

World History: World Wars and Revolutions

ESTABLISHED GOALS:

Competencies:

- *Students will demonstrate the ability to analyze historical evidence in order to evaluate the influence and impact of perspective.*
- *Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time.*
- *Students will demonstrate the ability to analyze the impact of individuals, laws, institutions, and social mechanisms in order to evaluate the effectiveness and impact of social and political systems.*
- *Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.*
- *Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.*
- *Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.*

Content Standards:

- His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- His.2.9-12. Analyze change and continuity in historical eras.
- His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.
- His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
- His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.
- His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
- His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.
- His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin,

Transfer

*Students will be able to independently use their learning to **make informed decisions based upon chronological reasoning and historical perspective.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect.
- history is interpretive; and people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs.
- no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences.
- chronological reasoning requires wrestling with issues of causality, significance, context, and perspective.
- group memberships and identities provide or deny certain opportunities and power.

ESSENTIAL QUESTIONS

- Is there ever a just war?
- What are the effects of war?

Acquisition

Students will know...

- that international rivalries and nationalism in Europe was a catalyst for war resulting in massive changes in strategy, tactics, scales and duration of war in the 20th century.
- that a series of smaller battles and the formation of the Triple Entente and the Central Powers were among the events that led to the start of World War I.
- that the war fought on the Western and Eastern Fronts, on other parts of Europe, in Turkey, and in the Middle East followed a specific course.

Students will be skilled at...

- evaluating the impact of historical context.
- analyzing change and continuity over time.
- using questioning techniques to assess change, continuity, and context.
- analyzing influences on historical perspectives.
- analyzing the influences on historical perspectives.
- analyzing the influence of perspective on the historical record
- explaining how present perspectives influence interpretations of history.
- analyzing the limitations of historical sources
- analyzing the relationship between primary and

intended audience, and purpose. • His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. • His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation. • His.14.9-12. Analyze multiple and complex causes and effects of events in the past. • His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument. • His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. • His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy. • Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. • Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. • Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. • Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. • Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist. • Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. • Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services. • Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions	• that the colonies played an important role in the war. • that years of warfare had a large impact on morale. • that World Wars I and II impacted global scope, outcome, human, and economic costs. • that the delegates to the Paris Peace Conference faced issues and conflicting aims.. • that the reactions to the Treaty of Versailles and other peace settlements were varied. • that political and social turmoil were among the possible causes of the communist revolutions from 1917 through the present. • that Marxism influenced the development of Communism. • that the rise of fascism and communism and the policies of their dictators transformed societies. • that unrest with political corruption results in sweeping political / governmental changes. • that propaganda played a role in mobilizing populations. • that global modernization was impacted by technology. • that the Palestine Mandate caused conflict between Jews and Arabs. • that changes in Indian society under British rule as well as social, economic, and intellectual factors brought about Indian nationalism. • that Japan's industrialization, technological advancement, and world-power status as well as the liberal changes on Japan had both regional and global impact.. • that charismatic leaders rose to power and impacted world events. • that military dictatorships, fascism and militarism and totalitarianism communism developed as part of the international response to the Great Depression. • that the fascist ideology included an elitist rule, militant nationalism and was against democratic and liberal beliefs . • that authoritarian rule rose in Eastern Europe in the 1920s and 1930s.	secondary sources. • evaluating the limitations of historical evidence and secondary interpretations • critiquing the usefulness of historical sources. • using questioning techniques to pursue further inquiry. • critiquing secondary sources • analyzing cause and effect relationships • distinguishing between long-term causes and triggering events to develop an argument. • integrating evidence from multiple sources into a reasoned argument. • critiquing varying media for historical accuracy • analyzing factors that impact national and international affairs. • evaluating social and political systems in different contexts, times, and places • evaluating decision making procedures • analyzing the influence of incentives on choices and policy making. • drawing inferences • analyzing the role of comparative advantage in international trade • evaluating the influences of decisions and decision making.
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- that the Western democracies created the Western Policy of Appeasement in response to the threat to world peace posed by dictators in the 1930s.
- that international economic decline and resentment resulting from the treaties ending WWI were among the causes to World War II.
- that the Allied Powers and the Axis Powers were the two major players in the war.
- that the impact of acts of genocide were many.
- that the surrendering of Germany ended the war in Europe and the dropping of two atomic bombs on Japan ended the war for the US.
- that peace organizations were formed to develop strategies to achieve lasting peace.
- of the following key players, places, events, and/or ideas:

O Alsace, Lorraine, Versailles, Lenin, Mohandas Gandhi, Mussolini, Stalin, Axis, the Allies, Vichy, D-Day, Normandy, the League of Nations, the United Nations, Asia Minor, Manchuria, Hiroshima, Nagasaki, Nuremberg, United Nations, Arab League, North American Trade Organization, Anschluss, Sudetenland, Dunkirk, Yalta, V-E Day, Fourteen Points, Good Neighbor Policy, Balfour Declaration, Amritsar Massacre, Twenty-One Demands, May Fourth Movement, Long March, Maginot Line, Kellogg-Briand Pact, Black Shirts, March on Rome, Nuremberg Laws, Neutrality Acts, Nazi-Soviet Pact, Lend-Lease Act, Bataan Death March, Manhattan Project, Cold War, Truman Doctrine, Marshall Plan, Warsaw Pact

vocabulary: entente, militarism, ultimatum, neutrality, stalemate, U-boat, conscription, propaganda, atrocity, self-determination, armistice, pandemic, reparations, radicals, collective security, mandate, proletariat, soviet, commissar, haciendas, nationalization, economic nationalism, cultural nationalism, apartheid, negritude movement, ahimsa, civil disobedience, vanguard, ultranationalist, disarmament, general strike, totalitarian state, fascism, command economy, collectives, kulaks,

	socialist realism, russification, atheism, fascism, communism, appeasement, pacifism, concentration camps, kamikaze	
Content Area Literacy Standards		21st Century Skills
● RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. ● RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. ● RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. ● RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ● RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. ● WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. ● WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ● WHST.9-10.7 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.		● <i>make judgments and decisions</i> ● <i>think creatively</i> ● <i>communicate clearly</i> ● <i>access and evaluate information</i>

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	