

WORLD HISTORY GRADE 9

EWING PUBLIC SCHOOLS
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Revised by: EHS Social Studies Staff Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Course Description

World History examines changes within and between civilizations during the second half of the millennium, and important connections between world history and our modern world. The course examines interactions between Western and Eastern civilizations, as well as innovations, conflict and peace, and cultural features in each region.

The course continues prior learning about West African kingdoms and helps students to make connections to the slave trade and North American colonization. The theme "challenging authority" establishes how new movements, ideas and innovations challenged European power and eventually led to popular revolutions across the globe. Economic and technological changes are explored through industrialization and conflict, as well as the emergence of nationalism and independence in Asia and Africa. Key elements of World Wars I and II will be explored to establish foundations for new nation-states, Cold War conflicts and the post-9/11 world order.

Social, cultural, political, economic and technological concepts and themes are prevalent in the course, as well as teacher-led training on critical reading of historical documents and essays, focused writing activities and opportunities for students to make deeper connections between modern history, their personal heritage and our Ewing community.

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking – Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

ELA Integration

The Research Simulation Task and the DBQ requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards - History, Social Studies, Science and Technical Subjects
(9- 10)

Unit 1: Trans-Atlantic Slave Trade (7 days)

Why Is This Unit Important?

This unit will examine and explore the West African civilizations from which some were captured and brought to North America as slaves. Students will learn the roots of systemic racial injustice and racial superiority which led to the slave trade. In addition to the relevant narratives, documents and artifacts, learners will analyze the long-term effects of the slave trade on African civilizations and cultures.

Enduring Understandings:

- The legacy of Columbus led to the long term mistreatment of the Native populations.
- Slavery had long term effects on the development of many African nations.
- The racial slavery system had long term effects of modern constructs and perceptions of race.

Essential Questions:

- What was the legacy of Columbus?
- How did the Slave Trade impact African kingdoms?
- What role did race and ethnicity play in the enslavement of black people?
- Why did enslaved Africans arrive in the Western Hemisphere?
- At which locations did enslaved Americans arrive, and why?
- How did European nations capture and enslave West Africans?

Acquired Knowledge:

- The roots of systemic racial injustice.
- Columbus' exploration
- Colonization of the Americas
- The slave trade within Africa
- The trans-Atlantic slave trade.
- How European wealth was generated from the slave trade.
- The major economic, social, political components and the geography of the Songhai, Ghana and Mali empires of the 1500's.

Acquired Skills

- Locate the centers of West African civilization and the North American ports from which people were captured and brought to.
- Uncover themes from slave narratives and physical artifacts from West African cultures and the early North American colonies.
- Determine the causes and effects of the slave trade.
- Compare and contrast the First Atlantic and Second Atlantic slave trade systems.
- Analyze the ethnic composition of African ethnic groups which were brought to the Americas against their will.

Assessments:

Formative Assessment:

- Teacher-led small group discussions on questions relating to the long term effects of slavery.
- Student written response and group presentations on newspaper articles covering the slave trade.
- Categorization of rationales, circumstances and cultures involved in the trans-Atlantic slave trade.
- Silent “big paper” activity on student-generated questions and understandings about the slave trade.

Summative Assessment:

- Slave Trade Memorial Activity
- Students conduct research on primary sources relating to human trafficking in The Belgian Congo Free State and Namibia; share results and summary via Flipgrid.

Benchmark Assessment:

- Question response, “Why and how did the West African slave trade to the Americas begin?”

Alternative Assessment:

- Create an infographic or video presentation based upon the student’s investigation of aspects of the slave trade experience relevant to the his/her own life. Use oral history, artifacts, historical documents and artifacts, and/or ancestral research.

Interdisciplinary Connections:

- Reading informational text and vocabulary development - Language Arts
 - Develop Research Skills
- Examine and create works of art - Visual Arts
- Using multimedia techniques for visual presentations - Technology and Public Speaking

Extensions:

- “[A Brief History of Slavery That You Didn’t Learn in School](#)”, Mary Elliot and Jazmine Hughes, *New York Times Magazine*, 2019.

NJSLS Standards:

6.2.12.HistoryCC.1.b-d
6.2.12.HistoryCC.1.e
6.2.12.HistoryCC.1.f-g
6.2.12.CivicsPR.2.b

Instructional Materials:

Core:

- *History Alive! World Connections*. Chapters 5 and 9. The Curriculum Institute, Mountain View, California, 2021.

Supplemental:

- Ted Ed, *History vs. Christopher Columbus*, video
- Digital Public Library of America, *The Transatlantic Slave Trade*
- John Campbell, Council on Foreign Relations, *Confronting Africa's Role in the Slave Trade*
- Various resources from *Facing History and Ourselves*
- Various resources from *National Museum of African American History and Culture, Smithsonian*
- Rice University, SlaveVoyages.org

Technology Integration:

- Databases for internet research

Unit 2: Challenging Authority (10 days)

Why Is This Unit Important?

This unit will examine the rise of European monarchs starting in the late 16th century who had absolute power over their realms. Monarchs took advantage of the weakening Catholic Church to claim more power for themselves; this Age of Absolutism led to many political, economic and social changes which impacted European development. New scientific ideas and innovations led people to challenge old, accepted ideas. Modern ideas of democracy, and the Enlightenment, or Age of Reason, paved the way for improvements in daily life and political revolutions throughout Europe and Latin America.

Enduring Understandings

- Renaissance trends in literature, art and architecture inspired many movements still seen today
- Renaissance thinkers and Martin Luther set a precedent for challenging authority of the Church
- The decreased authority of the Catholic Church helped to increase the power of absolute monarchs throughout Europe
- Scientific discoveries led to a new understanding of the natural world
- The ideas of the Enlightenment philosophers led to an increased desire for an end to absolutism in Europe and in Latin America

Essential Questions:

- How is art a reflection of societal attitude?
- Did the Reformation have a lasting effect on the Catholic Church?
- What effect does technology have on expanding new ideas?
- Is an absolute monarchy an effective way to rule?
- Why has there been a history of conflict between science and faith?

Acquired Knowledge:

- Explain the spread of Renaissance ideas.
- Identify the causes of the Protestant Reformation
- Describe Martin Luther's problems with the Catholic Church.
- Identify the conditions that allowed Absolutism to develop.
- Describe the defining characteristics of Absolutism.
- Describe the ruling styles of Louis XIV, Marie Theresa, Frederick the Great and Peter the Great
- Evaluate the significance of the major contributors to the Scientific Revolution
- Analyze the impact of the Enlightenment ideas on the United States government and the formation of Latin American states.

Acquired Skills:

- Locate centers of Renaissance thought on a map of Europe.
- Analyze styles of paintings and architecture.
- Evaluate Martin Luther's effect on history.
- Compare and Contrast the Reforms of the Catholic Reformation and Protestant Reformation.
- Locate Catholic regions and Protestant regions on a European map.

Assessments:**Formative Assessment:**

- Enlightenment Salon: students will research an Enlightenment or Scientific Revolution figure and, as that person, engage with others at a Salon
- Intellectual Viewpoint Debate
- Rating social changes: evolutionary, or revolutionary?

Summative Assessment:

- Enlightenment Philosopher Presentation: students select significant quotations from the era's scholars and philosophers, explain their historical significance and apply to modern society.
- Unit Test

Benchmark Assessment:

- Question response, "Were the effects of absolutism positive or negative?"

Alternative Assessment:

- Nobel Prize Nomination project: students will nominate one Scientific Revolution-era scientist to receive the Nobel Prize. Students will make a video presentation, stating to a world audience, the specific reasons why this person deserves the prize.

Interdisciplinary Connections:

- Reading informational text and vocabulary development - Language Arts
- Examining artistic and architectural innovations -- Visual Arts and Mathematics
- Tracing the influence of the Scientific Revolution through time -- Science
- Develop public speaking skills - Public Speaking
- Writing a poem/essay - Language Arts

Extensions:

- Students will read works of Locke, Hobbes, Voltaire, Rosseau or Montesquieu, with the goal of serving on a panel discussion and sharing/paraphrasing quotes which apply to the question asked.

NJSLS Standards:

6.2.12.CivicsPR.2.b
6.2.12.GeoPP.2.a
6.2.12.HistoryCC.2.a
6.2.12.HistoryCC.2.b
6.2.12.HistoryCC.2.c
6.2.12.HistoryUP.2.a

Instructional Materials:

Core:

- *History Alive! World Connections*. Chapter 13. The Curriculum Institute, Mountain View, California, 2021.

Supplemental:

- Frederick the Great Biography, ABC-CLIO
- Maria Theresa Biography, ABC-CLIO
- Video: Peter the Great, Discovery Education
- Nearpod and iCivics, [The Enlightenment](#)
- Tom Richey, *Italian Renaissance vs. Northern Renaissance*
- Virtual Uffizi Gallery (Renaissance art)
- Versailles Virtual Exhibitions: Louis XIV: A Certain History of Taste
- PBS Learning Media, *Martin Luther and the Reformation: Teaching with Primary Sources*

Technology Integration:

- Students utilize virtual galleries and exhibitions, as well as famous literary works, to create a video explaining how the era served to establish society's right to challenge authority.

Unit 3: Age of Revolutions (10 days)

Why Is This Unit Important?

Besides examining the dramatic French Revolution and the development of the nation-state system in Europe, learning about the Latin American Revolutions of the early 1800's will help students to understand how emerging dynamic cultures of the region stood up to European power, and its vast agricultural, energy and environmental resources.

Enduring Understandings:

- Enlightenment values led revolutionaries to challenge the Old Regime and the French Monarchy.
- Social inequalities can erupt into revolution.
- Nationalism plays a significant role in revolution, national unification and/or secession.
- As the era of Western revolutions evolved, grievances, goals and patriotic groups changed.
- The foundation of new Latin American nation-states was a byproduct of two centuries of challenging European authority.

Essential Questions:

- When it comes to revolutions, do "The Ends Justify the Means"?
- Did the Congress of Vienna push Europe into the modern era?
- How do revolutions reflect popular will?
- What are the similarities and differences between the French and Latin American revolutions?

Acquired Knowledge:

- Social inequality, revolution and nationalism
- Estates-General, the Bastille, execution of the King, Rise and Fall of Napoleon
- Identify the goals and effects of the Congress of Vienna.
- Uncover how Toussaint L'Ouverture's leadership overcame personal obstacles to lead a popular revolution in Haiti.
- Explain the strategies and rhetorical interests of Latin American groups affected by Bolivar and San Martin revolutions.

Acquired Skills:

- Interpret differences in social classes in France using geographic and quantitative data.
- Identify ethnic groups, areas of European control and new nation-states in Latin America.
- Compare and contrast France under Louis XVI, Robespierre and Napoleon.
- Evaluate the role social inequality had in causing the French Revolution.
- Determine the impact of Napoleon on the French Empire.
- Determine the impact of nationalism throughout the world.
- Explain and categorize elements of Latin American culture during the early 1800's.
- Compare and contrast European and Latin American primary sources which make the case for new ideas, liberty and revolution.

Assessments:

Formative Assessment:

- TCI, *Guess My Line!* Sorting grievances, goals and revolutionary leaders
- Revolutionary Debate: Students will debate whether revolutionary leaders were liberators or tyrants
- Nationalistic Revolutions Map: Students will identify countries that experience nationalistic revolutions, and regions which supported or opposed revolutionary movements
- Latin American Revolutions EdPuzzle activity

Summative Assessment:

- Unit Test
- Compare and contrast essay on the leadership of a revolutionary leader and a secondary actor in the country's revolutionary history
- Persuasive essay: liberator or tyrant?

Benchmark Assessment:

- Question response, "Did the French, Haitian and Latin American Revolutions reflect the will of the people?"

Alternative Assessment:

- French Revolution Newspaper Activity- Students would produce articles, editorials, political cartoons, and crossword puzzles using Google Apps. The newspaper would also have to reflect a political perspective on the French Revolution. Perspectives would be 1st, 2nd, or 3rd Estates, or the American, or British views on the French Revolution.
- Cycles of Revolutions Allegorical Play- Students will analyze the French Revolution as a model for other revolutions in history. Students will then write and perform a play based on characters from a famous novel, play, graphic novel, or popular culture that will address the different stages of a revolution.

Interdisciplinary Connections:

- Reading informational text and vocabulary development - Language Arts
 - Develop research skills
- Develop public speaking skills - Public Speaking

Extensions:

- Students will read *The Age of Napoleon* and compare the Durant's view of Napoleon with another source.
- Reading *Enshrined and Oft-Invoked, Simon Bolivar Lives On* and respond to question, "is Bolivar the George Washington of South America?"

NJSLS Standards:

6.2.12.CivicsPD.3.a
6.2.12.CivicsDP.3.a
6.2.12.HistoryCC.3.a
6.2.12.HistoryCC.3.c

Instructional Materials:

Core:

- *History Alive! World Connections*. Chapter 15. The Curriculum Institute, Mountain View, California, 2021.

Supplemental:

- Video: Napoleon Bonaparte: The Glory of France (A&E Biography, 2000)
- Video: The French Revolution (History Channel, 2005)
- CIA World Factbook
- Library of Congress, French Revolution political cartoons
- Fordham University, Internet History Sourcebook: 19th century Latin America
- Colonial Williamsburg, Slavery and Rememberance: Toussaint L'Ouverture

Technology Integration:

- Use of Kahoot and Quizlet to review all major concepts
- Google Apps for newspaper project

Unit 4: Industrial Revolution and Democratic Reforms (9 days)

Why Is This Unit Important?

This unit will examine the Industrial Revolution which began in England during the late 18th century. The abrupt move to machine-made goods had a dramatic impact on urban growth, the natural environment, worker well-being and global inequality. Industrialization also hastened major democratic reforms, inspired new social philosophers and led to technological changes which had many unanticipated effects on societies.

Enduring Understandings:

- Industrialization transformed economic systems in Europe.
- Industrialization led to the need for increased supplies of raw materials and, in turn, increased global inequality.
- Industrialization had a profoundly negative impact on the working class population of Europe; working classes demanded political reforms, including universal suffrage, which brought greater representation during the late 19th century and early 20th century.
- Slave labor in colonial empires reinforced the power of industrialists in Europe.

Essential Questions:

- Did the Industrial Revolution make life better for the average person living in England?
- Were new methods of transportation responsible for the success of industrialization?
- When should businesses be regulated by the government, and when should the government remain “hands off”?
- Should workers be allowed to unionize?
- Has industrialization treated all social classes and ethnic groups (including non-Western nations) fairly?

Acquired Knowledge:

- Identify the natural advantages that allowed England to be the first to industrialize.
- Summarize the major textile and transportation inventions of the Industrial Revolution.
- Explain the conditions workers faced in factories.
- Trace the development of reform movements in England in the 19th century.
- Explain the ideas of 19th century social philosophers.
- Identify and explain the social impact of major inventions.

Acquired Skills:

- Examine how the agricultural revolution led to the industrial revolution.
- Contrast Marxism with Capitalism.
- Evaluate the urbanization caused by Industrialization.
- Analyze primary source documents describing working conditions in factories.
- Evaluate the expansion of democracy in England in the 19th century.

Assessments:

Formative Assessment:

- Nearpod, *Industrial Revolution: Matching Pairs*
- Students choose an invention from the Industrial Revolution and create an advertisement for the invention using Glogster or Canva.
- Factory-life panel discussion: Students read testimonies (primary sources) from factory workers during the Industrial Revolution and participate in a discussion outlining conditions and developing proposals to change these working conditions.
- Child Labor Complaint Letter: Students research companies that use child labor and write a complaint letter to the company.
- Economic philosophy chart: Students compare/contrast different economic philosophies.
- Economic philosopher questionnaire: determine which Industrial Revolution philosopher matches the student's attitudes.

Summative Assessment:

- Unit Test
- Industrial Revolution Shark Tank: students create their own Industrial Revolution-era company in Europe. Students will take into account all positive and negative factors of production and society as they make the pitch to potential investors (specific elite groups in Industrial European society).

Benchmark Assessment:

- Question response, "Did industrialization treat all classes and social groups fairly?"

Alternative Assessment:

- Create an infographic with quantitative information reflecting the virtues or the tragedy of European industrialization.
- Child Labor *StoryBoard That*: Students write first-hand accounts of an average working day as a child laborer.

Interdisciplinary Connections:

- Reading informational text and vocabulary development - Language Arts
- Develop public speaking skills - Public Speaking
- Use multimedia publishing platforms - Multimedia
- Writing a letter - Language Arts
- Simple and complex machines in mechanization - Science and Technology

Extensions:

- Read *Is Progress Good for Humanity?* (Caradonna, *The Atlantic*) and write or present a personal critique.

NJSLS Standards

6.2.12.CivicsPL.3.a
6.2.12.CivicsDP.3.a
6.2.12.EconGI.3.a
6.2.12.EconGI.3.b

Instructional Materials

Core:

- *History Alive! World Connections*. Chapters 16-18. The Curriculum Institute, Mountain View, California, 2021.

Supplemental:

- Excerpts from the film *Amazing Grace* (2006)
- National Geographic: [Industrial Revolution and Technology](#)
- *Where Sweatshops Are a Dream*, Upfront Magazine
- Victorian Web: [Social Conditions in England during the 1800's](#)
- Columbia University, [England: the First Modern Society?](#)
- United Kingdom National Archives: [Getting the Vote](#)

Technology Integration:

- Glogster assignment (see assessments above)
- Kahoot Review Games
- Google Apps for various activities

Unit 5: Imperialism (Number of Days: 11)

Why Is This Unit Important?

This unit will examine the push by European nation-states to develop overseas empires by dominating and controlling African and Asian civilizations. This “new” imperialism was the result of nationalism, a lack of natural resources, ethnocentrism and social Darwinism. During the 19th century, Asians and Africans suffered labor exploitation, annexation of home lands, loss of sovereignty, theft of precious and natural resources, poverty, famine and forced assimilation. After World War II, various groups in these regions led successful independence movements against their European conquerors. However, the legacy of imperialism can still be seen in the lack of political, cultural and economic stability and growth in some African and Asian societies.

Enduring Understandings:

- Imperialism in the 19th century was an effect of industrialization and a rise of nationalism in Europe.
- Imperialism was an attempt to dominate and control the politics, economics and culture of Africa and Asia.
- Cultural superiority was at the heart of justification for the many negative effects of imperialism in Africa and Asia.
- European imperialism increased tensions between European nations and contributed to the start of World War I.
- African and Asian peoples struggled and persevered to preserve their identities, languages, traditions, religions and art.

Essential Questions:

- How was European imperialism of Asia and Africans allowed to happen?
- Is American Imperialism hypocritical?
- What role did industrialization play in the rise of imperialism?
- How did African, Asian and Latin American civilizations suffer during the era of imperialism?
- In which ways did indigenous people demonstrate resilience and pride during this painful era?

Acquired Knowledge:

- Define imperialism.
- Identify and contrast the causes (“PERMS”: political, economic, religious, military and social/cultural) of European imperialism.
- Evaluate the long-term effects of imperialism.
- Identify the impact of imperialism on native cultures and traditions.
- The Scramble for Africa, Sepoy Mutiny, Maji Maji Rebellion, British Imperialism in India (including the Amritsar Massacre) and the Opium War.

Acquired Skills:

- Political and physical geography of relevant states and regions of Africa and Asia.
- Analyze primary accounts of indigenous experiences during the era of imperialism.
- Evaluate the justification for European imperialism.
- Uncover the connections between industrialization and imperialism.
- Analyze the impact of imperialism on European power.

Assessments:

Formative Assessment:

- Journal Entry: Students write a journal entry representing an experience of an African or Asian person interacting with a European on their own soil
- Map Activity: Students match European countries with colonized lands.
- Simulation: Students research sides involved in the Berlin Conference. Then, student actors hold a mock Berlin Conference.
- Student Discussion: Students read 'Jungle Book' and excerpts from Kipling's 'White Man's Burden,' then discuss the message and symbolism contained in each.
- Skits: Student actors portray various scenes from China's interaction with the West.
- Student Discussion: Students will view and discuss images depicting Western views of Filipino Imperialism.
- Amistad / Holocaust activity Primary source research on the genocides in The Belgian Congo Free State and Namibia.
- TCI: *Matrix of Knowledge* game

Summative Assessment:

- Unit Test: Multiple Choice, Short Answer, Essay, OEQ, Map Skills
- Document-based student presentation on the legacy and long-term effects of European imperialism on the country of their choice

Benchmark Assessment:

- Question response, "To what extent did cultural superiority play a role in European imperialism?"

Alternative Assessment:

- Poetry analysis project: students interpret and analyze poems of the imperialism era from multiple perspectives. Students can make an oral presentation using spoken word, or make a multimedia collage.

Interdisciplinary Connections:

- Utilizing research skills - Language Arts
- Natural resource analysis - Geology
- Acting in skits or spoken word - Performing Arts
- Use of colonizing language vs. indigenous language -- World Languages
- Interpreting architecture in public works projects -- Visual Arts

Extensions:

- Students will review imperialism through the eyes of Machiavelli's *The Prince* Chapters V-VII.

NJSLS Standards:

6.2.12.GeoGI.3.a
6.2.12.EconGI.3.b
6.2.12.EconGI.3.c
6.2.12.EconET.3.a
6.2.12.HistoryUP.3.a
6.2.12.HistoryCC.3.c

Instructional Materials:

Core:

- *History Alive! World Connections*. Chapter 19. The Curriculum Institute, Mountain View, California, 2021.

Supplemental:

- ABC-CLIO, *European Imperialism in Africa*
- Movie, *The Jungle Book* (1967)
- Video and Text, *Guns, Germs and Steel* (2005)
- Gross, Daniel. "A Brutal Genocide in Colonial Africa Finally Gets Its Deserved Recognition." *Smithsonian Magazine*
- Orwell, George. "To Shoot an Elephant"
- Facing History, *Holocaust and Human Behavior*, chapter 2, [Imperialism, Conquest and Mass Murder](#)
- Nearpod featuring Flocabulary, *Imperialism*
- Nearpod featuring Crash Course, *Asian Responses to Imperialism*
- Fordham University, Modern History Sourcebook: [Imperialism](#)

Unit 6: Global Conflicts (Number of Days: 9)

Why Is This Unit Important?

This unit will provide an overview of the causes and consequences of World Wars I and II. It will also engage learners in the factors leading to the Cold War. During this time, old empires fell, dictators rose and deep ideological divisions emerged between free market democracies and communist systems. These global conflicts dramatically shifted the international system towards an era of superpowers.

Enduring Understandings:

- Nationalism, alliances, militarism and imperialism led to World War I in Europe.
- The failure of the League of Nations and the increase in isolationist foreign policies led directly to the rise of fascism and World War II.
- As the European powers and Japan fought for territory in Africa and the Pacific, native civilizations attempted to navigate between old and potentially new imperial rulers.
- Communist powers in the Soviet Union seized opportunities during World War II to create a new empire in Eastern Europe
- Communism went through several different changes on its way to becoming a major force in conflict and global relations during the mid-to-late 1900's.
- Genocides around the world, including the Holocaust in Central Europe, demonstrated the horrors of scapegoating minority groups to justify the struggle for authoritarianism and empire.

Essential Questions:

- When is war justified?
- Is punishment for losing or aggressor nations effective?
- What societal conditions allow dictators to rise?
- How can learning about the choices people made during past episodes of genocide help guide our choices today?

Acquired Knowledge:

- Identify the causes and effects of World War I.
- Russian Revolution
- Treaty of Versailles
- Interwar isolationism, neutrality and appeasement
- Fascism
- Communism
- Alliances (Triple Entente, Triple Alliance, Axis Powers)
- Advent and advancement of air and naval power
- Nuremberg Laws
- Kristallnacht

- Armenian Genocide
- The role of African, Asian and Pacific civilizations during the wars
- Yalta, Potsdam and San Francisco peace conferences
- The Iron Curtain
- Atomic and nuclear weapons

Acquired Skills:

- Label a map with the participants and alliances in World War I and World War II.
- Create a timeline of major revolutions during the early 20th century.
- Analyze the core tenets of Marxism and compare them to later versions of Communism.
- Uncover the viewpoints of Indian and African soldiers, as well as the motivations of European soldiers (volunteer vs. conscription) within primary resources of soldiers during World Wars I and II.
- Assess the success or failure of the Treaty of Versailles.
- Identify and describe African, Asian and Pacific cultures which made hard choices between colonizing powers during World Wars I and II.
- Use primary sources and data to determine why dictatorships reigned in Europe and Japan during the 1930's.
- Determine the geopolitical factors leading to the Cold War.

Assessments:

Formative Assessment:

- Nearpod, *World War II: The European Theater*
- TCI, *World War I* vocabulary activities
- Diary Entry: Students write a journal entry representing the side of an Allied or Axis soldier engaged in trench warfare during World War I, discussing the different technological aspects of warfare.
- Photo Analysis: Students will view photos from World War I and discuss soldier experiences.
- Map Activity: Students label sides during World Wars I, II and the Cold War on a map of the world.

Summative Assessment:

- Unit Test
- Mock Peace Treaty Simulation: Using resources from *The Choices Program* and others, students represent a country through time at Versailles, Potsdam and Yalta. Students complete a written self-evaluation at the conclusion of the simulation.
- World War I Newspaper Project: Student serves as a war correspondent to not only share information about the battlefield, geography and/or societies, but to provide a unique perspective based upon his/her home country.

Benchmark Assessment:

- Question response, "How did World War I, World War II and the emerging Cold War affect African, Asian and/or Latin American civilizations?"

Alternative Assessment:

- Poem: Students will write a poem describing trench warfare.
- WWI Exhibit: Students will create a visual exhibit demonstrating the conditions soldiers faced in WWI.

Interdisciplinary Connections:

- Examining how language manifested changes in societal attitudes towards authoritarianism and/or democracy -- World Languages
- Public speaking skills during negotiation or civic environments - Performing Arts
- Advancements in naval, sea power and atomic/nuclear energy -- Science and Technology

Extensions:

- Students will read Karl Marx's Communist Manifesto in order to obtain an insight into how Marx envisioned Communism. They will then compare Marx's view with that of the Soviet Union under Communist rule.
- Read [Africa in World War II: The Forgotten Veterans](#) and determine how the actions of these soldiers helped move these countries closer to independence and sovereignty.

NJSLS Standards:

6.2.12.CivicsPI.4.a
6.2.12.CivicsHR.4.a
6.2.12.CivicsPI.4.b
6.2.12.GeoSP.4.a
6.2.12.EconEM.4.a
6.2.12.HistoryCC.4.a
6.2.12.HistoryCC.4.b
6.2.12.HistoryCC.4.d
6.2.12.HistoryCC.4.e

Instructional Materials:

Core:

- *History Alive! World Connections*. Chapters 20, 25-28. The Curriculum Institute, Mountain View, California, 2021.
- ABC-CLIO, [The War to End All Wars](#)

Supplemental:

- [Auschwitz-Birkenau Memorial Museum](#)
- Film excerpts from *All Quiet on the Western Front* and *Joyeux Noel*
- Life Magazine, World Wars I and II photography
- Facing History, [Holocaust and Human Behavior](#)
- Fordham History, Modern History Sourcebook, World War I
- Fordham History, Modern History Sourcebook, [World War II](#)
- Fordham History, Modern History Sourcebook, The Cold War

Unit 7: Post-War Independence Movements (Number of Days: 11)

Why Is This Unit Important?

African and Asian nation-states emerged out of the ashes of World War II and centuries of colonization and imperialism. Countries such as India, Pakistan, Nigeria, Ghana and The Philippines continued their quest to finally realize their dreams of independence and autonomy. In the Middle East, the dream of Zionism was finally achieved with the creation of the state of Israel. As China freed itself from imperial Japan, Mao Zedong was busy mobilizing the peasant masses into a new vision of communism.

Enduring Understandings:

- Weakened European empires, coupled with centuries of experience learning to fight colonial powers, led to the independence of dozens of African and Asian countries in the 1940's and 1950's.
- Colonial populations used non-violent and violent methods for achieving independence.
- Post-independence struggles included creating constitutions, instituting democratic norms, inequality between racial, ethnic and religious groups, and a lack of economic stability.
- The creation of the state of Israel led to many unanticipated consequences in the Middle East and the world.
- Maoist China led to a rise in Chinese power and strength during the late 1900's and early 2000's.

Essential Questions:

- Are nations better off under colonial rule, or independent?
- What preexisting conditions are necessary for revolutions to occur?
- Is non-violence a viable tactic for political and social movements?
- How do states build a good government and harmonious society after centuries of colonial domination?

Acquired Knowledge:

- Circumstances of independence in India, Pakistan, Nigeria, Ghana and The Philippines.
- Compare and contrast strategies of revolution and independence between these countries and the Latin American/Haitian/French revolutions.
- Gandhi's civil disobedience strategies.
- Evaluate the impact of the creation of Israel on civilizations in the Middle East.
- Determine the ways China rose in power after World War II, and how the scope of its power, and employment of Communist ideology, influenced Asia.
- The role of the United Nations in establishing the new international order to support newly independent states.

Acquired Skills:

- Compare and Contrast the methods of Mao Zedong and Gandhi.
- Label a map of the partition of India.
- Label a map of disputed territories surrounding Israel.
- Interpret primary sources which unveil the impact of new independence on minority groups within Nigeria, Ghana and other newly African states.
- Overlay, and then analyze, the physical geography of Africa with the traditional homelands of African ethnic groups.
- Use primary sources to evaluate the success of post-colonial independence movements.

Assessments:

Formative Assessment:

- Guided primary source exercise: Students utilize primary sources by Gandhi and Mao to answer brief analysis questions.
- Map Activity: Students label new nations created by the partition of India.
- Diary Entry: Students write a journal entry from the point of view of a soldier fighting for or against Israel.
- Post-war independence EdPuzzle
- Matching: imperial countries with newly independent countries
- Categorization: emerging political, social and economic situations for newly independent countries.

Summative Assessment:

- Unit Test
- *Choices Program* Case Study in African independence: students, following the assigned roles, create a political cartoon illustrating differences between African and European views and present to the class.
- Essay: Analyze the extent that imperialism played in contributing to the struggles of new nations that emerged after World War II.

Benchmark Assessment:

- Question response, "Which newly independent country was most successful in dealing with post-colonial challenges?"

Alternative Assessment:

- Google Drawing: Students will electronically create a propaganda poster or anti-propaganda for Mao Zedong.
- Students will be given the option to choose or defend different methods of independence, using country case studies as examples, in an infographic, Prezi or Storyboard.

Interdisciplinary Connections:

- Natural resources relevant to the local economies and societies of newly independent states - Science and Technology
- Emerging infrastructure, energy and environmental challenges after independence - Science and Technology
- The use of native languages compared to colonial languages -- World Languages
- Use of the World Bank to help support the budget of new African and Asian national budgets -- Mathematics

Extensions:

- Using excerpts from Gandhi's [Hind Swaraj](#), students will critique his view of home rule in India.
- Teacher and students will partner to select an important biography of an influential person involved in a case study of the student's interest.
- Reading the Kikuya Fable (Choices Program) and engaging in seminar discussion with fellow students.

NJSLS Standards:

6.2.12.CivicsPI.5.a
6.2.12.CivicsHR.5.a
6.2.12.HistoryCC.5.a
6.2.12.GeoPP.5.a
6.2.12.GeoSV.5.a
6.2.12.EconET.5.b
6.2.12.EconGE.5.a
6.2.12.HistoryCC.5.b
6.2.12.HistoryCC.5.c
6.2.12.HistoryCC.5.f

Instructional Materials:

Core:

- *History Alive! World Connections*. Chapters 24 and 32. The Curriculum Institute, Mountain View, California, 2021.
- *Colonization and Independence in Africa*. The Choices Program, Brown University, 2019.
- *Indian Independence and the Question of Partition*. The Choices Program, Brown University, 2019.

Supplemental:

- Movie: Gandhi (1982)
- A&E Biography: Mao Tse-Tung: Peasant Emperor
- Excerpts from "Chairman Mao Tse- Tung's Red Book"
- New York Times Interactive, [How Fluent Are You in the Teachings of Mao?](#)
- Fordham University, *Internet African History Sourcebook*, [Modern Africa](#)
- History.com, [India and Pakistan Win Independence](#)
- Nearpod, [Conflict in Kashmir](#)
- U.S. Department of State, Office of the Historian, [Decolonization of Asia and Africa, 1945-1960](#)
- OmniAtlas, [Sub-Saharan Africa, 1945-1960](#)
- BBC, [The Story of Africa: Independence](#) (includes BBC radio podcasts and stories)
- New York Times Interactive, [Reflections on 1960, the Year of Africa](#)
- Culture Trip, [Thailand's Story of Independence](#)
- Columbia University, African Studies Libraries, [History & Cultures of Africa](#)

Unit 8: Collapse of Communism (Number of Days: 7)

Why Is This Unit Important?

This unit will examine the decline and fall of communism in Eastern Europe. The end of European communism sent shockwaves throughout the world. While structural weaknesses within the Soviet bloc and the wealth gap between West and East were ongoing factors, the 1989 fall of the Berlin Wall and the collapse of the Soviet Union in 1991 were clear indicators. Some countries made a swift shift to a free-market system, which resulted in many economic and social dilemmas. The sudden transition to democracy and capitalism also brought about major geopolitical changes. Three decades later, some countries had fully completed the transition to full European integration, while others experienced dramatic shifts between populism and authoritarianism, accompanied by violence and the weakening of human rights.

Enduring Understandings:

- During the 1960's and 70's, some Southern Hemisphere countries became neutral, or nonaligned.
- The fall of European communism signified an end to the Cold War.
- The abrupt shift to democracy and free-market capitalism created chaos throughout Eastern Europe.
- Ethnic cleansing occurred in the mid-1990s in the former Yugoslavia.
- The end of the Cold War destabilized Africa, the Middle East and Latin America, as both superpowers funded regimes and governments for geopolitical advantage.

Essential Questions:

- What were the unintended consequences of the end of the Cold War?
- Why did the Cold War end?
- How did the end of the Cold War affect Latin American, African, Middle East and Asian countries?
- How did the Bosnian genocide compare with other genocides throughout history, including the Holocaust?
- What is the legacy of the Cold War today?

Acquired Knowledge:

- Identify the causes of the decline of the Soviet Union.
- Identify the perpetrators and victims of the Bosnian genocide in the former Yugoslavia.
- Explain how the weakening of the Soviet Union related to the end of communism in Eastern Europe.
- Evaluate the policies of *glasnost*, *perestroika* and *demokratizatsiya*.
- Determine how the Group of 77 (developing African, Asian and Latin American countries) contributed to the end of the Cold War.

Acquired Skills:

- Map analysis of political and physical geography as it relates to changes in the Cold War.
- Analysis of urban vs. rural support for Gorbachev-era reforms.
- Comparison and analysis of newspaper articles from democratic countries and Communist countries.
- Map and data analysis of nuclear proliferation and arms treaties during the final decade of the Cold War.

Assessments:

Formative Assessment:

- Student Literature Circles: Students read excerpts from 'Zlata's Diary' and discuss their comparisons to the Diary of Anne Frank.
- Kinesthetic Timeline: Students, holding specific events during the end of the Cold War, arrange themselves chronologically.
- Soviet Factory Simulation (TCI): Determine why the Soviet economy required innovative reforms which eventually led to the end of the Communist system.
- Nearpod, *The End of the Cold War*

Summative Assessment:

- Unit Test
- Document-Based Essay on the true impact of Cold War relations and policies on cultures and countries outside NATO and the Warsaw Pact.

Benchmark Assessment:

- Question response, "Did the West win the Cold War, or did the Soviet Union lose it?"

Alternative Assessment:

- Choices Program, *Options for Nuclear Weapons Policy*: Evaluate the Cold War's legacy of nuclear weapons, and determine next steps as part of a panel making recommendations to the United States, Russia, China or the European Union, or to make concerns known on behalf of the African Union, the Association of South East Asian States (ASEAN) or the Organization of American States (OAS; Latin America).
- Eastern European Children's Book activity: From the point of view of the year 1997, explain the recent changes in an Eastern European country through age-appropriate text and images.

Interdisciplinary Connections:

- Comparing military budget spending, Soviet Union vs. Western democracies -- Mathematics
- Examining the impact of Western popular culture on Eastern European/Soviet societies -- Visual and Performing Arts
- Viewing Cold War societies through newspaper, radio and television -- English/Language Arts

Extensions:

- Students will explore the civil war in Bosnia in more depth, concentrating on the international communities' response to this civil war and comparing that response to other more recent civil wars in Africa and the Middle East.

NJSLS Standards:

6.2.12.GeoGI.5.a
6.2.12.EconET.5.a
6.2.12.EconGE.5.a
6.2.12.HistoryCC.5.a
6.2.12.HistoryCC.5.c
6.2.12.HistoryCC.5.d
6.2.12.HistoryCC.5.3
6.2.12.HistoryCC.5.h

Instructional Materials:

Core:

- *History Alive! World Connections*. Chapter 30. The Curriculum Institute, Mountain View, California, 2021.

Supplemental:

- CNN, *Cold War* (video series)
- Latin American Perspectives, [The Cold War and Latin America](#)
- New York Times, [After the Cold War: Views from Latin America; Sweeping Political Changes Leave Latin Poor Still Poor](#)
- Movie: Once Brothers [ESPN's 30 for 30 series (2010)]
- Roy Rosenzweig Center for history and New Media, [Making the History of 1989](#)
- Fordham University, Modern History Sourcebook, [Eastern Europe Since 1945](#)
- United Nations, UN Chronicle, [The Early Days of the Group of 77](#)

Unit 9: The Modern World (Number of Days: 13)

Why Is This Unit Important?

During the last thirty years, Asian, African, Latin American and Middle Eastern states experienced unprecedented growth, change and conflict. Some states maintained momentum towards representative democracy (South Africa, Mexico, South Korea) and increased standard of living (Algeria, China, Argentina), while others regressed towards authoritarianism, hyperinflation and a lack of human rights. The continued horrors of genocide, starvation, poor access to water and irrigation, and poverty have been accompanied by new, positive developments in transportation, clean energy, access to global markets and stronger private partnerships with Europe and the United States. With respect to global security, great tensions surfaced between the Middle East and the West, as unprecedented terror attacks on Western soil brought about new wars and revolutions.

Enduring Understandings:

- The Rwandan Genocide, involving Hutus and Tutsis, was one of the biggest genocides of modern times.
- International sanctions helped to end apartheid in South Africa after nearly four decades.
- The Tiananmen Square massacre of 1989 was the most prominent example of the limitations of democratic movements in non-Western nations.
- Tension between Islamic and Western values led to numerous wars and revolutions.

Essential Questions:

- Can democracy be fostered in all societies?
- Have African, Asian and Latin American states made improvements towards economic equality?
- How has the international community dealt with terrorism?
- Is there a peaceful resolution to the tension between Islamic and Western values?
- What role can the international community play in ending genocides?
- Given the new environmental and energy crises facing our world, what role can the United Nations play in bringing about positive change?

Acquired Knowledge:

- Determine the steps taken by the international community to help end apartheid in South Africa.
- Identify the reasons why many moderate, secular Middle Eastern countries turned to theocratic rule.
- Compare the failure of the Tiananmen Square massacre in China to more successful democratic movements in other non-Western countries
- Evaluate the success or failure of the western war on Islamic terror.
- Critique the Arab Spring democracies as they stand today.

Acquired Skills:

- Use criteria from the [*Convention on the Prevention and Punishment of the Crime of Genocide*](#) (United Nations, 1948), determine the extent of current movement towards genocide across the world.
- Analyze [*primary sources on the Rwandan genocide*](#) to determine the perpetrators, methods, propaganda and victims targeted.
- Compare and contrast Islamic and Western values.
- Using data from OPEC, European Union and the United States, analyze the impact of petroleum drilling, production and refinement on international relations.
- Map activities focusing on natural resources, boundary changes, indices on democratic reform and standard of living.

Assessments:

Formative Assessments:

- Mid-East Peace Summit: Students take on Palestinian and Israeli roles and formally discuss land allocation and a strategy for ending violence.
- African Union meeting: The students participate in an AU meeting to help stop violence, human trafficking, war and starvation. Each group of students represents a country and makes proposals.
- Economic Summit/Debate: Students representing the United States and China will debate economic policies and point out strategies/goals of the “other”.
- Use of graphic organizers to help students sort and recall each state’s case study and information about political, cultural and economic systems.

Summative Assessments:

- Unit Test
- Choices Program, *Options for Mexico’s Future*. Students select their desired option and defend it using primary source documents and learning on political, social, economic, security and environmental challenges. Defense can take place within a simulation, in a written memo or via a recorded speech.
- Portfolio of current events relating to countries from this unit, with written analysis

Benchmark Assessments:

- Question response, What can and should the United States and other western nations do to positively support human rights, nation building and economic prosperity around the world?

Alternative Assessments:

- With the guidance of the classroom teacher, students can interact with non-governmental organizations and state embassies to learn more about the various non-Western cultures and societies, and learn what they can do to support human rights, nation building and economic prosperity. Students can report back on their learning experiences and their reflections on their role as a global citizen.
- Students can research an environmental initiative or policy underway in a non-western country, and learn, and propose technological, financial or social solutions to challenges standing in the way of successful implementation.

Interdisciplinary Connections:

- Viewing movements towards democracy or authoritarianism through the lens of art and music from the state: Visual and Performing Arts
- Researching innovations in energy and transportation as they have been undertaken by countries, and supported by western business/non-profit organizations: Science and Technology

Extensions:

- Students will read essays and view teacher-selected online posts of young people who were involved in, or affected by, the events of the Arab Spring.

NJSLS Standards:

6.2.12.CivicsPI.6.a
6.2.12.CivicsHR.6.a
6.2.12.CivicsHR.6.b
6.2.12.GeoPP.6.a
6.2.12.EconGE.6.a
6.2.12.EconGE.6.b
6.2.12.EconGE.6.c
6.2.12.HistoryCC.6.a

Instructional Materials:

Core:

- *History Alive! World Connections*. Chapters 31-36. The Curriculum Institute, Mountain View, California, 2021.

Supplemental:

- Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier*. Sarah Critchon Books. NY. NY. 2007.
- Movie: Hotel Rwanda (2004)
- Movie: Blood Diamond (2006)
- Video: 'Child Soldiers in Sierra Leone' from the 'What's Going On' series (2003)
- Video: China: Inside Out (2008)
- Video: Obsession: Radical Islam's War Against the West (2005) · <http://www.fmep.org/> (Foundation for Middle East Peace)
- [Chinese view of Tiananmen Square Massacre](#)
- New York Times (1989): [Tiananmen Square](#)
- New York Times (2017): [Hunt for Joseph Kony](#)
- PBS, [Middle East Conflict resource page](#)
- BBC, Revolutions: [Iran to Egypt](#)

Technology Integration:

Students can use Flipgrid, Storyboard, podcasting and other presentation applications to share new learning with classmates and the school community.

Sample Standards Integration

21st Century Skills & Career Readiness Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

For Example: Throughout the course students are required to demonstrate all of the above skills as they apply viable research strategies, evaluate data, close read content-specific text, communicate in multiple ways, and effectively employ technology to share ideas.

9.3.12.AG-

NR.2 Analyze the interrelationships between natural resources and humans.

For Example: Students will examine the importance of natural resources with the development of the Industrial Revolution and with Imperialism. They will evaluate the extent that natural resources has on political policy and the desire to acquire and develop land.

Technology Integration

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

For Example: Throughout the course students will evaluate and criticize the sources that are used in examining historical content. Students will assess source with a variety of political and historical views to determine bias.

Interdisciplinary Connection

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

For Example: Imperialism RST: Students will evaluate evidence from documents addressing New Imperialism. Students will close read document, analyze meaning or tone, cite specific claims and assess point of view as they complete the formal writing task.

Holocaust Mandate

The curriculum addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12.

For Example: Students participate in a research activity examining the impact of the Rwandan Genocide on society and the efforts to rebuild after the Genocide in 1994.

Amistad Mandate

Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society.

For Example: Students research primary sources on the human trafficking in The Belgian Congo Free State and Namibia, as a part of the inquiry-based assignment.

LGTBQ/Disabilities Historical Resources

Unit 1: Hunt-Kennedy, Stefanie. *Between Fitness and Death: Disability and Slavery in the Caribbean*. University of Illinois Press, 2020.

Unit 2: [Iolaus: An Anthology of Friendship](#)

Unit 3: [GLBTQ Encyclopedia Archive: Napoleonic Code](#)

Unit 4: Bentham, [Offences Against One's Self](#)

Unit 5: [Oxford University, Historical Views of Homosexuality: European Colonialism](#)

Unit 6: [Imperial War Museums: Stories of LGBT Men and Women From the First World War](#)

Unit 7: [National History Center: Decolonization Resource Collection: Gender and Sexuality](#)

Unit 8: Szulc, London School of Economics, [Was Homosexuality Illegal in Communist Europe?](#)

Unit 9: [Holocaust Memorial Day Trust: Gay People](#)