

**Course:** *World History*  
**Unit:** Era 4 - 1900 -1945 A Half - Century of Crisis and Achievement

**Year of Implementation:** 2023-2024

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### Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

*{provide all applicable links to standards here}*

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
  - **Content Standards**
    - 6.2.12.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.
    - 6.2.12.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.
    - 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
    - 6.2.12.GeoSP.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
    - 6.2.12.GeoSP.4.b: Determine how geography impacted military strategies and major turning points during World War II.
    - 6.2.12.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.
    - 6.2.12.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.

- 6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
- 6.2.12.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.
- 6.2.12.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.
- 6.2.12.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.
- 6.2.12.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.
- 6.2.12.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.
- 6.2.12.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.”
- 6.2.12.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).
- 6.2.12.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
- 6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- 6.2.12.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.
- 6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
- 6.2.12.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.

- 6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
- **21st Century Life & Career Standards**
  - 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
  - 9.1.12.EG.2: Explain why various forms of income are taxed differently.
  - 9.1.12.EG.3: Explain how individuals and businesses influence government policies.
  - 9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
  - 9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
  - 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
  - 9.1.2.CAP.4: List the potential rewards and risks to starting a business.
  - 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
  - 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
  - 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
  - 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
  - 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
  - 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
  - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
  - 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
  - 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- **English Companion Standards**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.6. Compare the point of view of two or more authors in regards to 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.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ***Interdisciplinary Content Standards***
  - 1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.
  - 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.
- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

**NJ Amistad Curriculum:** <http://www.njamistadcurriculum.net/>

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [\*\*\*Asian American and Pacific Islander Heritage and History in the U.S.\*\*\*](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies,*

*literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:**

Students will be able to independently use their learning to analyze events, patterns, and perspectives in order to comprehend the legacy and current day impacts of the World Wars and Mass Atrocities of the 20th and 21st centuries.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhhsd.org/Page/6163>

1. Choose and analyze appropriate sources to gain content knowledge.
2. Apply acquired content to connect past and present day events.
3. Collaborate and interact with others in a diverse and ever-changing world.
4. Independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics.
5. Communicate effectively through written, oral, and visual means.

Enduring Understandings

Students will understand that. . .

*EU 1*

- there were numerous factors that contributed to WWI including but not limited to the alliance system, nationalism, and competition amongst nations. (6.2.12.HistoryCC.4.a)

*EU 2*

- there were numerous causes and effects that contributed to WWII, which shaped global politics in the 20th century (6.2.12.CivicsHR.4.a)

*EU 3*

Essential Questions

*EU 1*

- To what extent was WWI an inevitable result of industrialization? (6.2.12.HistoryCC.4.a)
- How can the forces that drive nations to create alliances be similar and different? (6.2.12.HistoryCC.4.a)

*EU 2*

- To what extent was WWII an inevitable consequence of WWI? (6.2.12.HistoryCC.4.c)
- How were totalitarian leaders able to be viewed as appealing during this period? 6.2.12.HistoryCC.4.g)
- How should the international community respond to an expansionist country? How should the international

<ul style="list-style-type: none"> <li>the various causes and consequences of mass atrocities in the period from 1900 to the end of WWII. (6.2.12.CivicsHR.4.a)</li> </ul>	<p>community have responded to Japanese expansionism? (6.2.12.CivicsHR.4.a)</p> <p><i>EU3</i></p> <ul style="list-style-type: none"> <li>How can you compare the motivations of individuals and governments to commit mass atrocities? (6.2.12.CivicsHR.4.a)</li> </ul>
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>the positive and negative effects of nationalism. (6.2.12.HistoryCC.4.a)</li> <li>the risks involved in making alliances with other nations. (6.2.12.HistoryCC.4.a, 6.2.12.GeoSP.4.a)</li> <li>the risks involved with the competition over resources. (6.2.12.HistoryCC.4.a, 6.2.12.HistoryCC.4.b)</li> <li>the impact that new technologies played on warfare. (6.2.12.HistoryCC.4.a, 6.2.12.HistoryCC.4.c)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>the failures of the Treaty of Versailles. (6.2.12.HistoryCC.4.c)</li> <li>the rise of key dictators. (6.2.12.HistoryCC.4.b, 6.2.12.HistoryCC.4.g)</li> <li>the impact of global economic collapse on various societies. (6.2.12.CivicsHR.4.a, 6.2.12.HistoryCC.4.b, 6.2.12.HistoryCC.4.c)</li> </ul> <p><i>EU 3</i></p>	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>identify and analyze Axis and Allied powers. (6.2.12.HistoryCC.4.a)</li> <li>analyze the factors that ended the war (tech, alliances). (6.2.12.HistoryCC.4.a)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>discuss the failures of the Treaty of Versailles. (6.2.12.CivicsHR.4.a)</li> <li>evaluate the rise of totalitarianism and its role in WWII. (6.2.12.CivicsHR.4.a)</li> <li>analyze bias, audience, intent and audience of primary and secondary sources. (6,2.12.CivicsPI.6.a)</li> <li>develop media literacy and research skills through analyzing bias, audience and intent. (6,2.12.CivicsPI.6.a)</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>understand the reasons behind genocide. (6.2.12.CivicsHR.4.a)</li> </ul>

- the motivations, causes and consequences of genocides of Armenians, Ukrainians, and Jews. (6.2.12.CivicsHR.4.a)
- the rise of extremist groups in power led to the attempted destruction of specific populations for various purposes. (6.2.12.CivicsHR.4.b)

- assess the impact of governments on such atrocities. (6.2.12.CivicsHR.4.a)
- understand the reasons for the Genocide Convention and organizations created to prevent it. (6.2.12.CivicsHR.4.a)

**Stage Two - Assessment**

**Stage Three - Instruction**



**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Create a graphic organizer of the causes of WWI. (A) (EU 1)
- Create a graphic organizer that shows the causes of WWII. (A) (EU 1)
- WWI vs WWII numbers chart (A) (EU 1, 2)
- Create a chart identifying major genocides of the 20th/21st century (A) (EU3)
- Map the Allied invasion of France on D Day and evaluate its importance (A, M) (EU2)
- Create a political cartoon or comic strip to illustrate the cause and effect relationship between WWI, the interwar years, and WWII (A,M) (EU 1,2,3)
- Watch *The World War* and compare wartime innovations from different eras (Vietnam, Persian Gulf) (A, T) (EU 1,2,3)
- Profile and give a presentation on a WWII dictator. (A,M) (EU 2)
- Compare Woodrow Wilson's 14 Points to the Treaty of Versailles (M) (EU 1, 2)
- Watch interviews of victims of modern wars (M) (EU 1, 2)
- Create a chart of capitalist, fascist, socialist and communist ideologies that illustrates the key aspects of each. (A,M) (EU 2)
- Use a map to indicate the key battles of WWII and explain why each was a turning point of the war. (A,M) (EU 1,2,3)
- Use digital drawing tools to create a diagram of a typical WWI battlefield. Include trenches and the new weapons of the war (poison gas, machine gun, tank, flame thrower). Explain the role of each. (A,M) (EU 1)
- Watch clips of the nuclear bomb used in WWII. Have a 'yes, no, or yes- but' debate about the justification of using these weapons. (A,M) (EU 2)
- Debate the role of the United Nations in regards to its abilities to prevent conflict/genocide (A, M) (EU 1, 2, 3)
- Create a slideshow that compares 'shell shock' of WWI to PTSD today. (A,M,T) (EU 1, 3)
- Take a virtual tour of the Holocaust Museum and write a brief letter from the point of view of a Holocaust survivor or a bystander from a Nazi-occupied area. (A,M,T) (EU 3)
- Analyze propaganda posters and/or film from both wars. (M, T) (EU 1,2)
- Use newspaper articles from WWI or WWII to analyze how the media reported on the war and compare them to war reporting today. (T) (EU 1, 2)
- Create a proposal to open a museum honoring the victims of a particular genocide of the 20th/21st century. (T) EU3
- Write a letter home to a loved one or write a journal entry from either war. (M, T) (EU 1,2)

## Pacing Guide

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
0	<i>Foundations of the Modern Age</i>	15-20
1	<i>The Emergence of the First Global Age</i>	25-30
2	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)	25-30
3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)	25-30
4	Half-Century of Crisis and Achievement: The Era of the Great Wars	30-35
5	The 20th Century Since 1945: Challenges for the Modern World	30-35
6	Contemporary Issues	40-45

## Instructional Materials

The teacher may include but are not limited to the following:

- Textbook
- World Maps / Classroom Atlas
- “Heimler’s History” Youtube Video Series
- John Green’s Crash Course World History Series
- World History in Documents by Peter Stearns or a similar primary source book
- *History Channel documentaries*
- *DBQs / LEQs*
- *“Seterra” map simulation games or “I like 2 learn”*

## **Accommodations**

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.