

Modern World History Curriculum 2025-2026

Original Adoption: 2023 NJSL English Language Arts and English as a Second Language (8-21-24); Math NJSL Mathematics (8-21-24); 2020 NJSL Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By: Social Studies Curriculum Team

Subject: Social Studies	Course/Level: Modern World History 9 th & 11 th
Time Frame	Unit
Unit 1: The Emergence of the First Global Age (1350-1770) ~Topics: <i>Global Encounters & Interactions. Exploration.</i>	September 9, 2025 - November 1, 2025 36 days
Unit 2: Renaissance, Reformation, Absolutism, Scientific Revolution, and Enlightenment (1350-1700)	November 4, 2025 - December 20, 2025 36 days
Unit 3: The Amistad Case & Age of Revolutions (1750-1914)	January 2, 2026 - February 28, 2026 36 days
Unit 4: A Half-Century of Crisis and Achievement & the Holocaust (1900 – 1945)	March 2, 2026 - May 1, 2026 36 days

Unit 5 : 20th Century Since 1945 (1945 – Today)	May 4, 2026 - June 15, 2026 36 days
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Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Contributions, history, and heritage of Asian Americans and Pacific Islanders ([P.L.2021, c.416](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. [Click here](#) for specific examples (by subject).

Unit 4: A Half-Century of Crisis and Achievement & the Holocaust (1900 – 1945)

Grade Level: 9th & 11th

Time Frame: 7 weeks

Essential Questions

1. How did the philosophies of the 19th century affect Western views of other people groups (i.e. imperialism)
2. How do trends, philosophies and events of the 19th century lead eventually to world war?
3. What is appealing or unappealing about Communism, Capitalism, Socialism, Utilitarianism, etc.?
4. Were the World Wars inevitable?
5. Were the goals of the World Wars different from those of previous wars?
6. Which nation is most at fault for the start of World War I?
7. Was War World I the first modern war or the last war of antiquity?
8. Was Hitler justified in breaking of the Treaty of Versailles?
9. What was the Holocaust? Why is it important to confront the brutality of this history?
10. What did it mean to resist the Nazis? What kinds of resistance were those targeted by the Nazis able to carry out?
11. What is the meaning of human dignity? How did the Nazis seek to deprive their victims of basic human dignity, and how did those targeted attempt to preserve or reclaim their dignity?
12. What is a hate group?
13. Why do you think some people choose to join hate groups?
14. How do you think people are recruited to join hate groups?
15. How, if at all, is the ideology of hate groups today similar to Nazi racial ideology?
16. What is meant by the term “ally”?

Focus Standards

Era 4. Half-Century of Crisis and Achievement: The Era of the Great Wars

- 6.2.12.GeoSV.4.b: Determine how geography impacted military strategies and major turning points during World War II.
- 6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
- 6.2.12.EconEM.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
- 6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
- 6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.

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- 6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
- 6.2.12.HistoryCC.4.h: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- 6.2.12.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
- 6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
- 6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.

Supplemental Standards

- 6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
- 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
- 6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
- 6.2.12.GeoSV.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
- 6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- 6.2.12.HistoryCC.4.c: Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- 6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
- 6.2.12.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
- 6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
- 6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

Interdisciplinary Standards

English Language Arts

- L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of

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what an informational text says explicitly and inferentially, as well as interpretations of the text.

- RI.CI.9–10.2. 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.
- W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
- 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.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.
- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Computer Science & Design Thinking

- 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
- 8.2.12.NT.2: Redesign an existing product to improve form or function.

Career Readiness, Life Literacies, & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

Instructional Plan

Pre-Assessment:

1. The students will compare and contrast capitalism, socialism, and communism by using a four column chart graphic organizer.
2. Assessment In a chart format, have student create a chart listing the benefits and drawbacks of European Imperialism.

Objectives	Formative Assessments	Learning Activities	Reflection
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<p>Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</p> <p>Explain the rise of fascism and spread of communism in Europe and Asia.</p>	<ul style="list-style-type: none"> ● DOL's ● Written Assignments ● Oral Presentations ● Observations ● Participatory ● Rubrics ● Role Play ● Research ● Assignments ● Interviews ● Primary Source Analysis ● Open ended writing assignments ● Notebook assessments ● DO NOW's ● Map Activities ● Homework ● Comparative Source Analysis 	<p><u>NATIONALISM</u></p> <p>Have students discuss the meaning of nationalism and give examples of actions expressing nationalism.</p> <p>Have students construct a timeline showing events leading to the unification of Italy and/or Germany.</p> <p>Compare and contrast the unification of Italy and Germany. This can be done through a graphic organizer or through a class discussion.</p> <p>[Provide a T-chart to assist in organizing data.]</p> <p>Have students create political cartoons showing the various policies of Bismarck.</p> <p>Have teams create multimedia presentations on the wars that led to German unification: music, maps, literature, art, etc.</p> <p>Brainstorm the problems faced by Germany and Russia when it came to political and social reforms.</p> <p>Compare Bismarck's and Cavour's methods of achieving unification.</p> <p>Have the class create a mural showing the various members of Russia's or Germany's social system.</p> <p>Have students construct a chart illustrating the government of the Germany under Bismarck. The chart will show each branch and the powers it was given.</p> <p>Have student perform a press conference or skit on the discontent in the Balkans.</p>	
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Use a graphic organizer to show the causes for the decline of Bismarck, the Ottoman Empire, etc.

Have students hold a round table discussion on "What challenges were faced by the new nationalistic countries?"

Have students construct an annotated timeline of Russian History (1800-1914).

IMPERIALISM

Brainstorm the meaning of imperialism and why countries would want to be imperialistic.

Have students complete a map activity in which they identify areas of Africa, Asia, Latin and South America that were taken over by European countries. Color code the map based on which European Country controlled the area.

Using a graphic organizer have students show the causes of imperialism: political, social and economic.

Have students construct a graphic organizer showing the forms of imperialism and their characteristics: Colony, Protectorate, Concession, and Sphere of Influence.

Discuss the phrase "White Man's Burden".
Who coined the phrase and how did it represent the thinking of many Europeans?

Debate the pros and cons of imperialism

Have students develop a chart showing the effects of imperialism: Social, Political, Military and Economic.

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		<p>Discuss the Open Door Policy and Roosevelt's Corollary and the success of each.</p> <p>Discuss how imperialism led to unification and the rise of nationalism.</p> <p>[Provide visuals of critical information to reinforce learning.]</p> <p>Have students create a chart on imperialism: Who, Where, and Conflict Encountered (Great Britain, France, Italy, Belgium, Germany, and Japan)</p> <p>Have students create a timeline on imperialism from 1800 to 1917.</p> <p>Brainstorm, "Does imperialism exist in some form today?"</p> <p>[Provide ample time for student responses during discussions and brainstorming activity.]</p> <p>Individual students may consider interviewing someone who came from a country fighting against outside intervention and write an article for class or the school paper. (Portfolio appropriate)</p> <p><u>ALLIANCES</u></p> <p>Have students develop graphic organizers illustrating the alliance systems in Europe: Who, When, Type</p> <p>Complete a map exercise showing the European alliance system</p> <p>Discuss "the powder keg of Europe". (Who, where, why significance) Compare what happened in 1912-1914 with what is happening today.</p>	
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		<p>Use t-chart comparing the Suez and Panama Canals: location, size, purpose, conflicts encountered.</p> <p>MILITARISM</p> <p>Discuss the components of militarism: allies, military spending, build-up of arms, conscription, and training</p>	
<p>Benchmark Assessment #1:</p> <ol style="list-style-type: none"> 1. Explain why nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I. 2. Describe how fascism and communism spread in Europe and Asia. 			
<p>Analyze the causes and course of World War I and assess its consequences.</p> <p>Assess the significance of the war experience on global foreign and domestic policies of the 1920s and 1930s.</p> <p>Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II</p> <p>Compare and analyze the impact of technological developments during the</p>	<ul style="list-style-type: none"> ● DOLs ● Written Assignments ● Oral Presentations ● Observations ● Participatory ● Rubrics ● Role Play ● Research Assignments ● Interviews ● Primary Source Analysis ● Open ended writing assignments ● Notebook assessments ● DO NOW's ● Map Activities ● Homework 	<p>Complete a map activity: Compare and contrast Europe in 1914 and in 1919. How is Europe different, the same.</p> <p>Have students create a timeline showing the events leading to the outbreak of World War I</p> <p>[Post examples of student work in the classroom to reinforce learning.]</p> <p>Brainstorm the difference between a limited war and a global or world war.</p> <p>Have students create a graphic organizer showing the causes of World War I</p> <p>Develop headlines about events leading to World War I</p> <p>Have students complete a map activity: Countries involved and location of major battles and fronts.</p> <p>Students will create a chart or visual illustrating new technology in the war</p>	

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<p>World Wars (new weaponry, transportation, communications, bombs, etc.).</p> <p>Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.</p>	<ul style="list-style-type: none"> ● Comparative Source Analysis 	<p>Have teams of students create a power point presentation about events, weapons, battles, people of World War I.</p> <p>[Provide written instructions on how to create a power point presentation.]</p> <p>Group Work: Students will create multiple time lines: Events on the Western Front, Eastern Front, At Sea, and in the Middle East. They will discuss what was happening at the same time.</p> <p>Discuss the role of propaganda in the war. Have students create posters, cartoons, songs, speeches, or editorials about World War I.</p> <p>Students will create a T-chart showing issues at the peace conference and how they were settled.</p> <p>Students will create a graphic organizer illustrating the effects of the war.</p> <p>Discuss the terms: Just Peace and Peace of Revenge. Which did the Treaty of Versailles represent? Which countries supported each.</p> <p>Create radio or television news breaks: Outbreak of World War I (assassination, ultimatum, invasion of Belgium, troop movement by Russia, etc.)</p> <p>Have students create illustrations (posters, models, visuals, shadow boxes) showing scenes from the war.</p> <p>[Provide examples of completed projects to ensure success.]</p> <p>Students will give class presentations on life on the home front. (Lifestyle, fashion, etc.)</p>	
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		<p>Compare the events in the Balkans in 1912-14 and the events happening in the Balkans today.</p> <p>Have students prepare bulletin boards showing scientific advancements during World War I</p>	
<p>Benchmark Assessments #2:</p> <ol style="list-style-type: none"> 1. Describe the causes and course of World War I and assess its consequences. 2. Explain the significance of the war experience on global foreign and domestic policies of the 1920s and 1930s. 			
<p>Analyze the causes and course of World War II and evaluate it as the end of one era and the beginning of another.</p> <p>Analyze the motivations, causes, consequences and responses to the genocides of Armenians, Roma (gypsies), Jews, Ukrainians and Chinese.</p> <p>Compare and analyze the impact of technological developments during the World Wars (new weaponry, transportation, communications, bombs, etc.).</p>	<ul style="list-style-type: none"> ● DOLs ● Written Assignments ● Oral Presentations ● Observations ● Participatory ● Rubrics ● Role Play ● Research ● Assignments ● Interviews ● Primary Source Analysis ● Open ended writing assignments ● Notebook assessments ● DO NOW's ● Map Activities ● Homework ● Comparative Source Analysis 	<p>Have students create a timeline of Russian History, 1905-1945.</p> <p>"The Russian Revolution was a war within a war. " Have students discuss this quote and its accuracy.</p> <p>Have students define socialism, communism, and democracy. Create a chart comparing/contrasting the three.</p> <p>Have students create a Venn Diagram showing life under Lenin and Stalin.</p> <p>Have students create multimedia presentation about Rasputin, Nicholas II, Alexis, Alexandra, Lenin, Stalin, Trotsky.</p> <p>[Provide opportunities for students to work in groups to facilitate task completion.]</p> <p>Have students watch a movie about the Russian Revolution or Russia during the 20's and 30's. After watching the movie, have them write a movie review with focus on the historical accuracy</p>	

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<p>Examine governmental policies and the role of organizations established to maintain peace and judge their continuing effectiveness (including but not limited to the Kellogg-Briand Pact, the League of Nations, and the United Nations).</p> <p>Trace the course of the Cold War and judge its impact on the global community (including but not limited to the Korean War, the satellite nations of Eastern Europe, and the Vietnam War).</p>		<p>Compare the reasons for the Great Purge and the Russian pogroms.</p> <p>Have students discuss the role propaganda played in Lenin's or Stalin's rise to power. After the discussion, have students create propaganda posters or flyers.</p> <p>Have students create a graphic organizer showing the causes that led to the rise of communism in China.</p> <p>Students will identify ways in which force or terror was used to create the Soviet Union or Communist China.</p> <p>Have students develop a web showing the different forms of communism under Lenin, Stalin, Mao Zedong.</p> <p>Have students create a data base of web sites containing information on Communist China, and the Soviet Union.</p> <p>[Present tasks in small segments and allow extended time for organization and task completion.]</p> <p>Have students brainstorm ways in which dictators obtain power.</p> <p>Have students create timelines showing the rise of Hitler and / or Mussolini.</p> <p>Have students create a chart comparing the ideas of Mussolini and Hitler.</p> <p>Have students discuss the political and economic reasons for Hitler and Mussolini's rise to power.</p> <p>Have students create political cartoons concerning Hitler's actions.</p>	
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		<p>Have students write and present "Meet the Press" television program in which they interview Hitler or Mussolini.</p> <p>Have students research the Internet for examples of totalitarian propaganda posters or pictures. Discuss how they were used by Hitler and Mussolini in their rise to power.</p> <p>Have students define anti-Semitism and genocide. They will discuss how Hitler used these to further his rise to power.</p> <p>[Highlight main concepts and provide prompts and cues for locating relevant information.</p> <p>Have students create the front pages of newspapers showing events in Germany, 1919-1939.</p> <p>Have students complete a map activity showing the spread of fascism in Europe 1919-1939.</p> <p>Have students discuss militarism and give examples.</p> <p>Map activity: Have students review the expansion of Japan 1900 - 1939.</p> <p>Have students create a time line showing acts of aggression by Japan in the pacific.</p> <p>Have students describe how militarism shaped the development of Japan after World War I: economically, socially and politically.</p>	
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		<p>Have the students conduct a discussion on the problems Japan faced after World War I. Have students discuss the causes of World War II.</p> <p>Have students create a graphic organizer (flow chart, timeline) showing the acts of aggression leading to WWII.</p> <p>Have students create a database showing the countries involved in WWII, which side they fought with, when they entered, political and military leaders, major events they participated in.</p> <p>Have students do an oral history project. They will interview a veteran or family member who lived during and remembers WWII. They can either video tape or audio tape the interview and then develop a feature article for the newspaper from it.</p> <p>[Allow students time to generate questions in class/small groups to assist in generating ideas.]</p> <p>Have students create a data base or graphic organizer showing the major events, battles of WWII.</p> <p>Have students create visuals (posters, bulletin boards) about new weapons, technology, events, or military leaders of WWII.</p> <p>Have students create a PowerPoint of wartime music, speeches, news reports, film clips. There are numerous sites on the Internet where these can be located.</p> <p>[Provide opportunities for students to work with peers to monitor progress and facilitate task completion.]</p>	
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		<p>Map Activity: Have students complete a map of Europe showing the Allies and Axis, major battles, and cities.</p> <p>Map Activity: Have students complete a map of the Pacific Theatre showing major battles.</p> <p>Have students create headlines concerning major events in the war.</p> <p>Have students create political cartoons about the acts of aggression by the Axis</p> <p>Have the students discuss how the German invasion of Poland changed European positions.</p> <p>Have the students compare and contrast the philosophies of Chamberlain and Churchill.</p> <p>Have students discuss why and how the Soviet Union and the United States entered the war. What effects did this have on the war?</p> <p>Have students compare Hitler's invasion of Russia with that of Napoleon's.</p> <p>Bring in speakers who experienced the war or war's effects: (Possible sources for speakers: veterans organizations, Jewish Community Center)</p> <p>[Prior to guest visit, provide clear classroom expectations and consequences to promote a positive learning environment.]</p> <p>Have students construct a Venn Diagram illustrating the effects of WWII on Europe and Asia.</p> <p>Have students define "collective security."</p>	
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		<p>[Use concise statements or simplified vocabulary/concepts to maximize understanding.]</p> <p>Have students write editorials on the Munich Conference, Potsdam, Yalta, or other events.</p> <p>Have students create a mural showing the war in North Africa, Europe, Asia, Pacific.</p> <p>Have students brainstorm what the most important legacy of WWII was.</p> <p>Have students create a time box about WWII. Students should make or find dog tags, maps, ration books, letters, pictures, etc.</p> <p>Have students search the Internet for war propaganda: movies, music, posters; Discuss these and then have students create their own propaganda.</p> <p>Have students create graphic organizers showing the causes and effects of WWII.</p> <p>Map Activity: Have students complete 2 maps (Europe, 1939 and Europe, 1945). Students will then compare and contrast the two.</p> <p>Have students debate the use of the atomic bomb on Japan.</p> <p>Have students create spreadsheets showing the death and expense of the war on various countries.</p> <p>Have students do research looking for pictures, memories, excerpts from Holocaust victims. Create a bulletin board.</p>	
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<p>Benchmark Assessments #3:</p> <ol style="list-style-type: none"> 1. Explain the causes and course of World War II and evaluate it as the end of one era and the beginning of another. 2. Describe the motivations, causes, consequences and responses to the genocides of Armenians, Roma (gypsies), Jews, Ukrainians and Chinese. 			
<p>Teaching the Holocaust</p>			
<p>Differentiate between natural and human catastrophes.</p> <p>Develop a rationale for studying human catastrophes.</p> <p>Compare and contrast several definitions of the Holocaust.</p> <p>Define genocide.</p> <p>Distinguish between primary and secondary source materials and explain how each is important when studying historical events.</p> <p>Summarize the causes and effects of the Kristallnacht Pogrom based on analysis</p>	<ul style="list-style-type: none"> ● DOLs ● Written Assignments ● Oral Presentations ● Observations ● Participatory ● Rubrics ● Role Play ● Research ● Assignments ● Interviews 	<p>Begin this lesson by writing the word “catastrophe” on the board or on chart paper. Ask students to define the term and identify what factors they believe make an event a catastrophe. Have students give examples of both natural and human catastrophes.</p> <p>Discuss the difference between natural and human catastrophes. Emphasize that natural catastrophes are most often out of people’s control, whereas human catastrophes are the direct result of actions that people take.</p> <p>Divide the class into pairs or small groups and have each group select a recorder. Instruct students to answer the following questions:</p> <ul style="list-style-type: none"> ● Who is likely to study human catastrophes (e.g., historians, social scientists, theologians) and why? ● What kinds of questions do you think people studying human catastrophes would want to answer? ● How might the questions be different from questions asked about natural catastrophes? 	

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<p>of primary and secondary source materials.</p> <p>Discuss both the content and the messages in a clip of visual history testimony.</p>		<p>Distribute or display the definitions of the Holocaust handout used by three different organizations. Review the definitions with students, analyzing the cumulative impact of specific word choices. Have students compare and contrast the definitions and consider possible reasons why the definitions are not all exactly the same.</p> <p>Write the word “genocide” on the board or on chart paper. Ask students for their thoughts on what the word means or in what context/s they have heard the word used. Ask students for examples of genocides based on material they may have studied in other classes or know from current events (e.g., Native Americans, Armenians, Tutsi, Darfurians).</p> <p>Inform students that the United Nations has defined genocide as a crime. Before presenting the legal definition of genocide, ask students how they would define genocide to include the instigator (e.g., the state), the targeted group (e.g., an ethnic, racial, tribal, national, or religious group) and the intent (deliberate). Present the United Nations’ definition of genocide handout and have students compare their definition to the United Nations’ definition. Have students consider which definition they think best fits the Holocaust and consider why the Holocaust fits the definition of genocide.</p> <p>Review the list of sources that was developed. Help students understand the difference between the primary sources and secondary sources on the list, and have them consider primary and secondary sources not identified on the list that might also be useful in studying the Holocaust. Review how the many types of sources (e.g., diaries, letters, historical fiction, written and visual history testimony, autobiographies, photographs, textbooks) may differ in the type of information included. Initiate a discussion on the accuracy of such</p>	
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sources and reasons why source material must be scrutinized for accuracy.

Explain that throughout this study of the Holocaust, students will examine many primary and secondary source materials. Explain that the Holocaust is one of the most documented events in human history and that the perpetrators produced much of the evidence. The Holocaust occurred in modern times, and the Nazi system was a highly bureaucratic one. When the historian wants to know what happened, when, and why, there is a sea of official records, private papers, and first-person accounts ready to be investigated. Naturally, sources must be studied carefully, and all require interpretation. Such documents highlight the historian's tools and tasks, and bring complex topics into sharper focus.

Show students the map of **Jewish Communities in Europe** before the Nazis Rise to Power. Provide time for students to share their observations and to consider the importance of demographic data when studying historical events; how can such data help us address questions or be integrated into a coherent understanding of an event?

Direct students' attention to Germany and note the Jewish population as well as the percentage of the total population that Jews represented. Ask students if they have any knowledge regarding Jewish life in Germany prior to the Holocaust and if so, what they have learned. Follow by asking students to consider what life might have been like for Jews in Germany prior to Hitler's rise to power.

Tell students that they will now hear from individuals who experienced life in Germany prior to the rise of the Nazi Party. Introduce students to John Graham (bio), H. Henry Sinason (bio), and Margaret Lambert (bio), and show the three clips of testimony.

- JOHN GRAHAM
- H. HENRY SINASON
- MARGARET LAMBERT

After students have listened to the testimony, ask them if they heard anything in the testimony that supported or differed from what they imagined life was like for Jews in Germany before 1933. Additional questions for discussion might include:

In his testimony, how does John Graham describe his feelings toward Germany before the war?

After listening to Margaret Lambert's testimony, how does she describe the relationship between Jews and non-Jews before the war?

Henry Sinason mentions that his father considered himself German first and Jewish second. What does this lead you to believe about how many Jews might have identified with their country during this time period?

Before showing the next clips of testimony, ask students if they are familiar with the terms "stereotype" and "antisemitism" and to share their understanding of what the terms mean. Continue by asking them if based on what they know or have heard about the Holocaust, whether the attitudes and actions against Jews and the laws legislated against them in Nazi Germany were a new phenomenon or part of a continuum of antisemitism throughout history.

Tell students that they will now be introduced to H. Henry Sinason (bio), Henry Laurant (bio), and Judith Becker (bio) and watch their testimonies. Follow with a discussion using the questions below.

- H. HENRY SINASON
- HENRY LAURANT
- JUDITH BECKER

Describe how H. Henry Sinason says that his friends have changed. Who does he believe is responsible for their change in attitude and behavior?

Henry Laurant makes it a point to discuss his father's occupation and position in the community. What did the vandalism signal for Henry's father? How does Henry's testimony add to your understanding of what was happening in Germany during this time period?

In her testimony, Judith Becker speaks about a course on racism that was taught in schools. What was the irony that Judith describes? Why do you think the Nazis wanted to target young people with their racial ideology?

From listening to these testimonies, what do you learn about how the atmosphere in Germany was changing?

Review important information about stereotypes with students: A stereotype is an oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait (e.g., Asian Americans are good in math) can have negative consequences because they ignore an individual's interests and abilities. While all stereotypes are hurtful because they group people into one category, some stereotypes are particularly dangerous because

		<p>they express very negative things about a group of people (e.g., violent, greedy). Such stereotypes perpetuate hateful attitudes and hurt individuals and entire communities. There is also the danger that targets of such stereotypes may begin to believe they are true.</p> <p>Elicit from students examples of how a group to which they belong is stereotyped. Have students discuss why they think people believe and perpetuate stereotypes and why stereotypes are dangerous.</p> <p>Display or distribute the Definition of Antisemitism handout; read and discuss together.</p> <p>Prepare students for reading the Summary of Antisemitism handout by reviewing key terms and phrases as necessary. Distribute the text and have students study it as a whole group, in small groups, or individually. Instruct students to identify and underline or highlight examples of stereotypes or accusations made against Jews in the selection.</p> <p>After reading the handout, conduct a class discussion based on some or all of the questions below. What examples of stereotypes or accusations against Jews were discussed in the text? [Optional: Chart responses on the board or on chart paper.]</p> <p>In what way did Nazi ideology create a new form of antisemitism?</p> <p>What does the term “scapegoat” mean?</p> <p>What are some situations when people may be likely to scapegoat a group of people?</p>	
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		<p>Can you name groups of people in the United States who have been unfairly blamed for circumstances or events? (e.g., immigrants blamed for unemployment, Japanese Americans blamed for bombing of Pearl Harbor)</p> <p>Why do you think many people didn't question or protest what they were being told about Jews?</p> <p>How is antisemitism similar to or different from scapegoating?</p> <p>Ask students to consider whether antisemitism was only a problem of the past or if it remains an area of concern today. Have them support their thinking and, if possible, give contemporary examples of antisemitism at the local, national, or international level. Share with students that ADL (adl.org) identifies both criminal and non-criminal acts of harassment and intimidation, including distribution of hate propaganda, threats, and slurs and compiles the information into annual reports. Updates and information about antisemitism—both nationally and internationally—are also posted regularly on the website.</p> <p>Provide students with the Not in Our Town handout and review together. Follow with a discussion using some or all of the questions below.</p> <p>What is a hate group?</p> <p>Why do you think some people choose to join hate groups?</p> <p>How do you think people are recruited to join hate groups?</p>	
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		<p>How, if at all, is the ideology of hate groups today similar to Nazi racial ideology?</p> <p>What is meant by the term “ally”?</p> <p>What specifically did the people of Billings, Montana do to show that they were allies to those who had become targets of antisemitism and other forms of bigotry?</p> <p>What risks did the people of Billings take when they decided to take action against what was happening in their community?</p> <p>What are some of the possible risks that a person takes when he or she decides to become an ally?</p> <p>Distribute a sticky note to each student. Have each student write a response to one of the following questions which have been posted on the board and “post” the response under the appropriate question prior to leaving class:</p> <p>What specifically did you learn about antisemitism that you didn’t know before studying the topic in class?</p> <p>Which of the testimonies that you watched today do you think you will remember and why?</p> <p>Why do you think the story of what happened in Billings, Montana still resonates for people more than twenty years later?</p>	
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Source: Echoes and Reflections website

<https://echoesandreflections.org/unit-1-studying-the-holocaust/?state=open#content>

Summative Performance Assessment

1. Biography of a Totalitarian Dictator
2. Newsreel of Battles
3. War Minutes News Presentation

Summative Written Assessment

SW complete a series of multiple-choice questions on the WALTs from throughout the unit.

SW complete a writing task answering the Essential Question: How do trends, philosophies and events of the 19th century lead eventually to world war?

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)

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- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations

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- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

