

Course: *World History*

Unit : *Era 5 - The 20th Century Since 1945: Challenges for the Modern World.*

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.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.
 - 6.2.12.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.
 - 6.2.12.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.
 - 6.2.12.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).
 - 6.2.12.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
 - 6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism. • 6.2.12.EconET.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.
 - 6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment

- 6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict. • 6.2.12.HistoryCC.5.c: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities. • 6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
 - 6.2.12.HistoryCC.5.e: 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).
 - 6.2.12.HistoryCC.5.f: Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.
 - 6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.
 - 6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- **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 individually apply their knowledge of political changes and alliances after WWII with their understanding of the competition that took place between three distinctive groups: democratic / communist / non - aligned to modern economic and military alliances and the competition for natural resources.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhdsd.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

decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included

Essential Questions

EU 1

- How did the world change after WWII?
(6.2.12.CivicsPI.5.a)

military confrontations and violations of human rights.
(6.2.12.CivicsPI.5.a, 6.2.12.CivicsHR.5.a, 6.2.12.EconET.5.b)

EU 2

international migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources. (6.2.12.GeoPP.5.a, 6.2.12.HistoryCC.5.b, 6.2.12.EconGE.5.a)

EU3

new nations in the Middle East, Africa, and Latin America attempted to form stable governments despite internal conflicts, external interventions in local conflicts, and continued economic dependence. (6.2.12.HistoryCC.5.b, 6.2.12.HistoryCC.5.c)

EU 4

the United States and the Soviet Union competed for influence in the “third world.” (6.2.12.GeoGI.5.a, 6.2.12.HistoryCC.5.e)

EU 5

since 1945, the world has become increasingly interdependent, in part due to the transformative effects of science and

- How did the spread of Communism impact Asia? (6.2.12.HistoryCC.5.a)
- Why did a communist form of government seem appealing to some people in the aftermath of WWII? (6.2.12.EconET.5.b)

EU 2

- Has the UN been effective in its role regarding global affairs? (6.2.12.CivicsPI.5.a)
- How effective can a diplomatic global organization such as the United Nations be if many of its members have conflicting goals driven by stark differences in military, economic and cultural values? (6.2.12.CivicsPI.5.a)
- How has oil transformed the Middle East? (6.2.12.GeoPP.5.a, 6.2.12.HistoryCC.5.b, 6.2.12.EconGE.5.a)

EU3

- Was it necessary to create the nation of Israel? (6.2.12.HistoryCC.5.a)
- How has the Israeli Palestinian conflict developed and changed from the 19th to the 20th centuries? (6.2.12.HistoryCC.5.b, 6.2.12.HistoryCC.5.c)

EU4

- Did the need to fight the Cold War immediately following WWII demonstrate that WWII was unsuccessful in freeing the world from totalitarian dictatorships? (6.2.12.EconET.5.a, 6.2.12.GeoGI.5.a, 6.2.12.HistoryCC.5.e)
- Is it more effective to fight threats such as communism and terrorism with military interventions or economic aid programs? (6.2.12.GeoGI.5.a)

technology. Some nations have benefited more than others from this relationship. (6.2.12.HistoryCC.5.d, 6.2.12.HistoryCC.5.h)

EU5

- How does a more globalized world economy impact the established geopolitical order? (6.2.12.HistoryCC.5.h)

Knowledge

Students will know . . .

EU 1

- that following World War II, independence movements and increasing anti-imperialist sentiment contributed to the dissolution of empires and the restructuring of states. (6.2.12.CivicsPI.5.a, 6.2.12.CivicsHR.5.a)
- technological and economic gains experienced during World War II by the victorious nations shifted the global balance of power. (6.2.12.HistoryCC.5.c, 6.2.12.HistoryCC.5.e, 6.2.12.HistoryCC.5.h)

EU 2

- competition for energy technologies, including petroleum and nuclear power, raised productivity but also played a significant role in world politics, the global economy and concerns about the environment. (6.2.12.GeoPP.5.a, 6.2.12.HistoryCC.5.b)

EU 3

- that newly independent nations in the Middle East, Africa, South Asia and Latin American nations became a battleground between the USSR and USA. Disputes over energy, ethnic diversity, and religious affiliation fueled numerous conflicts. (6.2.12.HistoryCC.5.b, 6.2.12.HistoryCC.5.c)

Skills

Students will be able to . . .

EU 1

- map out nations that were created after WWII. (6.2.12.CivicsHR.5.a)
- analyze why certain African / Asian nations were better prepared for independence. (6.2.12.CivicsPI.5.a)

EU 2

- read and interpret post WWII newspaper articles / internet articles on world conflicts based on energy resources. (6.2.12.HistoryCC.5.b)
- analyze bias, audience, intent and audience of primary and secondary sources. ((6,2.12.CivicsPI.6.a)
- develop media literacy and research skills through analyzing bias, audience and intent. (6,2.12.CivicsPI.6.a)

EU 3

- map regions on a world map that display proxy wars between the USA andd USSR. (6.2.12.HistoryCC.5.b)
- assess the benefits and disadvantages the USA gained by neo-colonialist policies in Latin America and the Middle East. (6.2.12.HistoryCC.5.c)

EU 4

- the democracy of the United States and the authoritarian communist Soviet Union emerged as superpowers, which led to ideological conflict and a power struggle between capitalism and communism across the globe.
- groups and individuals, including the Non-Aligned Movement, opposed and promoted alternatives to the existing economic, political, and social orders
- the Cold War produced new military alliances, including NATO and the Warsaw Pact, and led to nuclear proliferation and proxy wars between and within postcolonial states in Latin America, Africa, and Asia. (6.2.12.GeoGI.5.a, 6.2.12.HistoryCC.5.e)

EU 5

- that there are benefits and disadvantages of globalization. Issues such as sweatshops, child labor, and income disparity are interconnected with the desire for low priced consumer goods. (6.2.12.HistoryCC.5.d, 6.2.12.HistoryCC.5.h)

EU 4

- compare and contrast the benefits of being in the “Non-Aligned Movement” (6.2.12.HistoryCC.5.e)
- map regions on a world map that display proxy wars between the USA and USSR. (6.2.12.HistoryCC.5.b)

EU 5

- assess the benefits and disadvantages the American consumer gains by being part of an interconnected worldwide economic system. (6.2.12.HistoryCC.5.h)

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

- Students do research on countries' nuclear capabilities today and make a graph or chart to present their findings. (A,M EU 5)
- Create a map identifying Eastern Aligned, Western Aligned and Non-Aligned states of the Cold War (A) (EU 1, 3)
- Create a map identifying the years in which nations in Africa and Asia gained independence from Europe. (A) (EU 1)
- Create a chart comparing the pros and cons of fossil fuels and renewable energy resources (A, M) (EU 2)
- Students create a thematic map to show the US & USSR competition for influence in decolonizing countries. (A,M EU 4)
- Students choose one country outside of Europe & US and research the impact of the Cold War on that country (eg. Afghanistan, Congo, Guatemala) and present findings in a slideshow. (A,M EU 4)
- Read excerpts from letters of people who lived in Soviet controlled areas during the Cold War (M) (EU 4)
- Students create a museum brochure for an exhibit on the Decolonization of India and the Partition. They choose 5-6 artifacts to include and provide context for. (A,M EU 1,2,3)
- Students listen to (and read lyrics of) anti-apartheid music in order to understand apartheid in South Africa and identify key figures and ideologies. (A,M EU 1,3)
- Students choose a cartoon, photograph, image or song they think defines an event during the Cold War. They then do the same thing for the fight against terrorism with the goal of comparing how people reacted to major foreign policy threats. (T EU 1,2,3,4,5)
- Create a map identifying major trade routes of the 20th century and compare that to maps from Era 1 to see what changed and what has stayed the same. (A, M) (EU 5)
- Students reflect on the purpose of the Olympic Games before comparing one Olympics from the 60s, 70s or 80s to the most recent olympics in Rio de Janeiro, Brazil. Students produce a drawing, written story, poem, etc. to determine whether the world has gotten closer to or further away from the goal of the Olympic Games.(T EU5)
- Students research a scientific innovation/discovery that has improved the standard of living in developing nations. This is then followed by a prediction of what the next great innovation to combat global poverty will be. (T EU 5)
- Create a proposal from a developing nation requesting assistance from either Doctors Without Borders or the International Red Cross to assist in dealing with a health crisis. (M, T) (EU 5)
- Write an investigative news article addressing the labor concerns in a developing nation. (T) (EU 5)
- Create an interactive map showing how a t-shirt is made using labor from multiple nations before being sold in the United States. (T) (EU 5)

- Debate the cost and long term economic impact of expanding electric charging stations in the United States to encourage electric vehicle ownership vs. the continued use of gas powered/hybrid vehicles. (M, T) (EU2)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
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

- *“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*
- *Textbook*
- *Primary source documents*
- *History Channel Documentaries*
- *DBQ’s*
- *World Maps*
- *Colored Pencils/Markers/Crayons*
- *“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.