

- **Economic globalization** affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.

- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

- achieve environmental maintain environmental sustainability?

- What impact have tensions between national sovereignty, the desire to foster global economic development, and the desire to achieve and maintain environmental sustainability had on human rights?

- What challenges does the world continue to face in the 21st century?

Assessment Evidence

Performance Tasks:

- Complete Classwork/Homework Assignments (i.e. guided readings, Nearpod Presentations, film focus questions, primary source analysis)

- Demonstrate understanding through correct usage/application of various key terms including: globalization; recession; sustainability; terrorism; connectivity; climate change.

Other Evidence:

Informal checks for understanding (i.e. oral responses to teacher questioning, use of various non-verbal cues)

Teacher observations during:

- Class discussions
- Think-Pair-Share activities
- Teacher-Student conferences
- Collaborative activities (group work)
- In-class simulations

Benchmarks:

Unit Project and presentation

Learning Plan

Learning Plan:

Days 1 – 3
1. Nearpod: What is Globalization? (Presentations)
2. Globalization I - The Upside: Crash Course World History #41 (Videos and Podcasts)
3. Globalization II - Good or Bad?: Crash Course World History #42 (Videos and Podcasts)
4. DBQ: Income Inequality (*Voyages*, Chapter 30, Lesson 2.3)

Day 4 – 7
5. New and Old Energy Sources (*Voyages*, Chapter 30, Lesson 3.1)
6. Leslie Dewan and Andres Ruzo: Reinventing Clean Energy (Voyages, Chapter 30, Lesson 3.2)
7. The Digital Era in the Balance (*Voyages*, Chapter 30, Lesson 3.3)
8. Nearpod: What is Terrorism? (Presentations)

Day 8 – 12
9. Current Events Project: Student groups use IMC databases and Newsela to research (3 – 5) current events articles related to any of the issues of this unit (globalization, human rights, terrorism, environmental sustainability, etc.). Groups compose an essay that summarizes the issue and the articles and create a presentation; Groups briefly present findings to the class.

Resources:

10. *World History: Voyages in Exploration* (Cengage): Ch. 30
11. Unit Eight Shared Resources[Shared Resources](#) folder in Schoology (Specific folder location identified in blue font above)
12. Teacher generated tasks through digital platforms including Newsela, Ed puzzle, Nearpod, etc.
13. IMC Databases, especially Gale Opposing Viewpoints in Context, Issues and Controversies from Facts on File, and Issues: Understanding Controversy and Society from ABC-CLIO.

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

	Standard(s): Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
4.0	**Students will be able to:** • Use multiple print and digital resources to analyze a modern global issue, evaluate responses to that issue, and present findings to the class.
3.0	**Students will be able to:** • Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
2.0	**Students will be able to:** • Summarize current events articles related to a modern global issue.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge such as supplemental primary and secondary source readings that provide more in-depth analysis of arguments for and against globalization.
Struggling Learners	Facilitate access to review materials and remediation activities such as graphic organizers and supplemental video tutorials through OneNote content library and through online textbook features such as in-text highlighting, text to speech, and course customization through "Mind Tap."
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- **WHST.9-10.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- **WHST.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.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.
- **WHST.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.
- **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.
- **WHST.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.
- **WHST.9-10.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **WHST.9-10.10:** 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.

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