TAMALPAIS UNION HIGH SCHOOL DISTRICT

World History Course of Study

Overview Information

Title of Course: World History	
Course Author(s): Nickolai Butkevich, Dan Freeman, Charles Garfink, Corin Greenberg, Arielle Lehmann, Francie Salle	Schools where the course will be taught: Archie Williams, Tamalpais, Redwood, San Andreas and Tamiscal
Length of Course: 1 year (2 semesters)	Subject Area and Discipline: Social Science
Grade Levels: 10	Is this course an integrated course? No
Is this course being submitted for possible UC honors designation? No	Are you seeking UC approval? If so, in what area (A-G)? A
Prerequisites (required or recommended): none	Co-requisites (required or recommended): none

Check all that apply:

- ✅ UC A-G course (UC "A" approved)
- ✅ Graduation Requirement-1 Year Social Studies
- ❑ Elective
- ❑ Honors/AP
- ❑ CTE

Introduction to the Course

Course Overview:

Students in this course study major turning points that shaped the modern world from about 1700 through the present. They examine the developments that give rise to democratic and anti-democratic ideas. They extrapolate that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced universally. Students develop an understanding of current world issues and their historical, geographic, political, economic and cultural contexts. Students anchor their learning on the premise that consideration of multiple credible perspectives is required in order to understand complex events.

The course seeks to make a connection between students' own knowledge and experiences to major events and developments of the last three centuries. Emphasis is placed on the stories of marginalized groups whose stories have been historically neglected. Instruction will be delivered to ensure that our students become critical thinkers who are caring, collaborative, and knowledgeable community members in our modern, information-based society.

The essential Historical and Social Sciences Skills and Common Core Standards for Literacy in History/Social Studies are referenced before the Recommended Texts and Resources section of this

Course of Study. These include: Historical context, sourcing, point of view, and constructing a claim and counterclaim backed by evidence in order to prepare students for writing document-based essays.

Unit Title: Intellectual Revolutions

Unit Summary:
Students will understand how the exercise of power has been justified and executed through studying the works of Enlightenment political philosophers as well as the acts of political leaders. They will compare the rule of absolute monarchs, constitutional monarchs, and republican forms of government. Through these comparisons students will obtain a greater understanding of the origins of today's governments based on self-determination and individual freedom.

Essential Questions:
- *How should power be held and exercised?*
- *How has political power been justified throughout history?*
- *How did the Scientific Revolution and the Enlightenment challenge authority?*

WH Standards:

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).

Sample Unit Assignments:
Students read and annotate primary source documents from Enlightenment thinkers and political leaders from the Revolutionary era.

Sample Unit Assessment:
After familiarizing themselves with the 6 key principles/preoccupations of the Enlightenment, students research one specific Enlightenment thinker, or *Philosophe.* They discuss which of the 6 key principles their Enlightenment thinker studied in particular. Students then create a Social Media profile of their *philosophe* that illustrates their key preoccupations and how they represent the Enlightenment.

Unit Title: Political Revolutions

Unit Summary:
Students will analyze how the application of reason and logic during the Enlightenment challenged the foundations of absolute monarchs, and how the tremendous pressure leaders faced to reform their political systems limited their absolute power. By examining the tension between traditional authority and emerging ideals, students will explain why the resistance of monarchs led to the outbreak of violent revolutions across the Atlantic World.

Students will investigate how principles of natural human rights and democratic government sparked these political revolutions and helped foster the development of written documents guaranteeing citizens the civil liberties which we still cherish today. To account for the strict social structures that persisted, including slavery in some countries, students will assess to what extent the ideals of the political revolutions were realized.

Essential Questions:

- *How did nationalism and sovereignty reshape the world from 1750 - 1825?*
- *To what extent did Enlightenment ideas change the world?*
- *What causes revolutions?*
- *What caused nationalism to spread around the world in the 19th century?*

WH Standards:

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.

Sample Unit Assignments:
Students create a French Revolution report card, evaluating various leaders and factions against the learning objective: Play a positive role in the French Revolution.

Sample Unit Assessment:
Students analyze primary documents to identify the historical context of the Haitian Revolution.

Unit Title: Industrial Revolution

Unit Summary:
Students will analyze the emergence of the modern economy by evaluating the Industrial Revolution as the period in which the modern economy emerged. Students will evaluate how products made with the help of many newly invented machines in large factories began to replace those made by skilled hands in private homes and farms, and how the new "factory system" employed a new idea called "division of labor" where workers specialized in fewer tasks that were done over and over. Students will examine how this system increased the efficiency of production, enhanced the overall quality of products and lowered prices for consumers, while also prompting many developments in transportation made it easier and cheaper to ship raw materials to factories and the finished products around the world.

Students will explain how the economic changes that occurred during this period (approximately 1750-1850) were indeed a "revolution" because the way in which millions of people worked and lived was forever and drastically changed as the industrial revolution began first in England before spreading to Continental Europe, North America and beyond.

Students will investigate the social costs that came with the material advantages of industrialization and division of labor, and how the rapid growth of cities called "urbanization" led to miserable living conditions for many. Students will examine the causes and results of the economic changes that began in Europe approximately 200 years ago and continue to have repercussions today.

Essential Questions:

- *Why did the Industrial Revolution begin in England?*
- *How did the Agricultural Revolution set the stage for the Industrial Revolution?*
- *What were the benefits and costs for society of new inventions and economic developments?*
- *How did economic changes spark social and political reforms?*

WH Standards:

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

1. Analyze why England was the first country to industrialize.

2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.

Sample Unit Assignments:
Students participate in a simulation that demonstrates the impact of the Industrial Revolution on England. They draw a village that they add to progressively, as urbanization intensifies. The simulation covers the reasons why England was the first to industrialize, the importance of waterways and the presence of coal, and the impacts of various inventions.

Sample unit Assessment:
Students analyze primary sources about the Industrial Revolution to come to a conclusion about its pros and cons.

Unit Title: Imperialism

Unit Summary:
Students will analyze how the the Industrial Revolution increased European nations' motivation and ability to exploit and dominate people in other continents under a system called *imperialism*. Students will explain how under this system, technologically and militarily powerful industrialized nations established colonies in other parts of the world as exclusive sources for raw materials and captive markets for their manufactured goods. Students will explore how imperialists pressured native peoples to produce *cash crops* at the expense of their own traditional agriculture and pressed colonial subjects to purchase products manufactured by the *mother country*. Students will analyze how these policies made the economies of colonial nations dependent and indebted to the more industrialized mother country and enhanced a fierce competition for more colonies in many parts of Africa and Asia.

Students will investigate how the economic restructuring of colonized regions strongly influenced the social and political lives of the African and Asian people they colonized. Students will examine how conflicts between the imperialist colonizers and native peoples began as local leaders retained limited power, while major law making decisions in most parts of Asia and Africa were not made by native peoples, but by Europeans. Students will evaluate how Imperialists usually justified their economic and political influence with *racist* and *ethnocentric* arguments stressing European religious and cultural superiority over native people, and how the colonial experience continues to impact the lives of people in Africa and Asia despite the fact that imperialism gradually ended by the middle of the 20th century.

Essential questions:
- *What factors drove European nations to pursue imperialist policies in the 19th century?*
- *What were the impacts of imperialism during the 19th century?*

WH Standards:

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology)

2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

Sample Unit Assignments:
Students analyze political cartoons related to imperialism in Africa, identifying the arguments made at the time both in favor of and opposed to imperialism. Students then create their own cartoons, focusing on an impact of imperialism.

Sample unit Assessment:
Students identify the social, political and economic factors that drove European nations to pursue imperialist policies in the 19th century and which factors allowed those nations to be successful. They identify the benefits and drawbacks of imperialism for the nations under colonial rule and be able to identify who the imperial powers were and who was subject to imperialism. Students explain how countries resisted imperialism and identify the long term effects of imperialism today.

Unit Title: World War I

Unit Summary:
Students will examine the origins, major events, and global consequences of World War I by analyzing how nationalism, imperial competition, alliance systems, political tensions, and economic rivalries contributed to the outbreak of total war. Through primary and secondary source analysis, including propaganda, speeches, maps, treaties, and personal narratives, students will develop historical thinking skills such as sourcing, contextualization, comparison, and evidence-based argumentation. The unit progresses from causes and wartime experiences to postwar settlements, with students evaluating the Treaty of Versailles, shifting borders, and the long-term geopolitical impacts that contributed to future conflicts. Students will also investigate human rights violations, including the Armenian Genocide, and consider the roles of colonial populations in the war effort.

Essential Questions:
- *What causes nations to go to war, and who is responsible when conflicts escalate into global crises?*
- *How did nationalism, propaganda, and political rivalries influence public support for World War I?*
- *What makes a war a "total war," and how did World War I affect soldiers, civilians, and colonial populations differently?*
- *Can peace treaties prevent future conflicts, or do they sometimes create new problems?*
- *How did the decisions made at the end of World War I reshape countries, borders, and global power relationships?*
- *To what extent did World War I change the world politically, economically, and socially?*

WH Standards:

10.5 Students analyze the causes and course of the First World War.

1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."

4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.

5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.

10.6 Students analyze the effects of the First World War.

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.

2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.

Sample Unit Assignments:

- Students analyze propaganda posters designed to encourage colonial troops to enlist and compare these messages with primary and secondary sources that document soldiers' actual wartime experiences.
- Students participate in a Treaty of Versailles simulation, then evaluate how their negotiated outcomes compare with the historical agreements.

Sample Unit Assessment:
Students analyze three primary sources related to the Battle of the Somme and construct an evidence-based argument evaluating whether the British or the Germans were the victors on the first day of the battle.

Unit Title: Interwar

Unit Summary:
Students will learn how the first totalitarian system was created by Lenin and Stalin in the Soviet Union, a model that was later taken up by other Communist and Fascist dictators. They will analyze how a system based on terror, indoctrination and mass surveillance twined with concrete social and economic benefits for a large segment of the Soviet population created a solid basis for Stalin's authority.

Students will compare and contrast Soviet Communism with Nazism, leading to a deeper examination of Germany's situation between the war and why far-right ideas were so appealing to a majority of Germans at the time. They will tie the innate aggressiveness of messianic totalitarian ideologies based on state violence and the crushing of individuality to the inevitability of another, greater global conflict.

Essential Questions:

- *How did Russia go from being ruled by a king (tsar) to a totalitarian system?*
- *Did the Bolshevik slogan of "Peace, Land, and Bread" actually improve life for the average Russian worker or peasant, or did it just trade one dictatorship for another?*

- *How did Stalin's plan to modernize Russia's economy (The Five-Year Plans) lead to the Holodomor (Terror Famine) in Ukraine and the Gulag?*
- *How did Hitler (Fascist) and Stalin (Communist) use similar methods to control their citizens?*
- *How did both regimes use propaganda to pick internal and external enemies to rally against?*

WH Standards:

10.7 Students analyze the rise of totalitarian governments after World War I.

1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).

2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).

3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

Sample Unit Assignments:
Students put Stalin on trial, facing the charges that he was "nothing but a brutal tyrant" and that "the Soviet people would have been better off if he had died of smallpox at age nine." This activity's main goals are for students to understand that: 1. Not even the most extreme dictatorship can survive based solely on negative incentives and 2. Stalin's individual personality and actions matter, but the totalitarian ideology he served would likely have produced a similarly brutal dictatorship.

Sample Unit Assessment:
Students write an essay on how Stalin was able to hold onto power, focusing on the punitive elements of his totalitarian government model and the positive social and economic benefits of Soviet industrialization.

Unit Title: World War II

Unit Summary:
Students will evaluate the legacy of World War II as the most devastating and significant event of the 20th century, analyzing the human and economic cost of a conflict that left 60 million dead and tens of millions displaced. Building upon their understanding of the breakdown of global democracy, students will investigate how the rise of totalitarianism served as the primary catalyst for the outbreak of hostilities.

During this unit, students will examine the critical military, political, and social implications of the war, tracing how the conflict reshaped international power structures. Finally, students will synthesize these historical facts to explore how modern society can derive meaning from such enormous suffering and apply those lessons to contemporary global challenges.

Essential questions:
- *Why and how did WWII begin?*
- *Who were the major players, and how/where was the war fought?*
- *Why did people allow the Holocaust to happen? Why did the German leaders target Jews and other specific groups?*
- *How did countries form alliances? Do alliances help maintain peace or cause conflict?*
- *Why did Japan attack the U.S.? Why did the US drop two atomic bombs on Japan? Was it justified?*
- *How do political leaders justify mass violence?*

WH Standards:

10.8 Students analyze the causes and consequences of World War II.

1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.

2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.

3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.

5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.

6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

Sample Unit Assignment:
Students create a digital museum exhibit with artifacts from the Holocaust. Each exhibit has a specific theme (e.g. children, resistance, escape) and features images of artifacts that connect with the theme. Each artifact has an overview providing historical context.

Sample Unit Assessment:
Students use document-based questions on Nanjing Invasion. Students read and analyze textbook passages from China and Japan, with the goal of understanding what happened at the Invasion of Nanjing. Students identify which source came from which country, support that claim with evidence from the text, and analyze how the evidence supports their claim. Students examine bias in sources.

Unit Title: Cold War & Decolonization

Unit Summary:
The Cold War is the name historians have given to the political, military and ideological competition between communist and capitalist nations that began after World War II and lasted almost 50 years. The Cold War earned its name in part because the two main opponents in this struggle, the USA and USSR, never directly waged full scale military "hot" war against each other. However, the second half of the 20th century witnessed an extended state of political tensions, military threats, undercover espionage and aggressive propaganda from both communist and non-communist nations. The Cold War competition for power and influence also expressed itself in new formal alliances, a military arms race, and frequent smaller-scale "proxy wars" across the world, a technological competition known as the "space race" and even tense rivalry at international sports events like the Olympics. Clearly, the climate of competition and distrust between the two "superpowers" had ripple effects across the world in many ways that we will explore.

Additionally, we will learn about the various countries who fought for and achieved their independence at this time.

Essential Questions:
- *What was the Cold War and how did it begin and end?*
- *How did the Cold War impact various parts of the world?*
- *What were the processes by which various peoples pursued independence after WW2?*

- *How did newly independent countries play a role in the Cold War?*
- *How did Cold War politics impact the development of newly formed nations?*
- *How and why did communism end in the Eastern Bloc and continue in China?*

WH Standards:

10.9 Students analyze the international developments in the post-World World War II world.

2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).

Sample Unit Assignments:
To understand the **methods** of proxy wars and how the competing superpowers saw smaller nations as essentially pawns in a global competition, students play the video game Cold War and write reflections about what it felt like. They then analyze primary sources detailing the **consequences** of these decisions for the people who actually had to live through Cold War proxy wars.

Sample Unit Assessment:
Students create the script for a news show on a Cold War conflict from the perspective of Cuba, Iran, Nicaragua, Afghanistan, or Korea that covers the conflict. Students include both the American and Soviet perspective as well.

Essential Historical and Social Sciences Analysis Skills

<u>Chronological & Spatial Thinking</u>
1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

4. Students relate current events to the physical and human characteristics of places and regions.

<u>Historical Research, Evidence, and Point of View</u>
1. Students distinguish valid arguments from fallacious arguments in historical interpretations.

2. Students identify bias and prejudice in historical interpretations.

3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

<u>Historical Interpretation</u>
1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

Essential Common Core Standards for Literacy in History/Social Studies

CC ELA Literacy: Writing in History/Social Studies » Grade 9-10

Text Types and Purposes
WHST.9-10.1: Write arguments focused on discipline-specific content.

WHST.9-10.1.a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

WHST.9-10.1.b: Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

WHST.9-10.1.d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.2.b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.9-10.2.d: Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

Production and Distribution of Writing
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.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge
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.

WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research."

Range of Writing
WHST.9-10.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC ELA Literacy: Reading in History/Social Studies » Grade 9-10

Key Ideas and Details:
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.

Craft and Structure:
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.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:
RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:
RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Recommended Texts and Resources: *Modern World History-Patterns of Interaction*-Holt McDougal

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