

**CURRICULUM**

**FOR**

**WORLD HISTORY**

**FOR MULTILINGUAL  
LEARNERS**

**GRADES 9-12**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Stephanie Holobinko, Program Supervisor of Assessment and Social Studies**

The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:  
**World History/ML**  
**Grades 9-12**

Date of Board Adoption:  
**September 21, 2021**

**RAHWAY PUBLIC SCHOOLS CURRICULUM**

**World History/LEP: Grades 9-12**

*PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	The Global Age	10 weeks
2	Reformation, Reason and Revolution	10 weeks
3	World War in the 20th Century	10 weeks
4	The World Since 1945	10 weeks

## **ACCOMMODATIONS**

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have students restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide students with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining an agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have students restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>LEP/ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign a peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have students repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> </ul>

- Give students a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to students.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have students enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow students to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow students to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read questions to students to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

## *UNIT OVERVIEW*

**Content Area:** World History

**Unit Title:** The Global Age

**Target Course/Grade Level:** World History/LEP Grades 9-12

**Unit Summary:** This unit will introduce students to globalization and colonization by examining the motivations for European exploration and the various effects on the world. Students will analyze how global interactions stemming from European exploration and the Renaissance impacted patterns of trade, international relations, indigenous cultures and societies.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

**6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.**

**6.2.12.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.

**6.2.12.GeoGE.1.c:** Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

**6.2.12.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.

**6.2.12.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.

**6.2.12.GeoPP.1.a:** Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

**6.2.12.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.

**6.2.12.HistoryCC.1.b:** Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

**6.2.12.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.

**6.2.12.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.

**6.2.12.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.

**6.2.12.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).

**6.2.12.HistoryCC.2.b:** Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).

**6.2.12.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.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.1.12.CFR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

**9.1.12.EG.3:** Explain how individuals and businesses influence government policies.

**9.2.12.CAP.13:** Analyze how the economic, social, and political conditions of a time period can affect the labor market.

**9.2.12.CAP.16:** Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

**9.4.12.DC.8:** Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

**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.

**9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect.

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.

**9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

**9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

### **Interdisciplinary Connections and Standards:**

#### **World Languages- Interpretive Mode of Communication**

**7.1.NM.IPRET.1:** Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

**7.1.NM.PRSNT.3:** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**7.1.IM.IPERS.1:** Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

**7.1.IM.PRSNT.5:** When expressing viewpoints, give reasons to support the claims.

**7.1.IH.IPRET.4:** Summarize information from oral and written discourse dealing with a variety of topics.

**7.1.IH.IPERS.1:** Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

**7.1.IH.PRSNT.4:** Use language creatively in writing for a variety of purposes.

**7.1.AL.IPRET.9:** Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.

**7.1.AL.PRSNT.3:** Offer and support opinions and use persuasive language when presenting ideas and information

### **Computer Science and Design Thinking**

**8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

**8.2.12.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

### **Visual and Performing Arts**

**1.2.12acc.Cn11a:** Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

**1.5.12prof.Cn11a:** Describe how knowledge of culture, traditions and history may influence personal responses to art.

**1.5.12acc.Cn11a:** Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

**1.5.12adv.Cn11a:** Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

## **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

### **Progress Indicators Reading History**

#### **Grades 9-10**

**RH.9-10.1.** Accurately cite strong and thorough 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 theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**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.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

**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.9-10.7.** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

**RH.9-10.9.** Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

**RH.9-10.10.** By the end of grade 12, read and comprehend history/social studies texts in the grades 9-12 text complexity band independently and proficiently.

#### **Grades 11-12**

**RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

**RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.



**RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RH.11-12.6.** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

**RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**RH.11-12.10.** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

### **Progress Indicators for Writing History, Science and Technical Subjects**

#### **Grades 9-10**

**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, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**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.

#### **Grades 11-12**

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

**WHST.11-12.5.** 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.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

**WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

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

## Unit Understandings:

*Students will understand that...*

- The ways that geography and cultures around the world were forever changed as a result of European exploration and colonization.
- Advances in sailing technology enabled Europeans to explore other parts of the world.
- China and Japan isolated and rejected European expansion.
- The voyages of Columbus prompted the Spanish to establish colonies in the Americas.
- Several European nations fought for control of North America, and England emerged victorious.
- Europeans enslaved millions of Africans to meet their labor needs in the Americas. (AAH)
- The colonization of the Americas introduced new items into the Eastern and Western hemispheres.
- Resistance efforts of indigenous peoples in explored lands were often met with violence.
- The negative effects of European exploration largely outweighed the positive effects.
- Europeans were responsible for the massacre of Native groups and cultures as their presence in the Americas grew.
- African explorers were actively involved in exploring the world in search of new information, trade and alliances. (AAH)
- The Renaissance was a rebirth of learning and art.
- The Italian Renaissance was a rediscovery of learning that produced many great works of art and literature.
- The ideas of the Italian Renaissance spread to northern Europe.
- The Renaissance was a period of striking achievements in many areas.
- Motivations for European exploration largely contradicted the new Renaissance ideals of the time.
- The Renaissance challenged the existing dominant social, political, and cultural structure of Europe.

## Unit Essential Questions:

- How did differences in natural resources, climate, and topography in Europe enable the advances in human cultural development?
- How did differences in natural resources, climate, and topography impact settlement patterns of Europeans and allow for exploration and colonization around the world?
- In what ways were the actions taken by European societies in their quest for power beneficial and detrimental to other societies around the world?
- What role did mercantilism play in the way European countries managed colonies?
- What changes in science and economics made European exploration possible?
- How did the voyages of Christopher Columbus impact the world both negatively and positively?
- What factors led to the Atlantic Slave Trade? (AAH)
- How did Asian and African societies participate in the Age of Exploration?
- How did the effects of colonialism impact the social, political and economic structure of colonies?
- What were the ideological shifts taking place during the Renaissance?
- How did the Renaissance impact art and literature?
- What were the causes and effects of the Italian Renaissance?
- How did Renaissance ideas spread from Italy to Northern Europe?
- What is Renaissance Humanism and how were ideas and behaviors shifting in Europe as a result of it?

## Knowledge and Skills:

*Students will know...*

- In order for members of our society to participate productively, information needs to be shared creatively and ethically.
- Accurate information may help in making valuable and ethical choices.
- Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
- Key Terms: Colonization, Mercantilism, Columbian Exchange, Conquistador, Treaty of Tordesillas, Circumnavigate, Taino, Atlantic Slave Trade, Middle Passage, Triangle Trade, Pawnship, Slavers, Maroons, Feudalism, Humanism, Patronage, Secularism, Christian Humanism, Printing Press, Genocide, Indentured Servitude, Coerced Labor, Forced Labor. (AAH)
- Key People: Christopher Columbus, Amerigo Vespucci, Ferdinand Magellan, Marco Polo, Henry the Navigator, Ibn Battuta, Mansa Abubakari, The Medici Family, Niccolo Machiavelli, Leonardo da Vinci, Michelangelo, Johannes Gutenberg

*Students will be able to...*

- Investigate how European, African and Asian Nations participated in the Age of Exploration. (AAH)
- Analyze the causes and effects of European exploration.
- Understand the differences in the terms exploration and colonization.
- Analyze the impact of European exploration and colonization on societies in Latin America, the Middle East, Africa and Asia.
- Evaluate the role of race in the Atlantic Slave Trade. (AAH)
- Compare and contrast slavery practices in Europe, Asia, Africa and the Americas. (AAH)
- Trace the cultural, economic and political structures of colonized regions today.
- Research the exchange of new ideas and technologies between societies.
- Investigate the causes and effects of the Renaissance.
- Draw connections between new Renaissance ideals and changes in European society.
- Research the contributions of members of the LGBTQ community on Renaissance art, literature and culture. (LGBTQ/D)
- Investigate the evolution of thought regarding disabilities before and after the Renaissance. (LGBTQ/D)

## EVIDENCE OF LEARNING

**Assessment:** *What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Oral assessments
- DBQ- How did the Renaissance change man’s view of themselves?
- DBQ- Evaluate the positive and negative effects of colonization.
- Dictation - of terms, main ideas & themes of unit through writing short essays using English auditory comprehension.
- End of Unit Test
- Chapter Quizzes

- Chapter Tests
- Open Ended Questions/Essay
- **Extension-** DBQ- Evaluate the achievements of Christopher Columbus, and Mansa Abubakari. Who was the superior explorer & why?

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Word/term puzzles with definitions.
- Identify/analyze/research primary & secondary sources to substantiate unit themes.
- Holidays/traditions/music assignments to support events in both world & American history.
- Documentary/videos on Unit subjects with English captions.
- Map Activity- Label the routes of various explorers.
- Venn Diagram- Outline the events that led to the start of the Renaissance in Italy.
- [HMH Resources \(Module 10- Expansion, Exploration, Encounters\)](#)
- [HMH Resources \(Module 8- The Renaissance\)](#)
- **Extension-** Writing Activity- Based on what you have learned in this unit, make a prediction about how our current world would be different if Columbus had not sailed across the Atlantic. Use evidence from lessons and your own research to support your claims.

***RESOURCES***

**Teacher Resources:**

- HMH Modern World History Teacher Ebook
- HMH Modern World History Resources
- Primary and Secondary Source documents

**Equipment Needed:**

- Chromebooks
- Textbooks
- Dictionary

## *UNIT OVERVIEW*

**Content Area:** World History

**Unit Title:** Reformation, Reason and Revolution

**Target Course/Grade Level:** World History/LEP Grades 9-12

**Unit Summary:** This unit will explore how ideological shifts led to social, political and economic changes throughout the world as a result of the Reformation and the Enlightenment movements. Students will analyze how the Protestant Reformation altered societies as well as how Enlightenment scientists and thinkers challenged old ideas in science, the arts, government and religion.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

**6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.**

**6.2.12.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).

**6.2.12.HistoryCC.2.a:** Determine the factors that led to the Reformation and the impact on European politics.

**6.2.12.HistoryCC.2.c:** Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

**6.2.12.HistoryCC.2.b:** Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).

**6.2.12.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.

**6.2.12.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.

**6.2.12.CivicsPI.3.a:** Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

**6.2.12.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).

**6.2.12.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.

**6.2.12.HistoryCC.3.a:** Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.

**6.2.12.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.

**6.2.12.EconGI.3.b:** Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.

**6.2.12.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.

**6.2.12.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.

**6.2.12.HistoryCC.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

**6.2.12.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.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.1.12.CFR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

**9.1.12.EG.3:** Explain how individuals and businesses influence government policies.

**9.2.12.CAP.13:** Analyze how the economic, social, and political conditions of a time period can affect the labor market.

**9.2.12.CAP.16:** Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

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**9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect.

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.

**9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

**9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

### **Interdisciplinary Connections and Standards:**

#### **World Languages-Interpretive Mode of Communication**

**7.1.NM.IPRET.1:** Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

**7.1.NM.PRSENT.3:** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**7.1.IM.IPERS.1:** Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

**7.1.IM.PRSENT.5:** When expressing viewpoints, give reasons to support the claims.

**7.1.IH.IPRET.4:** Summarize information from oral and written discourse dealing with a variety of topics.

**7.1.IH.IPERS.1:** Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

**7.1.IH.PRSNT.4:** Use language creatively in writing for a variety of purposes.

**7.1.AL.IPRET.9:** Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.

**7.1.AL.PRSNT.3:** Offer and support opinions and use persuasive language when presenting ideas and information.

### **Computer Science and Design Thinking**

**8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

**8.2.12.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

### **Visual and Performing Arts**

**1.2.12acc.Cn11a:** Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

**1.5.12prof.Cn11a:** Describe how knowledge of culture, traditions and history may influence personal responses to art.

**1.5.12acc.Cn11a:** Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

**1.5.12adv.Cn11a:** Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

## **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

### **Progress Indicators Reading History**

#### **Grades 9-10**

**RH.9-10.1.** Accurately cite strong and thorough 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 theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**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.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

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

#### **Grades 11-12**

**RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

**RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

**RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RH.11-12.8.** Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

### **Progress Indicators for Writing History, Science and Technical Subjects**

#### **Grades 9-10**

**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, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**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.

#### **Grades 11-12**

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

**WHST.11-12.5.** 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.

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**WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

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

### **Unit Understandings:**

*Students will understand that...*

- Martin Luther's protest over abuse in the Catholic Church led to the founding of Protestant churches.
- Protestant reformers were divided over beliefs, and split into several new Protestant groups.
- The Catholic Church made reforms in response to the Protestant Reformation.
- The Protestant and Catholic Reformations caused tremendous political and social unrest throughout Europe.
- During a time of religious and economic instability, Philip II ruled Spain with a strong hand.
- After a century of war and riots, France was ruled by Louis XIV, the most powerful monarch of his time.
- Absolute rulers in England were overthrown and Parliament gained power.
- In the mid-1500s, scientists began to question accepted beliefs and make new theories based on experimentation.



- A revolution in intellectual activity changed Europeans' view of government and society.
- Enlightenment ideas spread through the Western world and profoundly influenced the arts and government.
- Enlightenment ideas helped spur the American colonies to shed British rule and create a new nation.
- Spurred by discontent and Enlightenment ideas, people in Latin America and the Caribbean fought colonial rule in pursuit of independence.
- The Industrial Revolution started in England and spread to other countries.
- The factory system changed the way people lived and worked, introducing a variety of problems.
- The Industrial Revolution led to economic, social and political reforms.
- The differences between capitalism, socialism, and communism and be able to determine why each system emerged and its success in leading to economic growth and stability.
- Industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- 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).

### **Unit Essential Questions:**

- What were the major criticisms of absolute monarchs?
- What were the major Enlightenment ideas?
- How did the Reformation impact politics in Europe?
- How did the religious movement in Europe impact people in Asia, Africa and the Americas?
- How did absolutism and the ideals of the Enlightenment lead to revolutions and independence movements around the world?
- What were the causes and effects of the Industrial Revolution?
- How did the Industrial Revolution lead to reform movements for women's and worker's rights?
- What were the competing economic theories established as a result of the Industrial Revolution?
- How did industrialization lead to imperialism?
- What effects did industrialization and imperialism have on colonized countries?
- What are the characteristics of capitalism, socialism, and communism and determine why each system emerged and its success in leading to economic growth and stability.
- How did industrialization and urbanization affect class structure, family life, the daily lives of men, women, and children, and the environment?
- What were the ideals and motivations that drove reform and revolutions in Latin America and the Caribbean?

### **Knowledge and Skills:**

*Students will know...*

- In order for members of our society to participate productively, information needs to be shared creatively and ethically.
- Accurate information may help in making valuable and ethical choices.
- Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
- Key Terms: Reformation, 95 Theses, Printing Press, Peace of Augsburg, Protestantism, Counter Reformation, Council of Trent, Inquisition, Scientific Revolution, Geocentric Theory, Heliocentric Theory, Scientific Method, Absolute Monarchy, Divine Right Theory, Edict of Nantes, Huguenots, Westernization, Enlightenment, Social Contract, Rationalism, Declaration of Independence, Checks and Balances, Federal System, Bill of Rights, Conservative, Liberal,

Radical, Self-Government Estates General, Reign of Terror, Coup d'état, Industrial Revolution, Factors of Production, Urbanization, Middle Class, Mass Production, Assembly Line, Specialization, Stock, Corporation, Laissez Faire, Capitalism, Socialism, Communism, Anarchism, Union, Strike, Imperialism

- Key People: Martin Luther, Henry VIII, Elizabeth I, Ignatius of Loyola, Sir Isaac Newton, Galileo Galilei, Nicolaus Copernicus, Philip II, Louis XIV, Peter the Great, John Locke, Thomas Hobbes, Voltaire, Jean Jacques Rousseau, Toussaint Louverture, Thomas Jefferson, Maximilien Robespierre, Napoleon Bonaparte, Simon Bolivar, Jose de San Marin, Miguel Hidalgo, Karl Marx, Jane Adams, **W.E.B Dubois**, **Booker T Washington**

*Students will be able to...*

- Analyze how religious conflicts changed life in Europe in the 1500s.
- Explain the people and events that contributed to the development of Protestantism.
- Evaluate the impact of the Scientific Revolution on European society.
- Compare the leadership of absolute monarchs (Louis XIV, Philip II, Peter the Great) and analyze their greatest successes and failures.
- Draw conclusions about the relationship between oppressive governments, the spread of Enlightenment ideas and the rise of revolutionary movements.
- Determine the causes and effects of the Enlightenment.
- Analyze the impact of the Enlightenment on government and society.
- Evaluate the impact of changing ideologies on marginalized groups. (**LGBTQ/D**)
- Compare and contrast the Enlightenment ideas of Europe, Asia and the Muslim / Islamic empires of the Middle East and North Africa. (**AAH**)
- Compare and contrast different independence movements (American Revolution, French Revolution, Haitian Revolution, Latin American Revolutions).
- Trace the development of the Industrial Revolution.
- Explain the positive and negative effects of the Industrial Revolution.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

- Oral assessments
- DBQ- How did the Protestant Reformation impact Europe?
- Project- Research and create a production of choice (paper, presentation, song, skit, etc.) evaluating the beliefs and contributions of **one** of the Enlightenment thinkers.
- Dictation - of terms, main ideas & themes of unit through writing of a short essay using English auditory comprehension.
- End of Unit Test
- Chapter Quizzes
- Chapter Tests
- Open Ended Questions/Essay
- **Extension-** DBQ- What were the political, economic and social conditions that led to political revolutions in the first global age?

## Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Word/term puzzles with definitions.
- Documentary/videos on unit subjects with English captions.
- Identify/analyze/research primary & secondary sources to substantiate unit themes.
- Holidays/traditions/music assignments to support events in both world & American history.
- Sensory Figures- Analyzing the beliefs, successes and failures of various absolute monarchs, Enlightenment Thinkers and revolutionists.
- Flow Chart- Tracing the impact of the Protestant Reformation.
- Graphic Organizer- Causes and effects of the Industrial Revolution.
- [HMH Resources \(Module 9- Reformation and Upheaval\)](#)
- [HMH Resources \(Module 11- Absolute Monarchs in Europe\)](#)
- [HMH Resources \(Module 12- Enlightenment and Revolution\)](#)
- [HMH Resources \(Module 15- The Industrial Revolution\)](#)
- **Extension-** Writing Activity- Trace the history of a government of an absolute monarch studied in this unit to their current state. How have they changed over time? Is their current system better or worse? Use evidence from lessons and your own research to support your claims.

## *RESOURCES*

### Teacher Resources:

- HMH Modern World History Teacher Ebook
- HMH Modern World History Resources
- Primary and Secondary Source documents

### Equipment Needed:

- Chromebooks
- Textbooks
- Dictionary

## *UNIT OVERVIEW*

**Content Area:** World History

**Unit Title:** World War in the 20th Century

**Target Course/Grade Level:** World History/LEP Grades 9-12

**Unit Summary:** This unit will explore how increased nationalist sentiment and growing industrialization led to competition between European nations which would lead to imperialism. Students will explore the causes and effects of nationalism and imperialism as European nations fought to become superpowers at the expense of colonized societies. As students study the power struggle that ensued among European nations they will also analyze how the growth of nationalism, imperialism and other factors would eventually lead to World War I and consequently World War II.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century

**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.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.

**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.CivicsPI.4.b:** Assess government responses to incidents of ethnic cleansing and genocide.

**6.2.12.HistoryCA.4.c:** Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

**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.GeoSP.4.b:** Determine how geography impacted military strategies and major turning points during World War II.

**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.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.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.GeoSP.4.a:** Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.

**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.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.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.a:** Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.

**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.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.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.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.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.1.12.CFR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

**9.1.12.EG.3:** Explain how individuals and businesses influence government policies.

**9.2.12.CAP.13:** Analyze how the economic, social, and political conditions of a time period can affect the labor market.

**9.2.12.CAP.16:** Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

**9.4.12.DC.8:** Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

**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.

**9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect.

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.

**9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

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### **Computer Science and Design Thinking**

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**1.5.12acc.Cn11a:** Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

**1.5.12adv.Cn11a:** Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

## **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

### **Progress Indicators Reading History**

#### **Grades 9-10**

**RH.9-10.1.** Accurately cite strong and thorough 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 theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**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.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

**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, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

#### **Grades 11-12**

**RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

**RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

**RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RH.11-12.8.** Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

**RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### **Progress Indicators for Writing History, Science and Technical Subjects**

#### **Grades 9-10**

**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, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**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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**WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific

task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

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

## Unit Understandings:

*Students will understand that...*

- The Industrial Revolution led to an aggressive form of imperialism in which European nations expanded their influences around the world.
- The search for new markets and natural resources led European nations to expand at the expense of their colonial holdings.
- Imperialism led to land disputes and growing tensions among European nations which fostered nationalist sentiments that united nations against outsiders.
- As nationalist sentiment grew, alliances formed among like nations which led to world wars rather than regional disputes.
- Growing nationalist sentiment led to ethnic cleansing and genocide. (HG)
- World War I led to world wide economic depression.
- The Treaty of Versailles failed at establishing peace among warring nations and eventually led to World War II.
- The end of World War II elevated the United States and the Soviet Union as super powers.
- World Wars led to the establishment of international organizations aimed at promoting world peace and prosperity.
- Wars and Revolutions during this period led to changes in political and cultural identities.
- Despite attempts to hold on to colonial holdings, a movement of decolonization spread throughout colonies.

## Unit Essential Questions:

- How did the Industrial Revolution lead to increased imperialism?
- How did increased imperialism give rise to nationalism?
- How did the Allied powers respond to the expansion efforts of Germany, Italy and Japan?
- How was the media used to rally support for the war effort?
- What were the causes and effects of World War I?
- Why did the United States get involved in World War I?
- Why was the Treaty of Versailles ineffective?
- What were the causes and effects of World War II?
- How did the fall of the Ottoman Empire lead to the rise of regional powers?
- What role did colonized countries and indigenous people contribute to the war efforts and why?
- Why were certain groups targeted for ethnic cleansing? (HG)
- How were human rights violations perpetrated on such a large scale?(HG)
- How did the international community respond to human rights violations during world wars?(HG)
- What led to the changes in European control in Africa, Asia, and the Americas by the mid-18th century?
- How did world wars impact race relations? (AAH, AAPI)
- How did communities address increased disability post world wars? (LGBTQ/D)



- What are the pros and cons of socialism, communism, fascism and liberal democracy?
- How did the status of western women change in a way that women of other regions did not as a result of the wars?
- How did nationalist movements lead to anti-immigrant sentiment?
- How did a period of war, depression and genocide impact art?
- How did disagreements about political and economic aid lead to further conflict after World War II?
- What were the causes of the various revolutions in the 20th century (i.e Russia, China, India, and Cuba)?

### **Knowledge and Skills:**

#### *Students will know...*

- In order for members of our society to participate productively, information needs to be shared creatively and ethically.
- Accurate information may help in making valuable and ethical choices.
- Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
- Key Terms: alliance, fascism, genocide, annexation, assassination, Holocaust, selective service, imperialism, nationalism, isolationism, militarism, League of Nations, Treaty of Versailles, trench warfare, Hiroshima, Munich Conference, Pearl Harbor, Fourteen Points, Lusitania, propaganda, total war, Allied Powers, Central Powers, Double V Campaign, Zimmerman Note, Great Depression, Stock Market, Socialism, Capitalism, Communism, Self-governemnt (HG, AAPI)
- Key People: Woodrow Wilson, Franklin D. Roosevelt, Winston Churchill, Franz Ferdinand, Benito Mussolini, Adolf Hitler, Joseph Stalin, Dwight D. Eisenhower

#### *Students will be able to...*

- Compare and contrast various economic systems (socialism, communism, capitalism).
- Analyze the causes and effects of World War I.
- Analyze the causes and effects of World War II.
- Critique the response of various governments to human rights violations during war.(HG)
- Evaluate the effectiveness of the Treaty of Versailles.
- Compare and contrast the role of women before and after world wars.
- Analyze the role that colonized nations played in the war effort.
- Analyze the direct and indirect impact of war.
- Hypothesize the most effective economic theory in response to economic downfall.
- Draw connections between world war and motivations for self-government throughout Asia and Africa.
- Analyze the role of the media during war time.

## **EVIDENCE OF LEARNING**

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Oral assessments
- DBQ- Why did the Treaty of Versailles fail?
- DBQ- How did the status of different marginalized groups change post world wars?
- Dictation - of terms, main ideas & themes of unit through writing short essays using English auditory comprehension.
- Project - Analyze the changes in political boundaries in Europe pre- and post-WWI.
- End of Unit Test (Choice- Interactive map, Research Paper, podcast, etc.)
- Chapter Quizzes
- Chapter Tests
- Open Ended Questions/Essay
- **Extension-** DBQ- How did the status of different marginalized groups change post world wars?

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Word/term puzzles with definitions.
- Documentary/videos on unit subjects with English captions.
- Identify/analyze/research primary & secondary sources to substantiate unit themes.
- Holidays/traditions/music assignments to support events in both world & American history.
- Map Activity- Create a map to geographically represent how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
- Graphic Organizer- Economic Systems
- Debate- is nationalism mostly positive or negative?
- HMH Resources (Module 14- Revolutions Sweep the West)
- HMH Resources (Module 17- Age of Imperialism)
- HMH Resources (Module 19- World War I)
- HMH Resources (Module 20- Revolution to Nationalism)
- HMH Resources (Module 21- Years of Crisis)
- HMH Resources (Module 22- World War II)
- **Extension-** Writing Activity- Imagine that you are the president of a nation facing financial troubles after participation in the wars and being impacted by the global health crisis. Outline an economic recovery plan to revive your nation’s economy after the global depression. What economic principles would you employ in this situation and why? Use evidence from lessons and your own research to support your claims.

## *RESOURCES*

### **Teacher Resources:**

- HMH Modern World History Teacher Ebook
- HMH Modern World History Resources
- Primary and Secondary Source documents

### **Equipment Needed:**

- Chromebooks
- Textbooks
- Dictionary

## *UNIT OVERVIEW*

**Content Area:** World History

**Unit Title:** The World Since 1945

**Target Course/Grade Level:** World History/LEP Grades 9-12

**Unit Summary:** This unit will explore the aftermath of world wars as nationalism increased and a growing desire for independence spread throughout colonized regions. In this unit students will analyze the motivations for self-government, the revolutions that followed and the immediate and lasting effects of colonialism on Latin American, African and Asian nations. In this unit students will also assess the development of a bipolar world as the east and west went to war over political ideologies that led to the start of the Cold War. As students investigate the Cold War they will focus on the factors that led to the Cold War and the collapse of the Soviet Union.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century

**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.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.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.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.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.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.HistoryCC.5.a:** Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.

**6.2.12.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.HistoryCC.5.h:** Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

**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.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.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.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.b:** Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.

**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.6.a:** Evaluate the impact of terrorist movements on governments, individuals and societies.

**6.2.12.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.

**6.2.12.GeoPP.6.a:** Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

**6.2.12.CivicsPI.6.a:** Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

**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.CivicsHR.6.a:** Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

**6.2.12.EconGE.6.a:** Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.1.12.CFR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

**9.1.12.EG.3:** Explain how individuals and businesses influence government policies.

**9.2.12.CAP.13:** Analyze how the economic, social, and political conditions of a time period can affect the labor market.

**9.2.12.CAP.16:** Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

**9.4.12.DC.8:** Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

**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.

**9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect.

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.

**9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

**9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

### **Interdisciplinary Connections and Standards:**

#### **World Languages-Interpretive Mode of Communication**

**7.1.NM.IPRET.1:** Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

**7.1.NM.PRSNT.3:** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**7.1.IM.IPERS.1:** Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

**7.1.IM.PRSNT.5:** When expressing viewpoints, give reasons to support the claims.

**7.1.IH.IPRET.4:** Summarize information from oral and written discourse dealing with a variety of topics.

**7.1.IH.IPERS.1:** Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

**7.1.IH.PRSNT.4:** Use language creatively in writing for a variety of purposes.

**7.1.AL.IPRET.9:** Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.

**7.1.AL.PRSNT.3:** Offer and support opinions and use persuasive language when presenting ideas and information.

#### **Computer Science and Design Thinking**

**8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

**8.2.12.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

#### **Visual and Performing Arts**

**1.2.12acc.Cn11a:** Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

**1.5.12prof.Cn11a:** Describe how knowledge of culture, traditions and history may influence personal responses to art.

**1.5.12acc.Cn11a:** Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

**1.5.12adv.Cn11a:** Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

#### **Progress Indicators Reading History**

##### **Grades 9-10**

**RH.9-10.1.** Accurately cite strong and thorough 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 theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**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.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

**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, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

### **Grades 11-12**

**RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

**RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

**RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RH.11-12.8.** Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

**RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### **Progress Indicators for Writing History, Science and Technical Subjects**

#### **Grades 9-10**

**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, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**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.

## **Grades 11-12**

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

**WHST.11-12.5.** 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.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

**WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

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

## **Unit Understandings:**

*Students will understand that...*

- Former colonies in Southeast Asia worked to build new governments and economies.
- After World War II, African leaders threw off colonial rule and created independent countries.
- Division of the Palestine Mandate after World War II made the Middle East a hotbed for competing nationalist movements.
- Lands controlled or influenced by the Soviet Union struggled with the challenges of establishing new nations.
- 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.
- Results varied among independence movements as each nation had different goals and methods for achieving independence and were met by different responses from colonial powers.
- Many European powers found means to continue to reap the benefits of colonialism despite independent statuses among former colonies.
- Mahatma Gandhi led a nationalist movement that led to Indian independence from Great Britain and his methods of civil disobedience and passive resistance inspired various movements for independence around the world.
- The lingering effects of colonialism have made it difficult for independent nations of Latin America, Africa and Asia to build stable economies and national identities.
- Competing economic and political ideologies among the Soviet Union and the United States led to the Cold War throughout various regions of the world.
- After World War II, Chinese Communists defeated Nationalist forces, and two separate Chinas emerged.
- In Asia, the Cold War flared into actual wars supported mainly by the superpowers.
- The superpowers supported opposing sides in Latin American and Middle Eastern conflicts.
- Cold War sentiments established post World War II are still felt around the world today.
- The United Nations was established in order to maintain international peace and security, promote the well-being of people around the world and encourage international cooperation.
- Government and non-government organizations and international organizations have been established in order to address economic imbalances, social inequalities, climate change, health



and/or illiteracy as well as address tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

- Human rights movements have led to improved social conditions and progress for marginalized groups in progressing toward social equality, economic equality, and political equality in various countries. (AAH, HG, LGBTQ/D, AAPI)

### Unit Essential Questions:

- How did colonial powers continue to reap the benefits of colonialism even after colonies gained independence?
- What influence did Mahatma Gandhi have on independence movements in India and around the world?
- What methods did various nations use to assert their independence from colonial rule?
- In what ways did the United Nations work to de-escalate various international conflicts around the world in an effort to fulfill its mission of maintaining international peace and security?

### Knowledge and Skills:

*Students will know...*

- In order for members of our society to participate productively, information needs to be shared creatively and ethically.
- Accurate information may help in making valuable and ethical choices.
- Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
- Key Terms: Neocolonialism, Modernization, Globalization, Self-determination, Nationalism, Civil Disobedience, Depression, Inflation, Central Bank, Market Economy, Sovereignty, Nuclear Proliferation, Warsaw Pact, Human Rights, United Nations, Universal Declaration of Human Rights, Non-governmental organization (NGO), Cold War, Propaganda, Migration, Cuban Missile Crisis, NATO, Free Trade Agreement (FTA), NAFTA, Protectionism, Tariff,
- Key People: Mahatma Gandhi, Joseph McCarthy, Nikita Khrushchev, John F. Kennedy, Martin Luther King Jr., Malcolm X, Nelson Mandela (AAH)

*Students will be able to...*

- Investigate the road to independence and the successes and challenges thereafter for former colonies. (AAH)
- Analyze the motivations for the rise of independence movements.
- Analyze the ways in which former colonial powers continued to benefit post independence.
- Make connections between Gandhi's methods and those used by oppressed groups both then and now. (AAH, LGBTQ/D)
- Analyze the factors contributing to the Cold War.
- Evaluate the purpose and effectiveness of the United Nations.
- Compare and contrast the goals and accomplishments of government and non-government organizations.
- Analyze the successes and failures of movements to promote human rights. (AAH, LGBTQ/D, AAPI)

## **EVIDENCE OF LEARNING**

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Oral assessments
- DBQ- Are modern examples of Mahatma Gandhi’s methods of civil disobedience and passive resistance effective? Why or why not?
- Dictation - of terms, main ideas & themes of unit through writing short essays using English auditory comprehension.
- End of Unit Test
- Chapter Quizzes
- Chapter Tests
- Open Ended Questions/Essay
- **Extension-** DBQ- Compare and contrast the different beliefs behind the American and Soviet policies during the Cold War regarding economic aid/assistance, the military arms race, and containment.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Word/term puzzles with definitions.
- Documentary/videos on Unit subjects with English captions.
- Identify/analyze/research primary & secondary sources to substantiate unit themes.
- Holidays/traditions/music assignments to support events in both world & American history.
- Graphic Organizer- Causes and effects of Cold War
- FlowChart- Trace the motivations, challenges, successes and failures of former colonies in their journey to independence and beyond.
- Webquest- Research government, non-government and international organizations today.
- HMH Resources (Module 23- Cold War Conflicts)
- HMH Resources (Module 24-The Colonies Become New Nations)
- HMH Resources (Module 26-Global Interdependence)
- **Extension-** Writing Activity- Choose a current or historical boundary dispute to research. How did/has this dispute escalated and why? What did/has the international community done to alleviate tensions and were/are these efforts effective? ...Use evidence from lessons and your own research to support your claims.

## *RESOURCES*

### **Teacher Resources:**

- HMH Modern World History Teacher Ebook
- HMH Modern World History Resources
- Primary and Secondary Source documents

### **Equipment Needed:**

- Chromebooks
- Textbooks
- Dictionary