

## World History III (Grade 10, First Semester)

Massachusetts History and Social Science Curriculum Framework [\(link\)](#)

### [Syllabus](#)

## Unit 1: The Rise of Totalitarianism, 1918-1945

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| <b>Essential Questions</b> | <ul style="list-style-type: none"><li>How do totalitarian leaders exploit crises to gain and maintain power?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Standards</b>           | <p>Topic 4. The Great Wars, 1914–1945 [WHII.T4]</p> <ul style="list-style-type: none"><li>[WHII.T4.5] Analyze the various developments of early 20th century Russian history including the Russian Revolution within the context of World War I, the growing political and social unrest under Czar Nicholas II, the emergence of the Bolshevik movement, the political revolutions of 1917, and the Russian Civil War.</li><li>[WHII.T4.6] Analyze later developments in Russian history, including the creation of the Union of Soviet Socialist Republics (USSR) in 1922, the New Economic Plan (NEP) and the creation of a Soviet economy, artistic and cultural experimentation, the death of Lenin and the cult of his personality, and the power struggle that resulted in Stalin’s leadership.</li><li>[WHII.T4.7] Identify the various causes and consequences of the global economic collapse of the 1930s and evaluate how governments responded to the effects of the Great Depression.<ul style="list-style-type: none"><li>a. restrictive monetary policies</li><li>b. unemployment and inflation</li><li>c. political instability in weak democracies such as Germany</li><li>d. the influence of the ideas of John Maynard Keynes, Ludwig von Mises, Friedrich von Hayek, and Milton Friedman</li></ul></li><li>[WHII.T4.8] Identify the characteristics of fascism and totalitarianism as exhibited in the rise of the authoritarian regimes in Italy, Germany, and the Soviet Union during the 1920s and 1930s. Clarification Statement: Students should be able to compare and contrast fascism, totalitarianism, and liberal democracy and the ideas of Mussolini, Hitler, and Stalin.</li></ul> |

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|                            | <ul style="list-style-type: none"> <li>● [WHII.T4.9] Evaluate the economic, social, and political conditions that allowed the rise of Hitler, Mussolini, and Stalin in their respective countries, and how each dictator repressed dissent and persecuted minorities.<br/>Clarification Statements: Students may examine the following examples of conditions leading to the rise of dictators to address this standard: <ul style="list-style-type: none"> <li>○ a. the lingering resentment over World War I and the Treaty of Versailles</li> <li>○ b. the devastation of the Great Depression and the inability of fragile democracies to address those effects</li> <li>○ c. the rise of anti-Semitism and racist ideologies in Europe during the last decades of 19th and early 20th centuries</li> </ul> Students should analyze the following examples of how each dictator repressed dissent and persecuted minorities: <ul style="list-style-type: none"> <li>○ a. the arrest and execution of political opponents to Mussolini in Italy</li> <li>○ b. censorship of the press and propaganda</li> <li>○ c. the Nazi use of art as propaganda, promoting classicism and disparaging modernism as degenerate</li> <li>○ d. the great purges under Stalin, the development and maintenance of the gulag system, and its impact on Soviet society</li> <li>○ e. the policy of forced collectivization in the Soviet Union and the resultant forced famine genocide of the Ukrainian people, known as the Holodomor.</li> <li>○ f. the Enabling Act, Night of the Long Knives, and Nuremberg Laws in Germany</li> <li>○ g. the use of paramilitary groups and youth movements</li> </ul> </li> <li>● [WHII.T4.13] - Describe the Holocaust, including its roots in Christian anti-Semitism, 19th century ideas about race and nation, and the Nazi dehumanization and planned extermination of the Jews and persecution of LGBT and Gypsy/Roma people.</li> </ul> |
| <b>Concepts and skills</b> | <p>Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]</p> <ul style="list-style-type: none"> <li>● Text Types and Purposes <ul style="list-style-type: none"> <li>○ 1. Write arguments focused on discipline-specific content.</li> <li>○ a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims/critiques, and create an organization that establishes clear relationships among the claim(s), counterclaims/critiques, reasons, and evidence.</li> <li>○ b. Develop claim(s) and counterclaims/critiques fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|                                                                   | <p>and concerns.</p> <ul style="list-style-type: none"> <li>○ c. Use words, phrases, and clauses with precision to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims/critiques.</li> <li>○ d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</li> <li>○ e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul> <ul style="list-style-type: none"> <li>● Research to Build and Present Knowledge <ul style="list-style-type: none"> <li>○ 7. 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.</li> <li>○ 8. When conducting research, 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.</li> <li>○ 9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research.</li> </ul> </li> </ul> |
| <p><b>Content Objectives</b></p> <p><b>"I can Statements"</b></p> | <ul style="list-style-type: none"> <li>● I can analyze the various developments of early 20th century Russian history</li> <li>● I can analyze later developments in Russian history</li> <li>● I can identify the characteristics of fascism and totalitarianism as exhibited in the rise of the authoritarian regimes in Italy, Germany, and the Soviet Union</li> <li>● I can evaluate the economic, social, and political conditions that allowed the rise of Hitler, Mussolini, and Stalin in their respective countries, and how each dictator repressed dissention and persecuted minorities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Assessments, products, vocabulary, practice</b></p>         | <ul style="list-style-type: none"> <li>● Research Skill Formative Assessment (Database use into research essay, Works Cited)</li> <li>● Comparative Essay</li> <li>● Content Quizzes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Text, Materials, and Resources</b></p>                      | <ul style="list-style-type: none"> <li>● Gale database <i>World History In Context</i></li> <li>● United States Holocaust Memorial Museum education resources</li> <li>● <i>Facing History and Ourselves</i> education resources</li> <li>● Newsela resources</li> <li>● Currated articles from magazines and online resources</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

**Name of Course: World History 3**

**Massachusetts History and Social Science Curriculum Framework ([link](#))**

**[Syllabus](#)**

Unit 3: China in the 20th Century

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| <b>Essential Questions</b>                         | <ul style="list-style-type: none"><li>• How did China evolve in the 20th Century?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Standards</b>                                   | <ul style="list-style-type: none"><li>• [WHII.T5.4] - Analyze the major developments in Chinese history during the second half of the 20th century, including<ul style="list-style-type: none"><li>○ the Chinese Civil War and the triumph of the Communist Revolution in China</li><li>○ rise of Mao Tse-Tung and political, social, and economic upheavals under his leadership, such as the Great Leap Forward and the Cultural Revolution</li><li>○ economic reforms under the leadership of Deng Xiaoping</li><li>○ the Tiananmen Square student protests in Beijing in 1989</li></ul></li></ul>                                                                                                                                                                                                                                                                                                                                                                |
| <b>Content Objectives "I can Statements"</b>       | <ul style="list-style-type: none"><li>• I can identify important leaders in China's history in the 20th Century.</li><li>• I can describe why China entered a period of civil war in the early 1900s.</li><li>• I can explain why the Communist Party was victorious in the Civil War.</li><li>• I can explain the negative effect of Mao's rule on China's economy, politics, and society in the Great Leap Forward and Cultural Revolution.</li><li>• I can describe how Mao developed a cult of personality.</li><li>• I can describe how Deng Xiaoping instituted economic reforms after Mao's death.</li><li>• I can explain why the Tiananmen Square protests started and how the Chinese Communist Party leadership responded.</li><li>• I can describe how the Chinese government continues to censor knowledge about and commemoration of the Tianamen Square Massacre.</li><li>• I can describe how China has emerged as a world economic power.</li></ul> |
| <b>Assessments, products, vocabulary, practice</b> | <ul style="list-style-type: none"><li>• Product: Essay Analysis of patterns of change and continuity in China in the 20th Century about a specific subtopic of students' choice</li><li>• Vocab: WWII concepts and notable people</li><li>• Assessment: Content Quiz of Key Individuals' roles and Significant Events</li><li>• Skill Workshop on Timeline Analysis</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Text, Materials,</b>                            | <ul style="list-style-type: none"><li>• <a href="#">Alphahistory.com</a></li><li>• <a href="#">New Visions for Public Schools Curriculum</a></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

**and Resources**

- News sources
- Gale In Context Databases through NHS Library