

WORLD HISTORY CURRICULUM

(Refer to the [Curriculum Template Explanation](#) document while writing curriculum)



Grade Level(s): 9th Grade

Curriculum Author(s): Marisa Christoff, Rebecca Trzaski

Course Description: World History is a survey course of selected historical events from Absolutism to current events through a chrono-thematic approach. This modern approach focuses on change, continuity, and context of historical events. The course is designed using the inquiry process and nurtures historical thinking through the analysis of primary and secondary sources. Students will study topics such as the Enlightenment, the Industrial Revolution, Nationalism, Global Imperialism, and the Cold War through themes such as Revolutions in Government, Revolutions in Industry, Global Crises and The Contemporary World. The honors level course is designed and implemented so that the depth of the topics discussed in the course surpass that of the college prep level course to include the following: extensions of learning, accelerated pacing, greater complexity in topics, and greater responsibility, creativity, and reflection on the part of the students as their thinking and feelings are challenged.

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	<u>Vision of A Learner “I Can” Statements</u>
<u>Exchange and Interconnections</u>	To what extent did the Age of Exploration contribute to imperialism?	The Age of Exploration had different political, economic, and social impacts for peoples of the Old World and the New World.	CCE4 (9-12), DE1 (9-12), TCC2 (9-12), P2 (9-12)
<u>Revolutions in Thought</u> (Scientific Revolution & Enlightenment)	How could ideologies of the Enlightenment cause a revolution?	Enlightenment ideologies inspire revolutionary actions by motivating people to question current conditions.	TCC1(9-12), TCC2(9-12), TI3(9-12), CCE4(9-12), DE1(9-12), P2(9-12)
<u>Industrial Revolution</u>	How did economic changes impact societies?	Economic changes impacted societies through changes to policies, living conditions, and values.	TCC2(9-12), TI1(9-12), TI2(9-12), TI3(9-12), AA1(9-12), CCE4(9-12), DE1(9-12), P2(9-12)
<u>Revolutions in Government</u> (French, Latin American, Russian)	How did the French, Latin American, and Russian revolutions affect religious, political, and cultural establishments in society?	The French, Latin American, and Russian revolutions affected religious, political, and cultural establishments in society by creating changes in previously accepted norms.	TCC2(9-12), TI2(9-12), AA2(9-12), CCE4(9-12), DE1(9-12), P2(9-12)
<u>Expansionism</u> (Sepoy Mutiny, Opium Wars, Scramble for Africa, Russian expansion, Japanese expansion)	To what extent did New Imperialism and industrialism impact both imperialist and colonized people and nationalism?	Imperialist nations gained new land and labor forces to produce cash crops, as well as markets to sell manufactured goods. Colonized peoples gained access to different technologies at the expense of their freedom and cultural traditions.	TTC2(9-12), TCC4(9-12), AA2(9-12), TI2(9-12), CCE4(9-12), DE1(9-12), P2(9-12)
<u>Global Crises</u> (WWI, Interwar Years, Great Depression, Rise of Totalitarian Leaders, WWII, The Holocaust)	To what extent was World War II a total war?	World War II was a total war in the way it impacted and was influenced by people of all backgrounds all around the world.	TCC1(9-12), TCC2(9-12), TI2(9-12), AA3(9-12), CCE3(9-12), CCE4(9-12), DE1(9-12), P2(9-12)



Cold War and its Global Impact	How does the post-World War II era continue to impact us today?	World War II created conditions and conflicts in the following decades that continue to impact societies today.	TCC2(9-12), TI2(9-12), AA1(9-12), AA4(9-12), CCE4(9-12), DE1(9-12), P2(9-12)
The Contemporary World	How has the international community responded to terrorism?	The international community has taken various approaches to address terrorism depending on the circumstances encountered.	TCC1(9-12), TCC2(9-12), TCC4(9-12), TI1(9-12), TI2(9-12), TI3(9-12), AA2(9-12), CCE4(9-12), DE1(9-12), P2(9-12)



Unit 1 - Exchange and Interconnections

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **MW.His.1.a.** Evaluate how historical events and developments were shaped by the movement of individuals and groups during maritime exploration.
- **MW.His.8.a.** Analyze how current interpretations of cultural exchange of the early modern world are limited by the availability of sources and the perspectives represented.
- **MW.Geo.6.a.** Evaluate the impact of settlement on the environmental and cultural characteristics of the early modern world.
- **MW.Eco.5.a.** Describe how the Atlantic system affected global trade through cultural diffusion and competition.
- **MW.Inq.1.c.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**

Understandings: Students will understand that...

- The Age of Exploration impacted the world politically, economically, and socially.
- The Age of Exploration had different impacts for the people of the Old World and the New World.

Essential Questions:

- To what extent did the Age of Exploration contribute to imperialism?
- How did the Age of Exploration impact the world politically, economically, and socially?

Students will know...

- the impact of disease on people and civilizations
- the environmental, social, economic, and political results of the Columbian Exchange and the age of discovery and colonization
- The impact of the slave trade

Students will be able to...

- write a piece of historical fiction from a specific perspective or role, using primary and secondary sources for information
- interpret and draw conclusions from both primary and secondary sources
- practice effective reading and study skills
- work effectively both alone and within cooperative groups



	<ul style="list-style-type: none"> • postulate how we should distribute the moral responsibility for the Atlantic slave trade.
Key Vocabulary: mercantilism, Columbian Exchange, conquest, genocide, maritime, cultural diffusion	
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Summative: Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. TCC2, CCE4, TI2, DE1, AA1 	Other Evidence: <ul style="list-style-type: none"> • Interims: Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include using a document packet to analyze primary and secondary sources in response to the essential question, “How did the Age of Exploration impact the world politically, economically, and socially?” as well as an Old World/New World Map activity, a historical fiction journal activity, or others. TCC2, CCE4, DE1, TI2, AA1
Learning Plan	
<ul style="list-style-type: none"> • Instruction on, and modeling of, reading strategies (i.e. pre-reading skills, vocabulary, context clues, etc) P2 • Content-based vocabulary assessment P2 • Identification of, and purpose for using, primary and secondary sources P2 • Baseline writing assessment (argumentative paragraph) CCE4 	
Teacher Resources: Fordham Internet History Sourcebook ; CommonLit; Newsela; Teacher’s Discovery Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History	



Unit 2 - Revolutions in Thought

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **MW.His.1.b.** Evaluate how the Enlightenment and Scientific Revolution shaped institutions in society.
- **MW.Inq.1.b.** Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.
- **MW.Civ.2.a.** Analyze how theories of government developed in the Age of Enlightenment represented new ideas about the balance between rights of the individual and power of the government.

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **CCSS.ELA-LITERACY.RH.9-10.4:** 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.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- I can ask purposeful, insightful questions to find a variety of innovative solutions. **TCC1**
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can formulate and investigate probing questions to further my learning. **T13**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**

Understandings: Students will understand that...

- People question authority when they are dissatisfied with current economic, social, and political conditions, or when the government is not reflecting the values of the people.
- The Scientific Revolution changed religious, political and cultural

Essential Questions:

- What motivates people to question authority?
- How did the Scientific Revolution affect religious, political, and cultural establishments in society?
- How could ideologies of the Enlightenment cause a revolution?

<p>establishments in society by introducing secular explanations for occurrences.</p> <ul style="list-style-type: none"> Enlightenment ideologies inspire revolutionary actions by motivating people to question current conditions. 	
<p>Students will know...</p> <ul style="list-style-type: none"> How the Scientific Revolution and Enlightenment ideals impacted both the political and cultural development of the United States and of modern Europe. The impact the Scientific Revolution and Enlightenment had on political, technological, economic, social, religious, and intellectual thought. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> analyze how the scientific method changed the way people learned about the natural world uncover the reasons the scientific revolution changed the way people saw themselves and their place in the universe define and defend the reasons the Roman Catholic church objected to the Copernican theory Discuss the impact of the Enlightenment on different groups within society analyze why reason was so important to Enlightenment thinker discuss and defend their opinion on how the Enlightenment could lead to revolutions.
<p>Key Vocabulary: Printing Press, Scientific Revolution, scientific method, Nicolaus Copernicus, geocentric theory, heliocentric theory, Galileo Galilei, Catholic Church, Enlightenment, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, social contract, Mary Wollenstonecraft, English Bill of Rights, Age of Absolutism, divine right of kings, Louis XIV, Versailles, Montesquieu, Adam Smith</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Summative: Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. TCC2, CCE4, TI2, DE1, AA1 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Interims: Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include using a document packet to analyze primary and secondary sources that could include an Absolutism DBQ, Enlightenment DBQ, English Bill of Rights DBQ, Black Death DBQ, as well as other ideas. TCC2, CCE4, DE1, TI2, AA1
<p>Learning Plan</p>	
<ul style="list-style-type: none"> Content-based vocabulary assessment P2 Develop success criteria for Socratic seminars TCC1, TI3, DE1 	



Teacher Resources: [Fordham Internet History Sourcebook](#); CommonLit; Newsela; Teacher’s Discovery From Early Civilizations Through Industrial Revolution Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History

Unit 3 - Industrial Revolution

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **MW.His.5.a.** Analyze how industrialization gave rise to new ideals and their related policies.
- **MW.Geo.10.a.** Evaluate how the cultural and environmental changes caused by industrialization influenced spatial patterns of trade and land use.
- **MW.Inq.1.b.** Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.
- **MW.Inq.4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **CCSS.ELA-LITERACY.RH.9-10.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can implement a realistic plan and adapt when necessary to achieve my goals. **TI1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can formulate and investigate probing questions to further my learning. **TI3**
- I can evaluate different approaches and justify the best pathway to success. **AA1**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**

<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> Industrialization has many benefits for society, but also causes unintended problems that need to be creatively addressed. Economic and political changes impacted societies through changes to policies, living conditions, and values. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> Is industrialization a blessing or a curse? How did economic changes impact societies? Should capitalism be reformed or replaced?
<p>Students will know...</p> <ul style="list-style-type: none"> the short and long-term impact/consequences of Industrialization the impact technology had on migration patterns, urbanization, and global trade networks the intellectual, social, and political reactions to the new industrial era the origins, tenets of both capitalism and communism and their impact on political and economic institutions 	<p>Students will be able to...</p> <ul style="list-style-type: none"> Defend whether industrialization benefited or hindered the working class. Compare and contrast the European Industrial Revolution to that of emerging nations today. Analyze the ways ordinary citizens were able to improve working conditions through unions and participation in the democratic process.
<p>Key Vocabulary: Industrial Revolution, capitalism, socialism, Marxism, proletariat, communism, labor unions, strikes, corporations, suffrage, consumerism, imperialism, Social Darwinism, bourgeoisie, tenements, slums, capital, assembly line, interchangeable parts, Karl Marx, Friedrich Engels</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Summative: Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. TCC2, CCE4, TI2, DE1, AA1 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Interims: Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include a Socratic seminar deciding whether industrialization was a blessing or a curse using a variety of primary and secondary sources, and other ideas. TCC2, CCE4, DE1, TI2, AA1
<p>Learning Plan</p>	
<ul style="list-style-type: none"> Content-based vocabulary activity P2 Document analysis P2, TCC2 Peer reflection and feedback on unit two summative written response P2 	



- *Possible place for an Inquiry research project **TCC2, TI1, TI2, TI3, AA1, CCE4**

Teacher Resources: [Fordham Internet History Sourcebook](#); CommonLit; Newsela; Teacher’s Discovery From Early Civilizations Through Industrial Revolution Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History

Unit 4 - Revolutions in Government

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **MW.His.2.a.** Analyze how the diffusion of Enlightenment ideas influenced revolutions.
- **MW.Inq.4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **MW.Geo.1.a.** Demonstrate spatial awareness by creating maps to illustrate the environmental characteristics and patterns of trade in early modern world history using digital technologies.

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **CCSS.ELA-LITERACY.RH.9-10.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can assess my past successes and mistakes to change my approach. **AA2**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**



<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • The French, Latin American, and Russian revolutions affected religious, political, and cultural establishments in society by creating changes in previously accepted norms. • The French Revolution served as a comparison for future revolutions around the world. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did the French, Latin American, and Russian revolutions affect religious, political, and cultural establishments in society? • What is the nature of freedom and who is entitled to it?
<p>Students will know...</p> <ul style="list-style-type: none"> • the reasons that lead a society to revolution • the impact Napoleon had on Europe and the future of the world • the impact revolutions had on Latin America and the future of the world • The trans-Atlantic slave trade fundamentally altered the demographics, culture, politics, and identity of the Western Hemisphere 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Evaluate the causes and effects of the French, Latin American, and Russian revolutions. • Debate whether violence is ever justified in the pursuit of societal change.
<p>Key Vocabulary: French Revolution, Louis XVI, Marie Antoinette, Declaration of the Rights of Man, Reign of Terror, Napoleon, Napoleonic Code, Congress of Vienna, Latin America, Haiti, Simon Bolivar, Jose de San Martin, trans-Atlantic slave trade, colonization, Russian Revolution, proletariat, bourgeoisie, Bolsheviks</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Summative: Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. TCC2, CCE4, TI2, DE1, AA1 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Interims: Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include an analysis of primary source documents and applying information to think about how a person living during the time period would feel when faced with events (i.e. “historical heads” or “mock trial”), the Congress of Vienna simulation, a Revolutions in Latin America DBQ, a Bolshevik Revolution DBQ, argumentative writing addressing the question: “To what extent were the French, Latin American, and Russian revolutions justified?” and other ideas. TCC2, CCE4, DE1, TI2, AA1



Learning Plan

- Content-based vocabulary activity **P2**
- Map of Europe and Map of Latin Revolution **P2**
- Introductory lesson on how to write a claim **TCC2**
- Reflection on baseline writing prompt: What did they do well? What would they change? Create a plan for improvement. **AA2**
- How to write an argumentative essay lesson: Claim, Arguments, Use of Evidence, Source Credibility, Addressing Opposing Viewpoints **TCC2, CCE4, TI2, DE1**
- Written response connected to summative **CCE4, TI2, TCC2**
- *Possible place for an Inquiry research project **TCC2, TI1, TI2, TI3, AA1, CCE4**

Teacher Resources: [Fordham Internet History Sourcebook](#); CommonLit; Newsela; Teacher’s Discovery From Early Civilizations Through Industrial Revolution Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History

Unit 5 - Expansionism

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **MW.Eco.1.a.** Analyze how access to resources resulted in imperialist policies that had a range of costs and benefits for different groups.
- **MW.Geo.2.a.** Explain the relationships between the locations of places and the impact of imperialism using maps and other representations.
- **MW.Inq.4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **CCSS.ELA-LITERACY.RH.9-10.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can integrate my learning to adapt to experiences in the classroom, career and life. **TCC4**
- I can assess my past successes and mistakes to change my approach. **AA2**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**

Understandings: Students will understand that...

- Nationalism has grown in the modern world as a result of governmental policies drastically impacting how people interact with one another.
- New Imperialism was caused by a need for new markets to produce and consumer manufactured goods. Western nations justified New Imperialism using pseudo-science and ethnocentric moral arguments.
- Imperialist nations gained new land and labor forces to produce cash crops, as well as markets to sell manufactured goods. Colonized peoples gained access to different technologies at the expense of their freedom and cultural traditions.
- As people interact with different cultures and environments, their actions, behaviors, traditions and decisions change based on the circumstances encountered.

Essential Questions:

- Why has nationalism grown in the modern world, and how has that growth impacted countries domestically and the world as a whole?
- What were the main causes and justifications of imperialism?
- To what extent did New Imperialism and Industrialization impact both imperialist and colonized people and nationalism?
- To what extent are human actions, behaviors, culture, and decisions shaped by interconnections with other people and the physical environment?

Students will know...

- the justification and causes of imperialism
- the legacy imperialism had on the non-western world

Students will be able to...

- Describe differing perspectives towards expansionism
- Analyze the impacts of colonization and imperialism

Key Vocabulary: expansionism, New Imperialism, colony, protectorate, sphere of influence, British Raj, Sepoy Mutiny, Opium Wars, Berlin Conference and the Scramble for Africa, Russian imperialism, Japanese imperialism

Assessment Evidence

Performance Tasks:

- **Summative:** Students will respond to one of the essential

Other Evidence:

- **Interims:** Students engage in a class debate, Socratic seminar,

questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**

or other interim tasks on an essential question of the unit. Options include a simulation answering the question, “What should the British Parliament do about the situation in the Belgian Congo?” as well as an essay on the question, “To what extent did New Imperialism and industrialism impact both imperialist and colonized people and nations?” plus other ideas. **TCC2, CCE4, DE1, TI2, AA1**

Learning Plan

- Content-based vocabulary activity **P2**
- Document analysis **P2, TCC2**
- Map activities **P2**
- Peer reflection and feedback on Unit 3 summative written response **P2**
- *Possible place for an Inquiry research project **TCC2, TI1, TI2, TI3, AA1, CCE4**

Teacher Resources: [Fordham Internet History Sourcebook](#); CommonLit; Newsela; Teacher’s Discovery Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History, The Choices Program: Colonialism in the Congo: Conquest, Conflict, and Commerce

Unit 6 - Global Crises

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **MW.His.1.e.** Evaluate how the causes and effects of World War I influenced global conflicts in the 20th century.
- **MW.His.9.a.** Synthesize sources from the Holocaust to develop questions and explore the experiences of survivors, victims, resisters, collaborators, bystanders, and rescuers.
- **MW.His.15.a.** Develop a historical argument about the long-term causes and triggering events that led to World War II.
- **MW.His.2.b.** Analyze how changes in military technology impacted the outcomes of various conflicts throughout the 20th century.
- **MW.Inq.3.a.** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.



Common Core State Standards

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

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- I can ask purposeful, insightful questions to find a variety of innovative solutions. **TCC1**
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment. **AA3**
- I can lead group progress through active listening, questioning, and giving advice. **CCE3**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**

Understandings: Students will understand that...

- Militarism, alliances, imperialism, and nationalism were the main causes of World War I.
- Changing technology led to a deadlier form of warfare, and many soldiers were left dealing with permanent injuries resulting from warfare.
- The Russian Revolution impacted religious, political, and cultural establishments inside and outside of Russia by beginning a communist revolution.
- Communist leaders in Russia used a variety of tactics to rise to power while diverging from Marxist principles and ideology.
- World War I created economic and political circumstances that led to the rise of totalitarian dictators.
- The failures of the Treaty of Versailles to fully address the root causes of World War I allowed dictators such as Adolf Hitler to rise to power in the 1920s and 1930s.
- World War II was a total war in the way it impacted and was influenced by people of all backgrounds all around the world.

Essential Questions:

- What were the MAIN causes of World War I?
- What role did changing technology play in the changing nature of warfare?
- How did the Russian Revolution affect religious, political, and cultural establishments in society?
- Did communist leaders in Russia use violence to achieve equality for the peasants/working class or to establish their own personal power?
- How did the end of World War I lead to the rise of totalitarianism?
- To what extent was World War II a total war?

Students will know...

Students will be able to...



<ul style="list-style-type: none"> • How nationalism, militarism, and the alliance system led to World War I. • The role technology had in changing the nature of 19th century warfare with that of the 20th century. • The way economic, political, and social crises can pave the way for radical, authoritarian governments. • The causes of the rise of world dictators in the 1920s and 1930s, and the subsequent causes of World War II. • Key events and people involved in World War II. • How and why genocide occurred in the 20th century. 	<ul style="list-style-type: none"> • Decide and defend whether the First World War was inevitable. • Analyze the factors that led to the creation and acceptance of totalitarian governments in the interwar period. • discuss the global response to the rise of totalitarian governments. • Identify the importance of new technology in changing the nature of conflict in the 20th century. • Evaluate the extent to which World War II was the result of failed attempts to resolve earlier conflicts. • Discuss the roles played by upstanders, bystanders, as well as those who committed atrocities.
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Key Vocabulary: World War I, stalemate, trench warfare, reparations, self-determination, dictatorship, totalitarianism, Nazism, fascism, ethnic cleansing, annexation, alliances, militarism, appeasement, Treaty of Versailles, World War II, total war, Hideki Tojo, Joseph Stalin, Benito Mussolini, Adolf Hitler, Axis Powers, Allied Powers, homefront, propaganda, rationing, Pyramid of Hate, human rights, Nuremburg Laws, ghettos, refugees, Holocaust, genocide, bystanders, upstanders

Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Summative: Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. TCC2, CCE4, TI2, DE1, AA1 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Interims: Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include an annotated timeline, seminars on the rise of totalitarian leaders and the Holocaust, a Nazi propaganda DBQ, presentations on World War I and World War II, and other ideas. TCC2, CCE4, DE1, TI2, AA1
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Learning Plan

<ul style="list-style-type: none"> • Content-based vocabulary activity P2 • Document analysis P2, TCC2 • Map activities P2 • *Possible place for an Inquiry research project TCC2, TI1, TI2, TI3, AA1, CCE4

Teacher Resources: [Fordham Internet History Sourcebook](#); CommonLit; Newsela; Teacher’s Discovery Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History



Unit 7 - Cold War and Its Global Impact

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **MW.His.1.g.** Evaluate how resistance movements and decolonization were shaped by post-World War II circumstances and broader historical contexts.
- **MW.His.4.b.** Analyze complex and interacting factors that influenced the perspectives about international laws and treaties in the Cold War era.
- **MW.Civ.14.a.** Analyze means of protecting or limiting human rights in the 20th century.
- **MW.Inq.4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can evaluate different approaches and justify the best pathway to success. **AA1**
- I can create opportunities to extend my learning by remaining open-minded in any situation. **AA4**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**

Understandings: Students will understand that...

- The Cold War was an ideological conflict between the US and her allies and the USSR and her allies.
- Many economic and political factors led to the rise of Mao Zedong and the Communist Party in China.
- The Communist Party had a large impact on the political, social, and economic conditions of the people of China.
- Imperialism had many short-term and long-term impacts on

Essential Questions:

- How did the Cold War lead to both global cooperation and conflict?
- What factors gave rise to Mao Zedong and the Communist Party in China?
- What was the political, social, and economic impact of the Communist Party and its leadership on the people of China?
- What were the short-term and long-term impacts of imperialism

<p>colonized nations as they became autonomous nations.</p> <ul style="list-style-type: none"> ● WWII created conditions and conflicts in the following decades that continue to impact societies today. ● The modern world experiences frequent human rights violations because of complex and multiple interlinked issues. ● There are many conditions and circumstances to consider when the international community is deciding what actions to take to protect human rights. 	<p>on decolonized nations?</p> <ul style="list-style-type: none"> ● How does the post-WWII era continue to impact us today? ● What accounts for the frequent human rights violations in the modern world? ● To what extent is the international community responsible for the protection of human rights?
<p>Students will know...</p> <ul style="list-style-type: none"> ● The Cold War led to global cooperation (NATO, Warsaw Pact) and conflict (Israel-Arab war, Soviet Invasion of Afghanistan) ● The economic and political factors that led to rise of Mao Zedong and the Communist Party ● The impact of the CCP on the people of China (censorship, economic quotas, religious conflicts in Tibet) ● The history and impacts of apartheid in South Africa 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Explore the ways that the Cold War led to both global cooperation and conflict. ● Uncover the factors that gave rise to Mao Zedong and the Communist Party in China. ● Discuss the political, social, and economic impact of the Communist Party and its leadership on the people of China ● Analyze both the short-term and long-term impact of imperialism on decolonized nations. ● Create a proposal regarding the United Nations' responsibility to protect human rights.
<p>Key Vocabulary: Cold War, USSR, Warsaw Pact, NATO, Marshall Plan, Israel, Mao Zedong, Chinese Communist Party, Indian independence movement, Gandhi, Partition of India, apartheid, Pan-Africanism, Rwanda</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Summative: Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. TCC2, CCE4, TI2, DE1, AA1 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Interims: Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include a reflection on Holocaust survivors' messages and connecting it to three events that happened following the Holocaust, a mini-DBQ on Mao Zedong and the CCP, a seminar on current events readings based on content, argumentative writing on the question "To what extent is the international community responsible for the protection of human rights?" and other ideas. TCC2, CCE4, DE1, TI2, AA1



Learning Plan

- Content-based vocabulary activity **P2**
- Document analysis **P2, TCC2**
- Map activities **P2**
- Reflection upon previous argumentative writing and refining argumentative writing skills **AA1, CCE4, P2**
- *Possible place for an Inquiry research project **TCC2, TI1, TI2, TI3, AA1, CCE4**

Teacher Resources: [Fordham Internet History Sourcebook](#); CommonLit; Newsela; Teacher's Discovery Document Based Activities for the World History Classroom; The DBQ Project; Document-Based Questions in World History

Unit 8 - The Contemporary World

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **MW.Civ.14.b.** Analyze historical and contemporary examples of the formation, dissolution or restructuring of governments.
- **MW.Geo.8.a.** Evaluate how the growth of the global economy has led to changes in settlement patterns.
- **MW.Geo.11.a.** Evaluate how economic globalization and the expanding use of scarce resources has led to conflict and cooperation within and among nations and international organizations.
- **MW.Eco.14.a.** Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation.

Common Core State Standards

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

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can ask purposeful, insightful questions to find a variety of innovative solutions. **TCC1**
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can integrate my learning to adapt to experiences in the classroom, career and life. **TCC4**
- I can implement a realistic plan and adapt when necessary to achieve my goals. **TI1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can formulate and investigate probing questions to further my learning. **TI3**
- I can assess my past successes and mistakes to change my approach. **AA2**

- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**

Understandings: Students will understand that...

- The collapse of the Soviet Union resulted in positive and negative impacts for both the people living in the USSR and people living outside of the USSR.
- Limited resources, religious and ethnic differences have caused conflicts throughout different areas of the Middle East.
- The international community has taken various approaches to address terrorism depending on the circumstances encountered.

Essential Questions:

- Was the collapse of the Soviet Union a positive or negative event for its people as well as the international community?
- What caused conflicts in the Middle East?
- How has the international community responded to terrorism?
- In what ways is imperialism occurring currently throughout the world?

Students will know...

- the positive and negative outcomes resulting from collapse of the Soviet Union for both its people as well as the international community
- conflicts in the Middle East have been brought on by competition over resources, religious, and ethnic differences.
- The issues the international community has faced in their response to terrorism.

Students will be able to...

- Debate the positive and negative outcomes resulting from collapse of the Soviet Union for both its people as well as the international community.
- Uncover the causes of conflicts in the Middle East
- Discuss the ongoing struggle facing the international community in responding to terrorism.
- Identify current examples of modern political, economic, and social imperialism.

Key Vocabulary: Islam (Sunni, Shi'ite, Sufi, Islamist), extremist, fundamentalist, Soviet invasion of Afghanistan, Mujahideen, Osama Bin Laden, Al Qaeda, September 11th, Taliban, non-state terrorism, Russian invasion of Ukraine

Assessment Evidence

Performance Tasks:

- **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**

Other Evidence:

- **Interims:** Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include document analysis of articles from Newsela, Upfront Magazine, AllSides, or other current news sources, a seminar on the question "How should the international community respond to modern world conflicts and crises?" as



well as other ideas. TCC2, CCE4, DE1, TI2, AA1

Learning Plan

- Content-based vocabulary activity P2
- Document analysis P2, TCC2
- Map activities P2

Teacher Resources: [Fordham Internet History Sourcebook](#); CommonLit; Newsela; Teacher’s Discovery Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History; Choices Program on Responding to Terrorism: Challenges for Democracy: How Should the United States respond to the threat of terrorism?; Choices Program on Shifting Sands: Balancing U.S. Interests in the Middle East

