

# Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

## World History Cultures College Prep Course Syllabus

**Updated:** June 2024

### Course Overview:

Throughout this full-year course, students will examine political, economic, cultural, social, and technological developments across a variety of geographic regions, including Europe, East Asia, the Middle East, Africa, and the Americas over four units of study. The class strives to meet the New Jersey Student Learning Standards' mission of providing learners with the opportunity of inquiry based learning and helps provide "learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities."

Class time involves teacher-guided lectures, discussions, collaborative learning activities, problem solving activities, writing activities, creative projects, and ties to the modern day through current events. Emphasis will be placed upon the development of the skills needed to succeed in the future, such as organization, study skills, time management, and public speaking.

The course content below follows the [New Jersey Student Learning Standards for Social Studies](#).

### Course Content and Outline:

Unit Names	Timeline and Topics	NJSLS
Unit 1: Italian Renaissance - Absolutism (1300-1796)	<u>Marking Period 1</u> <ol style="list-style-type: none"><li>Italian Renaissance</li><li>Protestant Reformation</li><li>Global Exploration</li><li>Absolutism</li></ol>	6.2.12.HistoryCC.2.a 6.2.12.HistoryCC.2.b 6.2.12.HistoryCC.2.c 6.2.12.HistoryCC.1.a 6.2.12.HistoryCC.1.e 6.2.12.GeoSV.1.a 6.2.12.HistoryCC.1.e 6.2.12.HistoryCC.1.g 6.2.12.HistoryCC.1.a

		6.2.12.GeoGE.1.b 6.2.12.GeoGE.1.c 6.2.12.GeoGE.1.d 6.2.12.HistoryCC.1.c 6.2.12.HistoryCC.1.f 6.2.12.GeoPP.1.a 6.2.12.GeoGE.1.c 6.2.12.HistoryCC.1. 6.2.12.HistoryCC.1.g 6.2.12.HistoryCC.1.f 6.2.12.CivicsPR.2.b
Unit 2: Age of Revolutions - World War One (1500 -1918)	<u>Marking Period 2</u> 1. Age of Revolutions 2. Imperialism 3. Nationalism 4. World War One	6.2.12.HistoryUP.2.a 6.2.12.CivicsPI.3.a 6.2.12.CivicsDP.3.b 6.2.12.CivicsDP.3.a 6.2.12.EconET.3.a 6.2.12.EconGI.3.a 6.2.12.EconET.3.a; 6.2.12.CivicsPI.3.a 6.2.12.HistoryCC.3.b 6.2.12.HistoryUP.3.a 6.2.12.HistoryUP.3.a 6.2.12.CivicsDP.3.a 6.2.12.EconET.3.a 6.2.12.HistoryUP.3.a 6.2.12.EconGI.3.c 6.2.12.HistoryCC.3.c 6.2.12.GeoGI.3.a 6.2.12.EconGI.3.c 6.2.12.HistoryCC.3.c 6.2.12.HistoryCC.3.c 6.2.12.CivicsPD.3.a 6.2.12.EconGI.3.b 6.2.12.EconGI.3.b 6.2.12.EconGI.3.c 6.2.12.HistoryCC.4.a 6.2.12.HistoryCC.4.b 6.2.12.HistoryCC.4.c

		6.2.12.HistoryCC.4.e 6.2.12.HistoryCC.4.f 6.2.12.HistoryCC.4.g 6.2.12.HistoryUP.4.a 6.2.12.HistoryUP.4.b 6.2.12.CivicsHR.4.a 6.2.12.CivicsPI.4.b 6.2.12.HistoryUP.4.a
Unit 3: Rise of Dictators - World War II (1918-1945)	<u>Marking Period 3</u> 1. Effects of the Treaty of Versailles 2. Great Depression 3. Rise of Dictators 4. World War II	6.2.12.HistoryUP.4.a 6.2.12.HistoryCC.4.b 6.2.12.GeoSP.4.a 6.2.12.GeoGI.4.a 6.2.12.HistoryCC.4.b 6.2.12.EconEM.4.a 6.2.12.HistoryUP.4.b 6.2.12.EconEM.4.a 6.2.12.CivicsPI.4.a 6.2.12.CivicsHR.4.a 6.2.12.HistoryUP.4.c 6.2.12.HistoryUP.4.b 6.2.12.CivicsHR.4.a 6.2.12.CivicsPI.4.b 6.2.12.GeoSP.4.b 6.2.12.HistoryCC.4.b 6.2.12.HistoryCC.4.e 6.2.12.HistoryCC.4.f 6.2.12.HistoryCC.4.g 6.2.12.HistoryCC.4.h 6.2.12.HistoryUP.4.b 6.2.12.CivicsHR.4.a 6.2.12.HistoryUP.4.c 6.2.12.HistoryCA.4.c
Unit 4: Cold War - Modern Era (1945-present)	<u>Marking Period 4</u> 1. The Cold War 2. Globalization 3. Social and Environmental Issues 4. Terrorism and International Security	6.2.12.GeoGI.5.a 6.2.12.GeoGI.5.a 6.2.12.HistoryCC.5.e 6.2.12.EconET.5.a 6.2.12.HistoryCC.5.h

		6.2.12.CivicsPI.5.a 6.2.12.CivicsHR.5.a 6.2.12.HistoryCC.5.a 6.2.12.HistoryCC.5.c 6.2.12.HistoryCC.5.a 6.2.12.HistoryCC.5.d; 6.2.12.EconGE.6.c 6.2.12.HistoryCC.5.d 6.2.12.EconGE.6.c 6.2.12.EconGE.6.a 6.2.12.CivicsHR.6.a 6.2.12.EconGE.6.a 6.2.12.GeoPP.5.a 6.2.12.CivicsPI.6.a 6.2.12.CivicsHR.6.a 6.2.12.EconGE.6.a 6.2.12.EconGE.5.a 6.2.12.EconGE.5.a 6.2.12.GeoPP.6.a 6.3.12.CivicsPD.1 6.2.12.HistoryCC.5.b; 6.2.12.HistoryCC.6.a 6.3.12.HistoryCA.1
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### Course Expectations and Skills

1. Develop literacy in civics as it is reflected in the governmental systems of global history.
2. Actively engage in studying current worldly events.
3. Consider multiple perspectives to evaluate issues of the past and today.
4. Analyze and interpret historical events of the past in light of contemporary history.
5. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
6. Develop skills in reading comprehension, research, communication and technology.
7. Gain practice to succeed on standardized testing such as ACT, SAT, and NJSLA.
8. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
9. Utilize technology to refine 21st century skills through database research and multimedia presentations.
10. Develop skills needed to be an active and contributing citizen in a diverse society.

### Materials Needed

- Chromebook
- Notebook and/or three-ring binder with lined paper
- Daily planner/Student organizer
- Pen or pencil

## **Resources**

Textbook: *World History: Modern* (Pearson 2016)

## **Grading Scale**

Students will earn their grades based on the following categories of assignments:

- Major Assessments: 35%
- Minor Assessments: 25%
- Classwork/Participation: 40%

## **Teacher Information**

TBA

# **Black Horse Pike Regional School District**

Where inspiring excellence is our standard and student achievement is the result.

**World History Cultures College Prep  
Unit #1**

**Italian Renaissance - Absolutism**

Updated: June 2024

## Unit Overview:

*This unit is designed with respect to the modern day to educate students on the Italian Renaissance to the rise of Absolute Monarchs from 1300 - 1796. Renaissance, literally meaning rebirth, was a period of rebirth for art, religion, and government. Beginning in Italy, the Renaissance was funded by the wealthy Medici family whose money helped Florence to flourish. Philosophy began to center around Humanism, which encouraged individuals to strive to be educated in the classical arts, literature, and science. It looked for realism and human emotion in art and celebrated the need for comfort riches and beauty in society. This was a stark contrast from the teachings of the powerful Catholic Church, who preached a life of simplicity, strict obedience, and devotion to the church.*

*In a society where most of the population was illiterate, the people relied on clergy members who had power and responsibility to translate texts for them. Arguably the most important invention of all time, the printing press revolutionized the way text was reproduced, making it more accessible to Europe's population. When Martin Luther challenges the credibility of the Catholic Church, the printing press plays an integral part in spreading his 95 Theses, or grievances, against the church.*

*States began to form across Europe and Asia as feudalism declined, religion united groups of individuals, and absolute monarchs established control in the name of God. State building refers to the creation of political structures, institutional consolidation, and stabilization of societal groups to develop nations around the world. With the formation of states, economies grew and fueled the age of exploration for their nation to achieve the three G's: God, glory, and gold. During the age of exploration, many explorers traversed the world for their own benefit, but in the name of a certain country. These nations will claim the new lands their explorers find as their own and build empires that will span multiple continents. By conquering new land for their empires, these nations prospered by obtaining new foods, plants, animals, and wealth. However, the lands colonized by these empires will suffer with disease, slavery, political instability, culture annihilation, and economic decline. This will create and establish the Triangle Trade from the Old World to the New World.*

*As these empires flourished with their newly obtained resources from their colonized lands, absolute monarchs became stronger, more powerful, and took complete control of every aspect of their empire. The rulers and nobility of these empires will prosper, but everyone else in society will suffer. The end of this unit will lay the foundation for our next unit where society will challenge the authority of these Absolute Monarchs, begin to develop new ways of thinking, and the creation of new governments.*

### Essential Questions

#### Italian Renaissance

1. What was the broader historical context within which the European Renaissance occurred?
2. What were the short and long-term cultural, economic, and political impacts of the European Renaissance?

#### Protestant Reformation

1. What social, political, economic, and cultural factors led to the Protestant Reformation?
2. What was the political impact of the Protestant Reformation?

### Enduring Understandings

#### Italian Renaissance

1. Religion impacts society and the role of the government in an individual's life.
2. The European Renaissance had both immediate and long term effects on a country's culture, economy, and politics.

#### Protestant Reformation

1. A country's social, political, economic, and cultural values impact a nation's stability.
2. Religion can have an impact on a country's government.

3. How and to what extent did the printing press and other technologies developed in this era impact the diffusion of culture?

#### **Global Exploration**

1. What economic, political, and cultural impact did the rise of powerful empires have across the world?
2. How were Empires able to control their people and the people they conquered?
3. What factors helped facilitate European voyages of exploration around the World?
4. How did European exploration and conquest transform the world socially, politically, economically, environmentally, and culturally?
5. What were the push and pull factors that influenced people from the Old World to migrate and settle in the New World?
6. How did the Columbian Exchange and Triangle Trade impact the Europeans, Africans, and the indigenous people of the Americas?

#### **Absolutism**

1. How were absolute monarchies able to centralize their power and control every aspect within their country?
2. What were the advantages and disadvantages of an absolute monarchy?

3. Societies create and change structures of power and authority, within the government to meet the needs of their state.
4. By examining multiple perspectives it allows for a clearer understanding of the significance of the events in history for certain individuals and/or groups of people.

#### **Global Exploration**

1. Government impacts the economic, political, and cultural life of all of their citizens, including the natives they conquer.
2. Advances in technology and a flourishing economy influence how society uses its resources.
3. Exploration and conquest has negative and positive impacts across the world.
4. Global economic activities involve decisions based on national interests, the exchange of different units of currency, decisions by public and private institutions, and the ability to distribute goods and services safely.
5. Immigration has an impact on cultures, economies, social hierarchy, the environment, nations and can result in bias between ethnic and social groups.
6. The transfer of plants, animals, knowledge, people, religion, disease, and technology have both positive and negative impacts for all communities of society.
7. Life in Africa, the Americas, and Europe are still impacted today through the trade routes established during the age of exploration.
8. By examining multiple perspectives it allows for a clearer understanding of the significance of the events in history for certain individuals and/or groups of people.

#### **Absolutism**

1. Religion impacts society and the role of the government in an individual's life.
2. Societies create and change structures of power and authority, within the government to meet the needs of their state.
3. By examining multiple perspectives it allows for a clearer understanding of the significance of the events in history for certain individuals and/or groups of people.
4. There are multiple and complex causes and effects of historical events.

## Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies
<p><b>Italian Renaissance</b></p> <ol style="list-style-type: none"> <li>1. Define Italian Renaissance vocabulary.</li> <li>2. Locate Florence, Italy on a map.</li> <li>3. Identify themes of Renaissance art.</li> <li>4. Identify the characteristics of a Machiavellian leader.</li> <li>5. Predict the ways in which Greek and Roman classics influenced the rebirth of culture in Italy.</li> <li>6. Describe the values and ideas prized during the Renaissance.</li> <li>7. Describe the factors that laid the foundation for the Renaissance.</li> <li>8. Determine the Medici family's impact on European politics.</li> <li>9. Design a book cover that represents Machiavelli's <i>The Prince</i>.</li> <li>10. Create artwork that replicates techniques used by Renaissance artists.</li> </ol> <p><b>Protestant Reformation</b></p> <ol style="list-style-type: none"> <li>1. Define Protestant Reformation vocabulary.</li> <li>2. Locate the geographical region where the Protestant Reformation began.</li> <li>3. Identify the role the Catholic Church and Martin Luther had in the Protestant Reformation.</li> <li>4. Identify the factors that led to the Protestant Reformation.</li> <li>5. Predict how the invention of the printing press will revolutionize Europe.</li> <li>6. Predict the Catholic Church's response to Luther's <i>95 Theses</i>.</li> <li>7. Describe the factors that led to the Protestant Reformation.</li> <li>8. Describe various technologies derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</li> <li>9. Examine the effect that Martin Luther's <i>95 Theses</i> had on the Protestant Reformation.</li> <li>10. Examine the impact of the printing press and other technologies developed on the dissemination of ideas.</li> </ol> <p><b>Global Exploration</b></p> <ol style="list-style-type: none"> <li>1. Define exploration vocabulary.</li> <li>2. Identify the nations that dominated the race for global expansion.</li> <li>3. Compare and contrast how different empires rose and expanded their territory.</li> <li>4. Memorize notable explorers and how their discoveries impacted exploration.</li> </ol>	<ol style="list-style-type: none"> <li>1. 6.2.12.HistoryCC.2.a</li> <li>2. 6.2.12.HistoryCC.2.b</li> <li>3. 6.2.12.HistoryCC.2.c</li> <li>4. 6.2.12.HistoryCC.1.a</li> <li>5. 6.2.12.HistoryCC.1.e</li> <li>6. 6.2.12.GeoSV.1.a</li> <li>7. 6.2.12.HistoryCC.1.e</li> <li>8. 6.2.12.HistoryCC.1.g</li> <li>9. 6.2.12.HistoryCC.1.a</li> <li>10. 6.2.12.GeoGE.1.b</li> <li>11. 6.2.12.GeoGE.1.c</li> <li>12. 6.2.12.GeoGE.1.d</li> <li>13. 6.2.12.HistoryCC.1.c</li> <li>14. 6.2.12.HistoryCC.1.f</li> <li>15. 6.2.12.GeoPP.1.a</li> <li>16. 6.2.12.GeoGE.1.c</li> <li>17. 6.2.12.HistoryCC.1.</li> <li>18. 6.2.12.HistoryCC.1.g</li> <li>19. 6.2.12.HistoryCC.1.f</li> <li>20. 6.2.12.CivicsPR.2.b</li> </ol>

5. Describe how certain empires governed and controlled their people compared to others.
6. Describe the various technological innovations that helped Europeans explore the world.
7. Compare and contrast the risks and rewards of exploration and conquest in the New World.
8. Determine how the Columbian Exchange and the Triangle Trade have impacted the way society is today.
9. Examine the impact Columbian Exchange and Triangle Trade had on Europeans, Africans, and the indigenous people of the Americas.
10. Examine the impact European Conquest had socially, politically, economically, environmentally, and culturally on the New and Old world.
11. Create an exploration advertisement to assess exploration knowledge.

### Absolutism

1. Define absolutism vocabulary.
2. Identify the characteristics of absolute monarchy, including the concept of divine right.
3. Identify how France built a centralized monarchy after the wars of religion.
4. Predict how the arts flourished in Spain and France.
5. Predict the results of the Spanish Armada.
6. Describe how Spanish power grew under Charles V and Phillip II.
7. Describe Louis XIV as a monarch.
8. Compare and contrast the positives and negatives of an absolute monarchy.
9. Determine how absolute monarchies were able to rise to power and control every aspect of society within their empire.
10. Determine why kings/queens/nobility could be homosexual and break the law at the time without getting in trouble (ex. James VI / James I).
11. Create a social media page for an absolute monarch.

## Unit Resources:

Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> <li>● Class Discussions               <ul style="list-style-type: none"> <li>○ Are explorers bad people?</li> </ul> </li> <li>● Guided analysis of primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>● Selections from <i>World History: Modern</i> - Pearson 2016</li> <li>● Selections from Galileo's Trial</li> <li>● Selections from Martin Luther's 95</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Stanford History Education Group - Galileo</a></li> <li>● <a href="#">Stanford History Education Group - Martin Luther</a></li> </ul>

- See Text Resources List
- Small group cooperative learning
  - Think-Pair-Share
  - Jigsaw activities
  - Projects
- Essays/Writing/DBQs
  - Evaluate whether the benefits of exploration outweigh the consequences of exploration.
  - What are the advantages and disadvantages of monarchical government?
- Vocabulary
- Map Activity
  - Major European Religions
  - Treaty of Tordesillas
  - Columbian Exchange
  - Triangle Trade
- Classroom Activities
  - How Machiavellian Are You?
  - Religious Beliefs and Practices Comparison Chart
  - Renaissance Artists Stations
  - Renaissance Art Overview
- Authentic Assessment Project
  - The Prince - Design a Book Cover
  - Exploration Advertisement Project
  - Absolutism Social Media Account

- Theses
- Selections from *The Prince* by Niccolo Machiavelli
  - Artwork by Leonardo DaVinci, Michelangelo and Raphael
  - Selections from *History of the Indies* - Bartolome de Las Casas
  - Selections from *The Conquest of New Spain* - Bernal Diaz del Castillo
  - Selections from Christopher Columbus' journal - Christopher Columbus
  - Selections from Christopher Columbus' Letter to Isabella - Christopher Columbus
  - Selections from *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African* - Olaudah Equiano
  - Selections from *Politics Derived from Holy Writ* - Jacques Benigne Bossuet
  - "Gender Relations Under Slavery"
  - Scars on the Land: An Environmental History of Slavery

- [Stanford Encyclopedia of Philosophy - Niccolo Machiavelli](#)
- [Stanford History Education Group- Exploration](#)
- [Gilder Lehrman Institute Interactive Map: The Columbian Exchange](#)
- [PBS Learning Material- Expansion and Exploration](#)
- [PBS Learning Material- First Global Age \(1450-1770\)](#)
- [The Triangular Trade Route](#)
- [Trans-Atlantic Slave Trade - Database](#)
- [LGBTQ+ Italian Renaissance Artist Donatello](#)
- [LGBTQ+ Royals and their History](#)

Unit 1 Lessons Resources Folder

**List of Accommodations and Modifications**

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

## Assessments:

### Formative

- Vocabulary
- Warm Up activities
- Textbook readings and activities
- Whole-class discussion during content lectures
- Note taking
- EdPuzzles
- Critical analysis of primary and secondary sources with guided questions
- Graphic organizers
- DBQ
- Pearson Realize assignments
- Actively Learn Articles
- Exit Tickets

### Summative

- Topic Vocabulary Quizzes
- Unit Test - Major Assessment
- Authentic Assessment - Major Assessment
- First Marking Period Quarterly Exam - Major Assessment

## Interdisciplinary Connections

### English Language Arts

- RI.CR.9–10.1. Close Reading: Cite a range of thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.9–10.2. Central Idea: Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.IT.9–10.3. Interaction among Text elements: Analyze how an author unfolds ideas throughout the text, and develops ideas throughout the text, including how an idea or series of ideas or events develop, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.TS.9–10.4. Text structure: Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.PP.9–10.5. Perspective and Purpose: Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- RI.MF.9–10.6. Diverse Media and Formats: Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

- RI.AA.9–10.7. Analysis of Argument: Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- RI.CT.9–10.8. Comparison of Texts: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
- W.IW.9-10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.AW.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### Mathematics

- S-ID.C.9: Distinguish between correlation and causation.
- S-IC.A.1: Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6: Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed).

#### Science

- HS-ESS3-1: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

#### Art

- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
- 1.5.12prof.Cn11a. Describe how knowledge of culture, traditions, and history may influence personal responses to art

#### Technology and 21st Century Themes & Skills

- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

#### Computer Science

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

## State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPKSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

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## World History Cultures College Prep Unit #2

### Scientific Revolution - World War One

**Updated:** June 2024

## Unit Overview:

*This unit is designed with respect to the modern day to educate students on the Scientific Revolution to the First World War from 1500 - 1918. The questioning spirit that fueled the Italian Renaissance, Protestant Reformation, and exploration inspired citizens to begin to question themselves, God, and the government. This age of revolutions will cause people to begin to ask 'why?'. The questioning spirit of the Scientific Revolution leads to a philosophical revolution known as the enlightenment. Where people begin to discuss new ideas about human nature, liberty, and equality, which drives independence movements around the world.*

*Revolutions like the Enlightenment and the American Revolution inspired the French Revolution. The majority of the population in France*

*was starving, poor, and paying all of the countries the taxes. However, the rich lived lavishly and did not pay taxes. This caused a bloody revolution led by the people, for the people. The execution of the French King 'Louis XVI' marks the end of absolute monarchy in France and the beginning of a new non-monarchical government.*

*The previous revolutions lead directly to the Industrial Revolution. This revolution was a milestone for humanity and will have immediate and long term effects on all societies. Industrialization caused massive population movements, an increased need for raw materials, urbanization, and the development of complex economic systems. Although the Industrial Revolution began in the 1700s with the British Empire, not all countries became industrialized right away due to the necessary resources in order to have this revolution.*

*The nations that did industrialize, embarked on a competitive race for political and economic control over large regions of the world in what would become known as New Imperialism. These industrialized nations used their strong armies and navies to colonize many parts of the world that were not industrialized. This gave them access to more raw materials and a larger workforce. During this time period, many Western powers divided Africa, colonized large areas of Asia and Latin America, with little concern about how their actions would affect the native people of these lands. This global competition for political and economic control by these Western States created a sense of Nationalism within their countries and the colonized ones as well. This belief of superiority was fueled by new ideas from revolutions and new imperialism. Nationalism played a crucial role when uniting and dividing people.*

*The rise of imperialization and militarism, the creation of alliances, and an intense sense of nationalism led to World War One. Two alliances formed with many global powers on opposing sides ready to die for their country. The creation of new military technology led to increased levels of wartime casualties and a stalemate to set in. This world war will not be over by Christmas, but rather last four long years. World War I was the world's first total war, in which governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism to mobilize all citizens for the war effort. After four long years not much ground was gained. However, the death toll continued to rise, economies began to crumble, and society was tired of this war. The Treaty of Versailles was signed, marking the official end to World War I. The end of this unit will lay the foundation for our next unit where society will turn towards dictatorships and they will collide with opposing political ideologies, sparking the Second World War.*

Essential Questions	Enduring Understandings
<p><b>Age of Revolutions</b></p> <ol style="list-style-type: none"> <li>1. How did ideas from the Renaissance and Reformation lead to a revolution in science?</li> <li>2. How did a revolution in science lead to the intellectual movement known as the Enlightenment?</li> <li>3. In what ways and to what extent did Enlightenment ideals influence reform movements and movements for independence in this period?</li> <li>4. How did various governments respond to pressure from the people for self-government, reform, and revolution? Were these responses successful? Why or why not?</li> <li>5. What were the local, regional, and global reasons that the Industrial Revolution began first in Great Britain?</li> <li>6. What factors led to some regions industrializing quickly, others slowly, and some not industrializing at all during this period?</li> </ol>	<p><b>Age of Revolutions</b></p> <ol style="list-style-type: none"> <li>1. Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</li> <li>2. Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.</li> <li>3. Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.</li> <li>4. Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</li> <li>5. Revolutions are instigated by economic and social inequality and unfair practices by the government.</li> <li>6. By examining multiple perspectives it allows for a clearer</li> </ol>

7. What were the immediate and long-term social, political, economic, environmental, and cultural impacts of the Industrial Revolution?

### **Imperialism**

1. What motivated Western States to embark on a new era of imperialism?
2. What factors contributed to the West's success in this new era of imperialism?
3. Why were the countries in Africa, Asia, and Latin America the main target in this new era of imperialism?
4. How did imperialism affect the economic, political, social, and cultural life of countries imperialized?
5. Why might it have been difficult to overthrow imperial rule?

### **Nationalism**

1. What were the causes that gave rise to Nationalism across the world?
2. What were the effects of nationalism across the world?

### **World War One**

1. What were the causes of World War I and what was the relative significance of those causes?
2. What methods were used to mobilize civilian populations in support of "total war" and to what extent were those methods successful?
3. What role did various marginalized groups such as women and colonized peoples play in the war effort and in society at this time?
4. What were the causes and effects of the Armenian Genocide?
5. What factors led to revolution in Russia?
6. What was the global-political impact of revolution in Russia?
7. What were the short-term social, political, economic, environmental, and cultural consequences of World War I?
8. What were the goals of the various attendees of the Paris Peace Conference and what was the context within which those goals were shaped?

understanding of the significance of the events in history for certain individuals and/or groups of people.

7. Government policies, inventions, capital, stability, access to resources, and culture impact a country's ability to industrialize.
8. Industrialization had both positive and negative immediate and long term effects on a country's economic growth, labor markets, government, human rights guarantees, the environment, resource allocation, income distribution, and culture.
9. Industrialization continues to happen today in countries that did not industrialize during the Industrial Revolution.
10. There are multiple and complex causes and effects of historical events.

### **Imperialism**

1. Imperialism is influenced by expansionist ideology, the need for more resources, religious and humanitarian goals, and racial superiority.
2. A country's government stability, economy, and military impact their success when conquering new land.
3. The goal of imperialization was to acquire the most amount of land, natural resources, and workforce.
4. Africa and Asia had untapped natural resources, an abundant amount of land, a growing population, were racially inferior according to the West, and needed to be civilized.
5. Countries that were imperialized felt the economic, political, social, and cultural impact immediately and continue to feel the effects today.
6. Standing up to established institutions costs a lot of money, time, and people.

### **Nationalism**

1. Governments, ideologies, political parties/movements, and revolutions form from specific conditions within a country.
2. There is no one specific way to protest and it is unique to the cause.
3. Political changes within governments impact your country and other countries connected to you socially, politically, economically, and environmentally.

### **World War One**

1. A government's policies, economy, allies, stability, access to resources, and culture can lead to conflict, including war.

	<ol style="list-style-type: none"> <li>2. There are multiple and complex causes and effects of historical events.</li> <li>3. Government propaganda can come in various forms and is used to persuade society on a certain topic.</li> <li>4. During times of war, cultural and societal values may be put aside for the advancement of the war effort.</li> <li>5. Evidence from multiple relevant historical sources and interpretations can be applied to a reasoned argument about the past.</li> <li>6. Global interconnections create complex spatial patterns at multiple scales that continue to change over time.</li> <li>7. People often react to a perceived danger in extreme ways that may or may not be in the public's true interest.</li> <li>8. Revolutions are instigated by economic and social inequality and unfair practices by the government.</li> <li>9. War has both positive and negative immediate and long term effects on a country's economy, government, human rights guarantees, the environment, resource allocation, and culture.</li> <li>10. Countries are self interested and have their own agendas.</li> <li>11. By examining multiple perspectives it allows for a clearer understanding of the significance of the events in history for certain individuals and/or groups of people.</li> </ol>
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Unit Learning Targets/Goals/Outcomes:	
Learning Target	NJSLs - Social Studies
<p><b>Age of Revolutions</b></p> <ol style="list-style-type: none"> <li>1. Define Age of Revolutions vocabulary.</li> <li>2. Define the political philosophies of Hobbes, Locke, Voltaire, Montesquieu, and Rousseau.</li> <li>3. List the reasons why the Industrial Revolution began in Great Britain.</li> <li>4. Identify how science led to the Enlightenment.</li> <li>5. Identify the political and legal ideas in the Declaration of Independence and the United States Constitution.</li> <li>6. Identify the reforms enacted by the National Assembly, including the Declaration of the Rights of Man and the Citizen.</li> </ol>	<ol style="list-style-type: none"> <li>1. 6.2.12.HistoryUP.2.a</li> <li>2. 6.2.12.CivicsPI.3.a</li> <li>3. 6.2.12.CivicsDP.3.b</li> <li>4. 6.2.12.CivicsDP.3.a</li> <li>5. 6.2.12.EconET.3.a</li> <li>6. 6.2.12.EconGI.3.a</li> <li>7. 6.2.12.EconET.3.a</li> <li>8. 6.2.12.CivicsPI.3.a</li> <li>9. 6.2.12.HistoryCC.3.b</li> <li>10. 6.2.12.HistoryUP.3.a</li> </ol>

7. Identify how the Industrial Revolution spread.
8. Describe how the events and ideas of the Enlightenment impacted the American Revolution.
9. Describe how Enlightenment ideas spread and influenced the arts.
10. Describe the social divisions of France's old order.
11. Describe the economic ideas of Adam Smith.
12. Describe how Britain became a global power.
13. Describe the relationship between the rise of democratic and social reforms, including the expansion of parliamentary government.
14. Predict the role of steam technology and textile manufacturing in the Industrial Revolution.
15. Predict how the factory system and transportation revolution advanced industry.
16. Compare women's struggles and triumphs when attempting to gain rights in Europe and North America.
17. Determine how changes in agriculture helped spark the Industrial Revolution.
18. Determine the immediate and long term effects the Industrial Revolution had on the social, economic, and cultural aspects within specific societies in the world (Europe, Africa, Asia).
19. Determine how race and other factors (Industrial Revolution, natural resources, nationalism) led to Western States imperializing land across the world.
20. Determine how these new ideas and thoughts led to civil rights movements (ex: Gay rights movement by Karl Ulrichs).
21. Examine the effect urbanization had on different social classes, different sexes, children, and the environment.
22. Examine the impact of new scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
23. Examine the impact of new intellectual and philosophical ideas on how humans viewed themselves, their government, and their private life.
24. Analyze a variety of resources from multiple perspectives to comprehend the reactions of various governments in response to pressure from the people for self-government, reform, and revolution.

### **Imperialism**

1. Define imperialism vocabulary.
2. Identify how Gandhi was able to use nonviolence to unite his country and overthrow India's imperial Rule.
3. List the cultural, political, and social effects of imperialism.
4. Describe how technology and other factors contributed to the spread of imperialism.

11. 6.2.12.HistoryUP.3.a
12. 6.2.12.CivicsDP.3.a
13. 6.2.12.EconET.3.a
14. 6.2.12.HistoryUP.3.a
15. 6.2.12.EconGI.3.c
16. 6.2.12.HistoryCC.3.c
17. 6.2.12.GeoGI.3.a
18. 6.2.12.EconGI.3.c
19. 6.2.12.HistoryCC.3.c
20. 6.2.12.HistoryCC.3.c
21. 6.2.12.CivicsPD.3.a
22. 6.2.12.EconGI.3.b
23. 6.2.12.EconGI.3.b
24. 6.2.12.EconGI.3.c
25. 6.2.12.HistoryCC.4.a
26. 6.2.12.HistoryCC.4.b
27. 6.2.12.HistoryCC.4.c
28. 6.2.12.HistoryCC.4.e
29. 6.2.12.HistoryCC.4.f
30. 6.2.12.HistoryCC.4.g
31. 6.2.12.HistoryUP.4.a
32. 6.2.12.HistoryUP.4.b
33. 6.2.12.CivicsHR.4.a
34. 6.2.12.CivicsPI.4.b
35. 6.2.12.HistoryUP.4.a

5. Describe the characteristics of imperial rule.
6. Describe how the Industrial Revolution helped the West succeed in this new age of imperialism.
7. Explain the political, economic, and social causes of European imperialism.
8. Compare and contrast how imperialism impacted the economic, political, social, and cultural life of the natives in Africa, Asia, and Latin America.
9. Determine why natives that were imperialized were unable to immediately rebel and overthrow their imperial rule.
10. Determine why Africa, Asia, and Latin America were the targets during the new age of imperialism.
11. Analyze a map pre-imperialism and post-imperialism to determine the impact imperialism had on countries' borders.

### **Nationalism**

1. Define nationalism vocabulary.
2. Identify how the Industrial Revolution, imperialism, and nationalism affected the entire world.
3. Identify the influence of liberty, equality, and nationalism on political revolutions.
4. Describe how the Industrial Revolution, imperialism, nationalism, competition for global markets, the need for natural resources, and imperialism continues to impact the world today by googling current events.
5. Compare and contrast the goals of conservatives and liberals in 19th century Europe.
6. Determine how nationalism united and divided social, ethnic, and sexual majorities and minorities within a country.

### **World War One**

1. Define World War One vocabulary.
2. Identify the key event that sparked World War I.
3. Identify how imperialism, nationalism, and militarism pushed Europe closer to war.
4. Identify the impact modern military technology had on warfare.
5. Identify the causes and motivations of the Armenian Genocide.
6. Identify how World War I became a total war.
7. Predict how the alliance system drew nations into the war.
8. Describe the terms and impact of the Treaty of Versailles.
9. Describe how World War I was a global conflict.
10. Describe the conditions of the war on multiple European fronts.
11. Describe the impact of Woodrow Wilson's Fourteen Points.
12. Describe the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war."

13. Describe how nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War 1.
14. Describe the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
15. Describe the influence of war, economic depression, and genocide has on the arts, cultural values, and social ideas.
16. Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
17. Explain how U.S. entry into the war led to an Allied victory.
18. Compare and contrast how disabled veterans were treated compared to abled veterans.
19. Examine the extent to which the legacy of World War I, the global depression, ethnic a ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
20. Examine the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
21. Determine the agenda each country had when negotiating the terms of the Treaty of Versailles after WWI.
22. Determine how trench warfare led to a stalemate on the Western Front.
23. Determine how modern military technology affected soldiers after the war was over.
24. Determine how the bloodshed in World War One sparked civil rights movements around the world (ex: Gay rights movements)
25. 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.
26. Analyze the historical and modern global response from other governments pertaining to the Armenian Genocide.
27. Analyze WWI letters to determine how the war was perceived on the front lines and the homefront.

### Unit Resources:

**Lesson Resources**

**Text Resources**

**Technology & Online Resources**

- Class Discussions
  - Has the Scientific Revolution ended?
  - Do the positives of the Industrial Revolution outweigh the negatives?
  - Which is more effective when attempting to get change: Peace or Violence?
- Guided analysis of primary and secondary sources
  - See Text Resources List
- Small group cooperative learning
  - Think-Pair-Share
  - Jigsaw activities
  - Projects
- Political Cartoon Activity
  - Compare and contrast positive and negative depictions of imperialism
  - M.A.I.N. Political Cartoon Activity
  - WWI propaganda techniques and connections to the modern day
- Essays/Writing/DBQs
  - What are the advantages and disadvantages of monarchical government?
  - Determine whether the benefits of imperialism outweigh the consequences of imperialism.
  - How did Gandhi stand up against his imperial ruler?
  - Evaluate the advantages and disadvantages of Nationalism.
  - Industrial Revolution Picture Prompts
- Vocabulary
- Simulations

- Selections from *World History: Modern* - Pearson 2016
- Selections from *The Declaration of Independence*
- Selections from *The Declaration of the Rights of Man and of the Citizen*
- Selections from *Galileo's Trial* 1633
- Selections from multiple Philosophes
- Selections from Reign of Terror - Stanford History Education Group
- Selections from Louis XVI - Stanford History Education Group
- Selections from Tennis Court Oath - Stanford History Education Group
- Selections from Stanford Encyclopedia of Philosophy
- Selections from iCivics - John Locke
- Selections from Gilder Lehrman Institute of American History - Declaration of Independence
- Selections from *Things Fall Apart* - Chinua Achebe
- Arresting Dress: Cross-Dressing, Law, and Fascination in Nineteenth Century, Clare Sears, 2015
- Selections from *The Condition of the Working Class in England of 1844* - Friedrich Engels
- Early 19th Century Textile Mill 3-D Model
- Various photography taken during the Industrial Revolution to highlight the effects of imperialism
- Selections from *English History for Schools* - Samuel Rawson Gardiner
- Selections from *Narrative of the Indian Revolt from Its Outbreak to the Capture of Lucknow* - Sir Colin Campbell
- Selections from Mohandas K. Gandhi's Speech "Quit India"

- [Stanford History Education Group - Reign of Terror](#)
- [Stanford History Education Group - Louis XVI](#)
- [Stanford History Education Group - Tennis Court Oath](#)
- [Stanford Encyclopedia of Philosophy - Enlightenment](#)
- [iCivics - John Locke](#)
- [Gilder Lehrman Institute of American History - Declaration of Independence](#)
- [PBS Learning Material- Imperialism and Nationalism](#)
- [PBS Learning Material- Global Change and Western Dominance \(1800-1940\)](#)
- [History of Africa: Mapping History](#)
- [Scramble for Africa Simulation Activity](#)
- [Stanford History Education Group - U.S. Entry Into WWI](#)
- [Stanford History Education Group - WWI Advertising](#)
- [Stanford History Education Group - Russia and Austria in WWI](#)
- [- Armistice](#)
- [Stanford History Education Group - League of Nations](#)
- [History Teaching Institute - The Assassination of Archduke Franz Ferdinand](#)
- [The Social Studies Organization - World War I](#)
- [Armenian Genocide Organization - Archival Documents](#)
- [The Start of Gay Rights Activism: Karl Ulrichs](#)
- [Gay Rights and WWI](#)

<ul style="list-style-type: none"> <li>○ Scientific Method Way of Thinking</li> <li>○ Escaping the Bastille</li> <li>○ Russian Revolution</li> <li>● Map Activity <ul style="list-style-type: none"> <li>○ Berlin Conference: Dividing Africa</li> </ul> </li> <li>● Classroom Activities <ul style="list-style-type: none"> <li>○ Modern day propaganda</li> <li>○ New weapons of WWI</li> <li>○ The assassination of Archduke Franz Ferdinand</li> <li>○ Trench Warfare</li> <li>○ Trenches of WWI - Immersive Tour</li> <li>○ Armenian Genocide</li> </ul> </li> <li>● Authentic Assessment Project <ul style="list-style-type: none"> <li>○ Scientific Revolution and the Enlightenment Newspaper Report Project</li> <li>○ French Revolution Playlist Project</li> <li>○ Creation of a Political Cartoon for or against Imperialism</li> <li>○ WWI Writing from the trenches</li> </ul> </li> </ul> <p>Unit 2 Lessons Resources Folder</p>	<ul style="list-style-type: none"> <li>● <i>The White Man's Burden</i> - Rudyard Kipling</li> <li>● <i>The Brown Man's Burden</i> - Henry Labouchère's</li> <li>● "Sexual and Gender Diversity in Native America and the Pacific Islands," Will Roscoe, 2016</li> <li>● Environmental Impact of Militarism</li> <li>● Various Political Cartoons produced by the Imperialists and the Imperialized to highlight the effects of imperialism</li> <li>● Various Political Cartoons to highlight the M.A.I.N. causes of WWI</li> <li>● Various Political Cartoons to highlight propaganda techniques used during WWI and still today</li> <li>● Selections from <i>New York Times</i> articles related to the sinking of the <i>Lusitania</i> 1915</li> <li>● Selections from <i>Zimmermann Telegram</i> 1917</li> <li>● Selections from President Woodrow Wilson Congressional address to Declare War 1917</li> <li>● Selections from Armenian Genocide</li> <li>● "Treaty of Versailles"</li> <li>● "Fourteen Points" - Woodrow Wilson</li> </ul>	
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<p><b>List of Accommodations and Modifications</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Special Education</a></li> <li>● <a href="#">504 Students</a></li> <li>● <a href="#">At Risk Students</a></li> <li>● <a href="#">MLL</a></li> <li>● <a href="#">Gifted and Talented</a></li> </ul>
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**Assessments:**

Formative	Summative
<ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Warm Up activities</li> <li>● Textbook readings and activities</li> <li>● Whole-class discussion during content lectures</li> <li>● Note taking</li> <li>● EdPuzzles</li> <li>● Critical analysis of primary and secondary sources with guided questions</li> <li>● Graphic organizers</li> <li>● DBQ</li> <li>● Pearson Realize assignments</li> <li>● Actively Learn Articles</li> <li>● Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li>● Topic Vocabulary Quizzes</li> <li>● Unit Test - Major Assessment</li> <li>● Authentic Assessment - Major Assessment</li> <li>● Second Marking Period Quarterly Exam - Major Assessment</li> </ul>

### Interdisciplinary Connections

#### English Language Arts

- RI.CR.9–10.1. Close Reading: Cite a range of thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.9–10.2. Central Idea: Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.IT.9–10.3. Interaction among Text elements: Analyze how an author unfolds ideas throughout the text, and develops ideas throughout the text, including how an idea or series of ideas or events develop, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.TS.9–10.4. Text structure: Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.PP.9–10.5. Perspective and Purpose: Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- RI.MF.9–10.6. Diverse Media and Formats: Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.AA.9–10.7. Analysis of Argument: Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- RI.CT.9–10.8. Comparison of Texts: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

- W.IW.9-10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.AW.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### Mathematics

- S-ID.C.9: Distinguish between correlation and causation.
- S-IC.A.1: Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6: Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed).

#### Science

- HS-ESS3-1: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

#### Art

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

#### Technology and 21st Century Themes & Skills

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

#### Computer Science

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

### State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)

- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

## Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

### World History Cultures College Prep Unit #3

#### Rise of Dictators - World War II

**Updated:** June 2024

#### Unit Overview:

*This unit is designed with respect to the modern day to educate students on the effects of the Treaty of Versailles to the end of World War II from 1918 - 1945. The Treaty of Versailles was designed to create and maintain peace, help build governments in Europe, create new countries, and help restore the global economy. The conditions of this treaty were not favorable for all of the parties involved, but provided world peace. It had politically, economically, socially, and geographically affected the entire world. The United States entered a time of economic prosperity while most of Europe and some of Asia attempted to recover from World War One. In 1929, America had an economic collapse known as 'Black Tuesday'. At this time, most of Europe relied heavily on the U.S. economy because Europe's economy was not fully rebuilt/reestablished from the war. This economic collapse caused the rest of the Western industrialized world to spiral economically downward into what is known as the Great Depression (1929). This economic collapse impacted every nation and affected a country's most vulnerable citizens, such as children, the elderly, and those subject to discrimination.*

*As the Great Depression continued to impact countries around the world, many people lost their jobs, houses, family, and life. These citizens felt as though their government did not provide them with the support they needed. It was time for change. Through this desire for change, totalitarian dictators began to rise around Europe and Asia throughout the 1930s. Most notably in Italy, Germany, Japan, Spain and*

*Russia. They promised to deal with the economic depression and provide prosperity to the people. Many used conflict, fear mongering, scapegoating, and territorial expansion as a means of maintaining power. These totalitarian dictators were opposed by many democracies around the world, but in fear of another world war, they appeased the dictators to avoid confrontation.*

*Appeasement would not work and these two opposing political ideologies collided causing the Second World War. Like the first one, World War II was a total war in which governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies or former colonies) for the purpose of waging war. In the case of totalitarian states, they used their ideologies to repress basic freedoms, dominate many aspects of daily life during the course of the conflict, and commit mass atrocities, such as genocide. New military technology and new tactics, including the atomic bomb, fire-bombing, and the waging of “total war” led to the largest number of wartime casualties ever recorded. The end of this unit will lay the foundation for our next unit, where tensions that rose during World War II will cause 45 years of an ideological conflict between the United States and Soviet Union and how the end of this ‘Cold War’ will lead to the modern era.*

Essential Questions	Enduring Understandings
<p><b>Effects of the Treaty of Versailles</b></p> <ol style="list-style-type: none"> <li>1. What were the long-term social, political, economical, environmental, and cultural consequences of World War I?</li> </ol> <p><b>Great Depression</b></p> <ol style="list-style-type: none"> <li>1. What caused the Great Depression?</li> <li>2. How does the economy impact the government?</li> <li>3. How did the Great Depression impact the various groups of citizens within society, such as the rich, poor, elderly, women, men, children, and minorities?</li> </ol> <p><b>Rise of Dictators</b></p> <ol style="list-style-type: none"> <li>1. What social, political, and economic factors led to the rise of totalitarian dictatorships during the Great Depression and allowed them to maintain power?</li> <li>2. What are the similarities and differences between the different totalitarian forms of government?</li> <li>3. What are the factors that impact changing attitudes about race, culture, and society over time?</li> </ol> <p><b>World War II</b></p> <ol style="list-style-type: none"> <li>1. What were the primary long-range and immediate causes of World War II?</li> <li>2. What were the similarities and differences between World Wars I and II in terms of technological innovation and tactics?</li> <li>3. What role did various marginalized groups such as women and colonized peoples play in the war effort and in society at this time?</li> <li>4. Why was the United Nations established?</li> </ol>	<p><b>Effects of the Treaty of Versailles</b></p> <ol style="list-style-type: none"> <li>1. War has both positive and negative immediate and long term effects on a country’s economy, government, human rights guarantees, the environment, resource allocation, and culture.</li> <li>2. By examining multiple perspectives it allows for a clearer understanding of the significance of the events in history for certain individuals and/or groups of people.</li> </ol> <p><b>Great Depression</b></p> <ol style="list-style-type: none"> <li>1. Causes of economic prosperity and economic recession continue to be debated by the public today.</li> <li>2. The success or failure of an economy is often linked to prevailing attitudes towards the government.</li> <li>3. Economic depression in any country affects all citizens but impacts the most vulnerable citizens first.</li> </ol> <p><b>Rise of Dictators</b></p> <ol style="list-style-type: none"> <li>1. Societies create and change structures of power and authority, within the government to meet the needs of their state during times of uncertainty.</li> <li>2. Governments address social and political problems in distinct ways at the local, state, national, and international level.</li> <li>3. People often react in extreme ways that may or may not be in the public’s true interest during times of uncertainty.</li> </ol> <p><b>World War II</b></p> <ol style="list-style-type: none"> <li>1. There are multiple and complex causes and effects of historical events.</li> </ol>

<ol style="list-style-type: none"> <li>5. How and why did national and international responses to the Holocaust differ from responses to the Armenian Genocide and Holodomor?</li> <li>6. What were the short and long-term social, political, economic, environmental, and cultural consequences of the second World War?</li> <li>7. What were the similarities and differences between World Wars I and II in terms of impact on society?</li> </ol>	<ol style="list-style-type: none"> <li>2. Wars begin differently each time, but the main causes are economic, social, and political.</li> <li>3. Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.</li> <li>4. Evidence from multiple relevant historical sources and interpretations can be applied to a reasoned argument about the past.</li> <li>5. Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</li> <li>6. Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</li> <li>7. Governments around the world support universal human rights to varying degrees.</li> <li>8. Complex interacting factors influence people's perspective.</li> <li>9. Total wars have varying similarities and differences based on the time period they were fought in.</li> </ol>
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Unit Learning Targets/Goals/Outcomes:	
Learning Target	NJSLs -Social Studies
<p><b>Effects of the Treaty of Versailles</b></p> <ol style="list-style-type: none"> <li>1. Define Effects of the Treaty of Versailles vocabulary.</li> <li>2. Identify the short and long-term social, political, economical, environmental, and cultural effects The Great War had on the world.</li> <li>3. Compare and contrast the creation of new and dissolved political boundaries by using a map of the world pre- and post-WWI.</li> <li>4. Describe how the fall of the Ottoman Empire will lead to the rise of new regional powers and creation of new nations where it once ruled.</li> <li>5. Describe the impact the Treaty of Versailles had on different countries by analyzing the perspectives of different nations.</li> </ol> <p><b>Great Depression</b></p> <ol style="list-style-type: none"> <li>1. Define Great Depression vocabulary.</li> <li>2. List the causes of the Great Depression and how it impacted the Global</li> </ol>	<ol style="list-style-type: none"> <li>1. 6.2.12.HistoryUP.4.a</li> <li>2. 6.2.12.HistoryCC.4.b</li> <li>3. 6.2.12.GeoSP.4.a</li> <li>4. 6.2.12.GeoGI.4.a</li> <li>5. 6.2.12.HistoryCC.4.b</li> <li>6. 6.2.12.EconEM.4.a</li> <li>7. 6.2.12.HistoryUP.4.b</li> <li>8. 6.2.12.EconEM.4.a</li> <li>9. 6.2.12.CivicsPI.4.a</li> <li>10. 6.2.12.CivicsPI.4.a</li> <li>11. 6.2.12.CivicsPI.4.a</li> <li>12. 6.2.12.CivicsHR.4.a</li> <li>13. 6.2.12.CivicsHR.4.a</li> </ol>

Economy.

3. Identify how the global depression began and spread.
4. Identify the various responses of Britain, France, and the United States to the Great Depression.
5. Predict how citizens view their country/government when the government is responding poorly to an economic crisis.
6. Infer how the economy impacts the policies and procedures of a government/nation.
7. Analyze the effects the economic depression had on various groups of citizens within a county, including the rich, poor, elderly, women, men, children, and minorities.

### **Rise of Dictators**

1. Define Rise of Dictators vocabulary.
2. Identify the characteristics of totalitarianism and fascism.
3. Identify why dictators would target minority groups during their rise to power.
4. Identify how the League of Nations/world responded to Holodomor (Ukrainian Genocide).
5. Identify the goals of Soviet foreign policy.
6. Identify the characteristics of Soviet society under Stalin.
7. Identify Mussolini's policies as leader of Italy.
8. Identify the political and economic problems faced by the Weimar Republic.
9. List the social, political, and economic factors that gave rise to totalitarian dictatorships and allowed them to maintain power.
10. Predict what factors lead to changing attitudes about race, culture, and society after World War One and the Great Depression.
11. Describe the rise of Mussolini.
12. Describe how Stalin used terror to build a totalitarian state.
13. Describe the political, social, economic, and cultural policies of Nazi Germany.
14. Describe how a government's failed response to an economic depression can lead to the formation of opposing political movements.
15. Describe why Western Europe turned to authoritarian rule.
16. Describe Stalin's use of propaganda to control thoughts and the arts.
17. Describe Hitler's rise to power.
18. Compare and contrast socialism, communism, nazism, fascism, and liberal democracy.
19. Compare and contrast the Armeinian genocide to Holodomor (Ukrainine Genocide) by analyzing the motivations, causes, and consequences.
20. Compare and contrast how the different forms of totalitarian governments promoted and refused civil, political, social, and economic rights for various

14. 6.2.12.HistoryUP.4.c
15. 6.2.12.HistoryUP.4.b
16. 6.2.12.CivicsHR.4.a
17. 6.2.12.CivicsPI.4.b
18. 6.2.12.GeoSP.4.b
19. 6.2.12.HistoryCC.4.b
20. 6.2.12.HistoryCC.4.e
21. 6.2.12.HistoryCC.4.f
22. 6.2.12.HistoryCC.4.g
23. 6.2.12.HistoryCC.4.h
24. 6.2.12.HistoryUP.4.b
25. 6.2.12.CivicsHR.4.a
26. 6.2.12.HistoryUP.4.c
27. 6.2.12.HistoryCA.4.c

groups within their country.

### **World War II**

1. Define World War II vocabulary.
2. List the groups of people the Nazis systematically targeted during the reign.
3. Identify the roots of Nazi persecution of the targeted groups (Homosexuals, Jews, Roma Sinti, Political Opponents, African Americans, Jews, and disabled).
4. Identify how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
5. Identify the ways in which the Nazis slowly changed life politically, economically, and socially.
6. Identify government responses to incidents of ethnic cleansing and genocide.
7. Define the importance of being an upstander.
8. Define the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
9. Summarize the response of the Allies to the Holocaust.
10. Describe the Potsdam Agreement and the ways in which it altered Europe.
11. Describe how geography impacted military strategies and major turning points during World War II.
12. Describe the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
13. Describe the ways in which appeasement empowered Hitler.
14. Describe Japan's attack on Pearl Harbor.
15. Describe a few different acts of resistance against Nazi Germany (ex: Willem Arondeus, Warsaw Uprising, Oskar Schindler, Rosenstrasse Protest, and etc.)
16. Describe how the Nazis carried out a program of genocide.
17. Compare and contrast World Wars I and II in terms of technological innovations and social impact.
18. 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.
19. Determine why the achievements of LGBTQ+ individuals, African Americans, and other minorities in World War Two were not popularized and made known to the public (ex: Alan Turing)
20. Examine the motivations, causes, and consequences of the Holocaust and assess the responses by individuals, groups, and governments.
21. Examine 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.

<p>22. Examine the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.</p> <p>23. Analyze how various individuals were treated in Nazi Germany (Ex: Homosexuals, Jews, Roma Sinti, Political Opponents, Jews, African Americans, and disabled)</p> <p>24. Analyze 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.”</p>	
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> <li>● Class Discussions               <ul style="list-style-type: none"> <li>○ Was the Treaty of Versailles a success or failure for the Allies?</li> <li>○ Was the dropping of the atomic bomb justified?</li> </ul> </li> <li>● Guided Analysis of primary and secondary sources               <ul style="list-style-type: none"> <li>○ See Text Resources List</li> </ul> </li> <li>● Small group cooperative learning               <ul style="list-style-type: none"> <li>○ Think-Pair-Share</li> <li>○ Graphic Organizer</li> <li>○ Jigsaw activities</li> <li>○ Projects</li> </ul> </li> <li>● Essays/Writing/DBQs               <ul style="list-style-type: none"> <li>○ Evaluate the impact the Treaty of Versailles had on Germany.</li> <li>○ Depression Era Picture Prompts</li> <li>○ Why did people turn towards dictators after WWI?</li> <li>○ Holocaust Picture Prompts</li> <li>○ Atomic Bomb Picture Prompts</li> </ul> </li> <li>● Vocabulary</li> <li>● Map Activity               <ul style="list-style-type: none"> <li>○ Pre- and Post WWI</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Selections from <i>World History: Modern</i> - Pearson 2016</li> <li>● “Treaty of Versailles”</li> <li>● “Fourteen Points” - Woodrow Wilson</li> <li>● Various photography taken during the Great Depression to highlight the effects of the bad economy</li> <li>● Selections from <i>The Doctrine of Fascism</i> - Benito Mussolini</li> <li>● Selections from <i>25-point program</i> - Adolf Hitler</li> <li>● Selections from <i>Mein Kampf</i> - Adolf Hitler</li> <li>● Selections from “Nuremberg Laws” - Nazi Party</li> <li>● Selections from <i>Communist Manifesto</i> - Friedrich Engels and Karl Marx</li> <li>● Selections from “Holodomor Eyewitness and Survivor Accounts” - Holodomor Resource Library</li> <li>● Selections from “I Will Never Forget”: Voices of Survivors - Various Survivors testimonies</li> <li>● Selections from <i>FDR’s Infamy Speech</i></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">PBS Learning Material- Global Crisis and Acceleration (1900-1970)</a></li> <li>● <a href="#">Stanford History Education Group- Invasion of Nanking</a></li> <li>● <a href="#">U.K. National Archives Maps of pre- and post-WWI</a></li> <li>● <a href="#">IWM: Lives of the First World War: Remembrance and Legacies</a></li> <li>● <a href="#">C-SPAN Classroom: Dictatorships and Totalitarian Governments</a></li> <li>● <a href="#">USHMM: Timeline of Events: Prior to WW2</a></li> <li>● <a href="#">Stanford History Education Group - Nagasaki</a></li> <li>● <a href="#">Stanford History Education Group - Iwo Jima</a></li> <li>● <a href="#">Stanford History Education Group - The Atomic Bomb</a></li> <li>● <a href="#">Stanford History Education Group - Munich Conference</a></li> <li>● <a href="#">Stanford History Education Group - Nazi Propaganda</a></li> <li>● <a href="#">LGBTQ+ History: Dutch gay man defied the Nazis and saved thousands</a></li> </ul>

<ul style="list-style-type: none"> <li>○ Hitler's aggression and alliances</li> <li>● Classroom Activities <ul style="list-style-type: none"> <li>○ One Day in Auschwitz - Kitty's Story</li> <li>○ Terrible Things - Story and Discussion Questions</li> <li>○ Story of the Real Hacksaw Ridge Soldier</li> <li>○ The Manhattan Project and the Atomic Bomb</li> </ul> </li> <li>● Authentic Assessment Project <ul style="list-style-type: none"> <li>○ Create a World War II Propaganda Poster</li> </ul> </li> </ul> <p>Unit 3 Lesson Resources Folder</p>	<p><i>to Congress 1941</i></p> <ul style="list-style-type: none"> <li>● <i>I Didn't Speak Up</i> - Pastor Martin Niemöller</li> <li>● Various Images to depict the mass atrocities committed during the Holocaust</li> <li>● Video from National Archives <i>D-Day 1944</i></li> <li>● Selections from <i>Atomic Bomb Survivor's Account</i> - Yoshitaka Kawamoto</li> <li>● Various Images to depict the destruction caused by atomic bombs</li> </ul>	
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<p><b>List of Accommodations and Modifications</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Special Education</a></li> <li>● <a href="#">504 Students</a></li> <li>● <a href="#">At Risk Students</a></li> <li>● <a href="#">MLL</a></li> <li>● <a href="#">Gifted and Talented</a></li> </ul>
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<b>Assessments:</b>	
<b>Formative</b>	<b>Summative</b>
<ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Warm Up activities</li> <li>● Textbook readings and activities</li> <li>● Whole-class discussion during content lectures</li> <li>● Note taking</li> <li>● EdPuzzles</li> <li>● Critical analysis of primary and secondary sources with guided questions</li> <li>● Graphic organizers</li> <li>● DBQ</li> </ul>	<ul style="list-style-type: none"> <li>● Topic Vocabulary Quizzes</li> <li>● Unit Test - Major Assessment</li> <li>● Authentic Assessment - Major Assessment</li> <li>● Third Marking Period Quarterly Exam - Major Assessment</li> </ul>

- Pearson Realize assignments
- Actively Learn Articles
- Exit Tickets

## Interdisciplinary Connections

### English Language Arts

- RI.CR.9–10.1. - Close Reading: Cite a range of thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.9–10.2. - Central Idea: Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.IT.9–10.3. - Interaction among Text elements: Analyze how an author unfolds ideas throughout the text, and develops ideas throughout the text, including how an idea or series of ideas or events develop, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.TS.9–10.4. - Text structure: Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.PP.9–10.5. - Perspective and Purpose: Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- RI.MF.9–10.6. - Diverse Media and Formats: Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.AA.9–10.7. - Analysis of Argument: Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- RI.CT.9–10.8. - Comparison of Texts: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
- W.IW.9-10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.AW.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.SE.9–10.6 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 (MLA or APA Style Manuals).
- W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort

to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### Mathematics

- S-ID.C.9: Distinguish between correlation and causation.
- S-IC.A.1: Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6: Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed).

#### Science

- HS-ESS3-1: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

#### Art

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

#### Technology and 21st Century Themes & Skills

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

#### Computer Science

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

## State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)

- [Asian and Pacific Islander](#)
- [Climate Change](#)

## Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

### World History Cultures College Prep Unit #4

#### Cold War - Modern Era

**Updated:** June 2024

#### Unit Overview:

*This unit is designed with respect to the modern day to educate students on the Cold War to the Modern Day from 1945 - present day. When World War Two ended, the allied bond that tied the United States and the Soviet Union together was severed. These two countries no longer put their economic or political differences aside, but instead confronted them on a worldly scale. Afraid of the deadly nuclear technology both had developed at the end of World War Two, the two countries never declared war on each other. Instead, both the U.S. and Soviet Union assembled massive stockpiles of nuclear weapons, causing panic about a global atomic war. Due to this fear, the Cold War became an indirect war with no direct military conflict. Instead of fighting each other directly, both nations settled into a pattern of fighting through proxies. Proxy Wars were not directly fought by the United States or the Soviet Union, but rather instigated by them and fought on their behalf by their alliances within that country. The U.S. and U.S.S.R. would support these proxy wars by providing money, military, technology, and intelligence. These wars took place where colonization happened during the Age of New Imperialism, such as Asia, Africa, and South America. The global competition between the United States and the Soviet Union was not just met on the battlefields of other countries, but also in a competition to be the best scientifically and culturally. As the Cold War tensions died down in the 1980s, the two governments began open discussions to work together and create international peace. Through various treaties, the Cold War became less prominent to the world. Under Mikhail S. Gorbachev, the Soviet Union will democratize. As the U.S.S.R. democratized, many Soviet-bloc countries obtained their independence and the Soviet Union would fall. With the collapse of the Soviet Union, the Cold War was over. The Modern Era began.*

*Technological advancements from the Cold War allowed the world to become more connected. This new technology helped nations' economies, culture, and communication transcend regional and national borders into the 21st century. This is known as globalization. Today, the world's nations are so tightly linked that the smallest actions of one nation can affect not only themselves, but other countries as well. This can include but not limited to increased wealth, providing goods and services at lower prices, better education, improved healthcare, and raising the*

standards of living.

However, globalization created many social, environmental, and security issues for the entire world. Globalization put an emphasis on Western Culture causing an increase in individualism, competition, and an emphasis on work and profit. This caused many social issues. These issues are worldly, but can be seen predominantly in weaker developing nations where workers are exploited for cheap labor, work in dangerous working conditions, and practice child labor. Due to globalization, improvements in technology, and growth in the world population threats to the environment have increased drastically. In recent years, some of the most extreme environmental issues have arose, such as climate change, deforestation, and pollution. Globalization also led to an increase in domestic and international security issues. The biggest threats to domestic and international security today are cyberattacks and terrorism. The internet is used by society to store, transfer, and send information from one location to another. For a government this could include money, military information, and infrastructure. If not protected against cyberattacks, a country's economy, military, and stability is at risk. However, terrorism is different from cyberattacks. Terrorism is the use of violence and fear, especially against civilians, by groups of extremists to achieve political goals. The greatest challenges for current and future generations is how to achieve necessary development while also protecting an individual's life, the environment, and the country.

Essential Questions	Enduring Understandings
<p><b>The Cold War</b></p> <ol style="list-style-type: none"> <li>1. What makes a nation a superpower and is this status a good thing?</li> <li>2. What were the causes of the Cold War?</li> <li>3. What alternatives are there to war between two conflicting nations?</li> <li>4. How does society react to an outside threat?</li> <li>5. What were the short- and long-term social, political, economic, environmental, and cultural impacts of the Cold War?</li> <li>6. What were the similarities and differences between the United Nations and the League of Nations, and is the United Nations successful in their goals?</li> <li>7. What factors led to increasing aspirations for self-determination among colonized peoples in Africa and Asia?</li> <li>8. What were the lingering effects of imperialism and how did those effects contribute to post-independence struggles?</li> <li>9. How did the Cold War end?</li> </ol> <p><b>Globalization</b></p> <ol style="list-style-type: none"> <li>1. How is the technology explosion of the 21st century similar to and different from the new technology in the past?</li> <li>2. How was globalization achieved?</li> <li>3. What are the positives and negatives of globalization?</li> </ol> <p><b>Social and Environmental Issues</b></p> <ol style="list-style-type: none"> <li>1. To what extent have international organizations succeeded in solving global issues?</li> </ol>	<p><b>The Cold War</b></p> <ol style="list-style-type: none"> <li>1. Economic strength, military power, cultural stability, and international alliances ensure a nation's power. With great power comes more responsibility.</li> <li>2. Political and economic ideological differences can cause distrust, fear, and lead to war.</li> <li>3. Conflict between two opposing international ideologies is not always fought through military battles, but can be fought by showing military strength, worldly accomplishments, economic stability, and the formation of alliances.</li> <li>4. Societies react in various ways; however, people often react to a perceived danger in extreme ways that may or may not be in the public's best interest.</li> <li>5. War has both positive and negative immediate and long-term effects on a country's economy, government, environment, resource allocation, and culture.</li> <li>6. International peace organizations successfully and unsuccessfully address social, political, and humanitarian problems in distinct ways at the national and international level.</li> <li>7. War can impact the way people perceive their economic, political, and cultural structures within their society.</li> <li>8. Imperialism leaves economic, political, and cultural problems for the natives to resolve during their independence.</li> <li>9. Economic conditions, authoritative regimes, and ongoing pressure from democratic nations contributed to the downfall of</li> </ol>

<p>2. Can the environment be repaired and if so, by who?  3. Is it possible to fully evaluate the legacy of the recent past?</p> <p><b>Terrorism and International Security</b></p> <p>1. How do the wars of the 21st century differ from the conflicts of the 20th century?  2. How has terrorism impacted domestic and international security?</p>	<p>the Soviet Union and brought an end to the Cold War.  10. There are multiple and complex causes and effects of historical events.</p> <p><b>Globalization</b></p> <p>1. Technology has grown at an unprecedented rate never before seen in human history.  2. Technology has helped economies, culture, and communication transcend regional and national borders.  3. Globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</p> <p><b>Social and Environmental Issues</b></p> <p>1. International organizations have many levels of bureaucracy that impact their ability to maintain order.  2. Companies and individuals have damaged and continue to damage the environment and must be held accountable in order to save the planet.  3. By examining multiple perspectives it allows for a clearer understanding of the significance of the events in history for certain individuals and/or groups of people.  4. It is difficult to evaluate an event's historical legacy without substantial time passing.</p> <p><b>Terrorism and International Security</b></p> <p>1. Wars are not always fought on battlefields, but rather through various means to damage your enemy's economy, culture, and sense of security.  2. Terrorism has positively and negatively impacted domestic and international security.  3. During modern war the line between civilians and soldiers has blurred because of new technologies.</p>
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Unit Learning Targets/Goals/Outcomes:	
Learning Target	NJSL - Social Studies
<p><b>The Cold War</b></p> <p>1. Define Cold War vocabulary.</p>	<p>1. 6.2.12.GeoGI.5.a  2. 6.2.12.HistoryCC.5.e</p>

2. List the effects imperialism had on Latin American, African, and Asian nations to build their own independent economies and identities.
3. Identify continuing Cold War conflicts in Germany and Eastern Europe.
4. Identify the reforms introduced by Mikhail Gorbachev.
5. Identify how the outcome of World War II contributed to the development of the Cold War.
6. Identify China's role in the Cold War.
7. Identify how the political and economic ideological differences caused the Cold War.
8. Identify the reasons on why the Soviet Union declined.
9. Identify the reasons on why the collapse of communism in Eastern Europe and the Soviet Union happened.
10. Identify how WWII led to aspirations of self-determination.
11. Predict how the Cold War becomes a global war.
12. Describe the growth of the nuclear arms race.
13. Describe how the Allied military strategies during WWII created two spheres of influence by analyzing maps.
14. Describe how NATO and the Warsaw Pact were formed in response to political and economic ideological differences between the two spheres of influence.
15. Describe how Mao Zedong turned China into a communist state.
16. Describe how the post-WWII economic aid provided by the United States and the Soviet Union expanded and protected their spheres of influence.
17. Describe the end of the Vietnam War and the legacy it left behind.
18. Describe how the space to race impacted international superiority and politics.
19. Describe how the Cold War ended.
20. Explain how the United States became involved in the Vietnam War.
21. Compare and contrast Western capitalism to Soviet communism.
22. Compare and contrast the methods used by African and Asian countries to achieve independence.
23. Compare and contrast the United Nations goals and structure compared to its predecessor the League of Nations.
24. Compare and contrast different conflicts/genocides after World War II to evaluate the United Nations ability to protect human rights, to mediate conflicts, and ensure global peace.
25. Examine how the fall of the Soviet Union impacted politics, national identity, and self-determination in Eastern Europe and Asian countries.
26. Examine how the conditions of the Cold War led to the criminalization of lesbian, gay, bisexual, transgender and queer Americans.

3. 6.2.12.EconET.5.a
4. 6.2.12.HistoryCC.5.h
5. 6.2.12.HistoryCC.5.h
6. 6.2.12.CivicsPI.5.a
7. 6.2.12.CivicsHR.5.a
8. 6.2.12.HistoryCC.5.a
9. 6.2.12.HistoryCC.5.c
10. 6.2.12.HistoryCC.5.a
11. 6.2.12.HistoryCC.5.d
12. 6.2.12.EconGE.6.c
13. 6.2.12.HistoryCC.5.d
14. 6.2.12.EconGE.6.c
15. 6.2.12.EconGE.6.a
16. 6.2.12.CivicsHR.6.a
17. 6.2.12.EconGE.6.a
18. 6.2.12.GeoPP.5.a
19. 6.2.12.CivicsPI.6.a
20. 6.2.12.CivicsHR.6.a
21. 6.2.12.EconGE.6.a
22. 6.2.12.GeoPP.6.a
23. 6.3.12.CivicsPD.1
24. 6.2.12.HistoryCC.5.b
25. 6.2.12.HistoryCC.6.a
26. 6.3.12.HistoryCA.1

27. Examine how LGBTQ+ Americans responded to the Vietnam War.
28. Determine the causes and impact of the Korean War.
29. Analyze the causes and effects of Proxy Wars due to the political and economic ideological differences in the developing countries.
30. Analyze how the end of the Cold War affected the remaining communist nations and the United States.
31. Analyze the impact the nuclear arms race and proliferation had on the creation of international alliances, international superiority, and cultural norms

### **Globalization**

1. Define globalization vocabulary.
2. Identify how the 21st century technology explosion connects countries economically, politically, and culturally.
3. Identify how the internet and social media impact national and global economies.
4. Describe the role of international organizations and treaties in expanding trade.
5. Compare and contrast the pros and cons of globalization.
6. Examine how globalization has positively and negatively impacted the world today.
7. Determine how the internet, television, and social media impact the creation and diffusion of cultural and political information worldwide.

### **Social and Environmental Issues**

1. Define social and environmental issues vocabulary.
2. List global efforts to protect human rights.
3. Identify how oil impacts world politics, global economy, and the environment.
4. Identify the impact of poverty, disasters, and disease on nations around the world.
5. Describe who would be affected the most during an environmental catastrophe.
6. Describe how the opinions of AIDS differ from LGBTQ+ community and heterosexual individuals.
7. Describe how sustainable energy can challenge the control oil has in global politics and economy.
8. Describe the environmental challenges facing the world.
9. Describe the effectiveness of policies by governments and international organizations (ex: UN) on social and environmental issues.
10. Determine how population growth, migration, and changes in urban-rural populations impact the economy and environment.
11. Examine how modern genocides and other atrocities cause mass migration and impact the social, economic, and political structures of the country of

<p>origin and the new country.</p> <p>12. Analyze a global issue currently happening today to determine the effectiveness of an international organization's policies and actions in attempting to rectify the issue.</p> <p>13. Create a letter to your state representatives detailing an environmental issue and a plan to help alleviate the situation.</p> <p><b>Terrorism and International Security</b></p> <ol style="list-style-type: none"> <li>1. Define terrorism and international security vocabulary.</li> <li>2. Identify how terrorist acts and the fear of terrorism impacts a government's policies, individual's actions, and international relationships.</li> <li>3. Identify terrorist groups such as Al Qaeda and how they impact international security.</li> <li>4. Describe a government's current domestic and international laws/policies to describe how they impact their country and other countries.</li> <li>5. Describe how nuclear, biological, and chemical weapons threaten international security.</li> <li>6. Describe how the United States and other nations have responded to terrorism from September 11, 2001, to the present.</li> <li>7. Compare and contrast the similarities and differences between 21st century wars and 20th century wars.<sup>1</sup></li> <li>8. Determine the role racial and ethnic bias plays when developing international security policies.</li> </ol>	
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> <li>● Class discussions               <ul style="list-style-type: none"> <li>○ Who caused the Cold War?</li> <li>○ Do the positives of globalization outweigh the negatives?</li> <li>○ How does the change in climate impact the world?</li> </ul> </li> <li>● Guided analysis of primary and secondary sources               <ul style="list-style-type: none"> <li>○ See Text Resources List</li> </ul> </li> <li>● Small group cooperative learning               <ul style="list-style-type: none"> <li>○ Think-Pair-Share</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Selections from <i>World History: Modern</i> - Pearson 2016</li> <li>● Winston Churchill "Iron Curtain" Speech 1956</li> <li>● Selections from a telegram sent by Soviet Ambassador Nikolai Nivikov to Soviet Leadership in September 1946</li> <li>● Truman Doctrine 1947</li> <li>● George C. Marshall "The Marshall Plan" Speech 1947</li> <li>● Brezhnev Doctrine 1948</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Stanford History Education Group: Cold War</a></li> <li>● <a href="#">PBS Learning Material- Globalization (1970-Present)</a></li> <li>● <a href="#">PBS Learning Material- The Cold War Videos</a></li> <li>● <a href="#">United Nations: Teach the U.N.</a></li> <li>● <a href="#">Nuke Map: Visualize Nuclear War and M.A.D</a></li> <li>● <a href="#">Interactive Map and Charts during The Cold War</a></li> </ul>

- Graphic Organizer
- Jigsaw activities
- Projects
- Essays/Writing/DBQs
  - Was the Cold War truly a “Cold War”?
  - How was life different in East and West Berlin?
  - Why did Proxy Wars take place in developing countries?
  - Evaluate how the U.S. and their allies attempted to contain communism.
  - Who won the Cold War?
  - How does globalization impact the environment?
  - How does the internet impact the economy and security of a country?
  - Evaluate the extent international organizations and governments react to ethnic, territorial, religious, and/or nationalist differences?
- Vocabulary
- Political Cartoon Activity
  - Compare and contrast positive and negative depictions of the Cold War from different perspectives.
  - Analyze depictions of globalization
- Simulations
  - Creation of the Berlin Wall
  - Destruction of the Berlin Wall
- Map Activity
  - NATO vs. Warsaw Pact
  - Pre- and Post Soviet Union
  - Change in Climate
- Authentic Assessment Project

- Armistice Agreement for the Restoration of the South Korean State (1953)
- Selections from *First They Killed My Father* by Loung Ung
- Fidel Castro’s letter to Khrushchev 1962
- Paris Peace Accords 1973
- Ronald Reagen “Remarks on East-West Relations” Speech 1987
- Various Political Cartoons produced by the Soviet Union and the United states to display the Cold War
- Selections from “Living in a Global Economy” Scholastic Magazine by Herbert Buchsbaum
- Selections from *Globalization and its disconnects* by Joseph Stiglitz
- Various Political Cartoons produced to display the positives and negatives of globalization
- Selections from *International Security: The Contemporary Agenda* by Roland Dannreuther
- Selections from NASA: Global Climate Change Articles
- Selections from United Nations: Climate Action Articles
- Newspaper and magazine articles to highlight current events
- “Crisis,” 1967, One National Gay and Lesbian Archives, University of Southern California
- ACT UP - AIDS Crisis Pamphlets

- [Interactive Timeline: Cold War](#)
- [NATO: Interactive Map of Today](#)
- [Facing History and Ourselves: Resources for Teaching with Current Events in Your Classroom](#)
- [PBS Learning Material- Globalization \(1970-Present\)](#)
- [Climate.gov: Climate Change Statistics](#)
- [United Nations: Teach the U.N.](#)
- [Teaching LGBTQ History - The AIDS Epidemic](#)
- [Teaching LGBTQ History - The AIDS Quilt Project](#)
- [Teaching LGBTQ History - To what extent was the movement for LGBT rights part of the broader movement for civil rights?](#)
- [Teaching LGBTQ History - The Lavendar Scare](#)
- [Teaching LGBTQ History - How did LGBT Americans respond to the Vietnam War?](#)

<ul style="list-style-type: none"> <li>○ Cold War News Report Project</li> <li>○ Current event presentation</li> </ul>		
Unit 4 Lesson Resources Folder		

<p><b>List of Accommodations and Modifications</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Special Education</a></li> <li>● <a href="#">504 Students</a></li> <li>● <a href="#">At Risk Students</a></li> <li>● <a href="#">MLL</a></li> <li>● <a href="#">Gifted and Talented</a></li> </ul>
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<b>Assessments:</b>	
<b>Formative</b>	<b>Summative</b>
<ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Warm Up activities</li> <li>● Textbook readings and activities</li> <li>● Whole-class discussion during content lectures</li> <li>● Note taking</li> <li>● EdPuzzles</li> <li>● Critical analysis of primary and secondary sources with guided questions</li> <li>● Graphic organizers</li> <li>● DBQ</li> <li>● Pearson Realize assignments</li> <li>● Actively Learn Articles</li> <li>● Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li>● Topic Vocabulary Quizzes</li> <li>● Unit Test - Major Assessment</li> <li>● Authentic Assessment - Major Assessment</li> <li>● Final Exam - Major Assessment</li> </ul>

<b>Interdisciplinary Connections</b>
<p>English Language Arts</p> <ul style="list-style-type: none"> <li>● RI.CR.9–10.1. - Close Reading: Cite a range of thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</li> <li>● RI.CI.9–10.2. - Central Idea: Determine one or more central ideas of an informational text and analyze how it is developed and refined</li> </ul>

over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

- RI.IT.9–10.3. - Interaction among Text elements: Analyze how an author unfolds ideas throughout the text, and develops ideas throughout the text, including how an idea or series of ideas or events develop, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.TS.9–10.4. - Text structure: Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.PP.9–10.5. - Perspective and Purpose: Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- RI.MF.9–10.6. - Diverse Media and Formats: Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.AA.9–10.7. - Analysis of Argument: Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- RI.CT.9–10.8. - Comparison of Texts: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
- W.IW.9-10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.AW.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.SE.9–10.6 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 (MLA or APA Style Manuals).
- W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### Mathematics

- S-ID.C.9: Distinguish between correlation and causation.
- S-IC.A.1: Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6: Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed).

## Science

- HS-PS4-2 Evaluate questions about the advantages of using a digital transmission and storage of information.
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

## Art

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

## Technology and 21st Century Themes & Skills

- 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

## Computer Science

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

## State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)