Global Studies
Program of Studies Description

World History provides for the study of world history, geography and economics. Students will analyze the history and geography of the world and the societies, cultures, religions, arts and global relations that have developed over time. They will compare different political and economic systems while identifying political leaders from selected historical and contemporary settings. Students will be assessed based on tests, essays, class work, oral presentations, outside readings and written research assignments.

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Syllabus

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REQUIRED TOPICS OF STUDY	SUGGESTED INSTRUCTIONAL TIME	STANDARDS/ ELIGIBLE CONTENT	COMMON ASSESSMENT
WWI and the Russian Revolution (1914-1919)	**August/September**	8.4.12.A/8.4.12B/8.4.12C/8.4.12D/CC8.5.11-12A-CC8.5.11-12J/CC.8.6.11-12A-CC.8.6.11-12I	**Quizzes (14.1, 14.2,14.3, 14.4)** **Test (Chapter 14)** **Primary/Secondary Readings**
The West Between the Wars (1919-1939)	**October**	8.4.12.A/8.4.12B/8.4.12C/8.4.12D/CC8.5.11-12A-CC8.5.11-12J/CC.8.6.11-12A-CC.8.6.11-12I	**Quizzes (15.1, 15.2, 15.3)** **Test (Chapter 15)** **Primary/Secondary Readings**
Nationalism Around the World (1919-1939)	**November**	8.4.12.A/8.4.12B/8.4.12C/8.4.12D/CC8.5.11-12A-CC8.5.11-12J/CC.8.6.11-12A-CC.8.6.11-12I	**Quizzes (16.1, 16.2,16.3, 16.4)** **Test (Chapter 16)** **Primary/Secondary Readings**
WWII and the Holocaust (1939-1945)	**December/January**	8.4.12.A/8.4.12B/8.4.12C/8.4.12D/CC8.5.11-12A-CC8.5.11-12J/CC.8.6.11-12A-CC.8.6.11-12I	**Quizzes (17.1, 17.2, 17.3, 17.4, 17.5)** **Test (Chapter 17)** **Primary/Secondary Readings**
The Cold War (1945-1989)	**February/March**	8.4.12.A/8.4.12B/8.4.12C/8.4.12D/CC8.5.11-12A-CC8.5.11-12J/CC.8.6.11-12A-CC.8.6.11-12I	**Quizzes (18.1, 18.2, 18.3)** **Test (Chapter 18)** **Primary/Secondary Readings**
Independence and Nationalism in the Developing World (1945-1993)	**April/May**	8.4.12.A/8.4.12B/8.4.12C/8.4.12D/CC8.5.11-12A-CC8.5.11-12J/CC.8.6.11-12A-CC.8.6.11-12I	**Quizzes (19.1, 19.2, 19.3, 19.4)** **Test (Chapter 19)** **Primary/Secondary Readings**

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Chapter 14	**WWI and the Russian Revolution**
Big Idea	European nations built alliances and expanded their militaries, creating tension that only needed a spark to ignite war. The assassination of Archduke Francis Ferdinand triggered World War I, which dragged on as Russia faced internal upheaval, ending the Romanov dynasty and bringing the Bolsheviks to power. Exhaustion spread among governments and civilians until the United States entered the conflict, helping to tip the balance against Germany. The war concluded on November 11, 1918, leading to the creation of new nations and the League of Nations to prevent future conflicts.
Unit Essential Questions:	• What factors contributed to the start of World War I • How did the assassination of Archduke Francis Ferdinand spark the outbreak of war? • How did the war on the Eastern Front differ from war on the Western Front? • Why did the war widen to become a world conflict? • What was the impact of total war? • How did World War I come to an end? • How was the final settlement of World War I established?

Date	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
August/September Chapter 14 WWI and the Russian Revolution 14.1 WWI Begins	8.4.12.A/8.4.12B/8.4.12C/8.4.12D/CC8.5.11-12A-CC8.5.11-12J/CC.8.6.11-12A-CC.8.6.11-12I	***4 MAIN Reasons for War*** Militarism Alliance Imperialism Nationalism Serbia Bosnia/Herzegovina Austria-Hungary Russia/Pan-Salvism Francis Ferdinand Gavrilo Princip Black Hand Ultimatum Allies	Google classroom European Map Game and Quiz 14.1/14.2 Notes and Activities WWI Technology	Quiz Notes and Guided Readings Questions Analyzing Posters	**Critical Thinker** – Students analyze the complex causes and consequences of World War I and the Russian Revolution, evaluating how political, economic, and social factors

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14.2 WWI		Central Powers	WWI Propaganda Activity 14.1/14.2 Quizlet Primary Source: Christmas in the Trenches 14.1/14.2 Quiz 1917 Movie with Questions	Game Reading Quiz Questions and Discussion	intertwined to shape global events. **Communicator** – Through discussions, debates, and written reflections, students express ideas clearly and consider multiple perspectives on war, revolution, and peace. **Collaborator** – Group activities like map games, propaganda analyses, and Edpuzzle assignments encourage teamwork and shared problem-solving to deepen understanding. **Innovator** – By

					exploring technological advances and new warfare strategies of WWI, students see how innovation can both solve problems and create new challenges. **Historically Aware Global Citizen** – Students connect lessons from early 20th-century conflicts to current global issues, understanding the importance of diplomacy, alliances, and human rights. **Reflective Learner** – Students reflect on leadership, ethics, and the human cost of

					war, drawing personal insights from historical events and primary sources. **Empathetic Individual** – By examining soldiers' letters, propaganda, and the experiences of civilians, students develop empathy for people living through conflict and upheaval. **Resilient Problem Solver** – The study of nations rebuilding after war and revolution teaches perseverance and adaptability in the face of global challenges.

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14.3 Russian Revolution	8.4.12.A/8.4.12B/8.4.12C/8.4.12D/CC8.5.11-12A-CC8.5.11-12J/CC.8.6.11-12A-CC.8.6.11-12I	Russian Revolution Russo-Japanese War Bloody Sunday Russian problems during the war Duma Czar Nicholas II/Romanov Dynasty Gregory Rasputin Provisional Government Capitalism/Socialism/Communism Bolsheviks White Russians	Edpuzzle: Crash Course Capitalism, Socialism, Communism 14.3 Notes and Activities Interactive Activity: Voices of the Russian Revolution Edpuzzle: October Revolution 14.3 Quizlet 14.3 Quiz	Edpuzzle Note Discussion and Guided Questions Debate/Discussion Edpuzzle Game Quiz	May, 2026

		Red Army Vladimir Lenin “Peace, Land, Bread” Execution of the Czar:			
14.4 WWI Ends	8.4.12.A/8.4.12B/8.4.12C/8.4.12D/CC8.5.11-12A-CC8.5.11-12J/CC.8.6.11-12A-CC.8.6.11-12I	Armistice Woodrow Wilson’s 14 Points Treaty of Brest Litovsk	Primary Source: Execution of the Czar 14.4 Notes and Activities WWI Map Analysis	Reading, Discussion and Questions Note Discussion and Guided Questions Analyzing Maps from before the	

		Big Four		war, after the war, and now	
		Reparations	Primary Source: Treaty of Versailles	Reading and Questions	
		League of Nations	14.4 Quizlet	Game	
		Treaty of Versailles	14.4 Quiz	Quiz	
		Fates of Former Territories	Year Long Timeline	Project	
			Upfront Reading: Why WWI Still Matters	Reading, Discussion, and Questions	
			World Wars Segment 1 Video and Questions	Video, questions, discussion	
			Chapter 14 Test	Test	

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Chapter 15	**The West Between the Wars (1919-1939)**
Big Idea	The World War I peace settlement left many nations dissatisfied, and Europe's brief 1920s prosperity collapsed with the Great Depression of 1929. This economic crisis undermined faith in democracy and fostered widespread insecurity reflected in art and science. Authoritarian regimes rose, including Mussolini's fascist Italy, Stalin's totalitarian Soviet Union, and other non-democratic governments in Europe. In Germany, economic hardship and resentment over World War I fueled support for extremist parties, allowing Adolf Hitler's Nazi Party to gain power with promises of national revival.
Unit Essential Questions:	● What led to new problems in the years after World War I? ● What triggered the Great Depression? ● How did the Great Depression affect people's confidence in democracy? ● How were the arts and sciences influenced by World War I? ● How did Mussolini create a dictatorial state in Italy? ● How did Stalin gain and maintain power in the USSR? ● What was the goal of authoritarian governments in the West? ● What was the basis for Adolf Hitler's ideas? ● How did Hitler build a Nazi Germany

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr

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October 15.1 Instability After WWI	8.4.12.A/8.4.12B/8.4.12C/8.4.12D/CC 8.5.11-12A-CC8.5.11-12J/CC.8.6.11-12A-CC.8.6.11-12I	MarketSpeculation Black Tuesday Great Depression Inflation Depression Tariffs Weimar Republic Popular Front Government (France) Collective bargaining deficit spending	Google classroom 15.1 Notes and Activities Edpuzzle: Great Depression and the Rise of Dictators 15.1 Quizlet 15.1 Quiz World Wars Segment 2 Video and Questions	Note Discussion and Guided Questions Edpuzzle Game Quiz Video, Discussion and Questions	**Critical Thinker** – Students evaluate how political instability, economic crises, and social changes after World War I contributed to the rise of authoritarian regimes across Europe. **Communicator** – Through discussions, video analyses, and propaganda poster activities, students express ideas about leadership, persuasion, and the power of media in shaping public opinion. **Collaborator** –

					Group projects such as the Rise of the Nazis Webquest and the Propaganda Poster Activity require cooperation and shared analysis of historical sources and visual media. **Innovator** – Students explore how advancements in mass communication, art, and science during the interwar years reflected innovation amid uncertainty and change. **Historically Aware Global Citizen** – Learners connect the

					failures of democracy and the rise of dictatorships to modern global issues involving propaganda, power, and civic responsibility. **Reflective Learner** – Students reflect on the human impact of depression, dictatorship, and discrimination, considering what societies can learn from the mistakes of the past. **Empathetic Individual** – By examining events like Kristallnacht and personal stories from the Holocaust, students

					develop empathy for victims of oppression and injustice. **Resilient Problem Solver** – Students analyze how individuals and nations responded to economic hardship and political extremism, recognizing the importance of resilience in rebuilding societies.
15.2 The Rise of Dictatorial Regimes	8.4.12.A/8.4.12B/8.4.12C/8.4.12D/CC 8.5.11-12A-CC8.5.11-12J/CC.8.6.11-12A-CC.8.6.11-12I	Totalitarian State Benito Mussolini Fascism Mass Media Russia's New	15.2 Notes and Activities Mussolini/Stalin video clips Propaganda Poster Activity	Note Discussion and Guided Questions Analyzing various propaganda posters and creating a poster to make the	

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		Economic Policy (NEP) USSR Politburo Leon Trotsky Joseph Stalin Five Year Plan Collectivization	15.2 Quizlet 15.2 Quiz	school better Game Quiz	
15.3 Hitler and Nazi Germany		Adolf Hitler Anti-Semitism Nazi SA (Storm Troops) Beer Hall Putsch Mein Kampf Enabling Act	15.3 Notes and Activities Rise of the Nazis Webquest More Than Gold: The Jesse	Note Discussion and Guided Questions Holocaust Museum Webquest Video and View and React	

		Concentration Camps Fuhrer Aryan Schutzstaffeln (SS) Nuremberg Laws Kristallnacht Joseph Goebbels	Owens Story 15.3 Quizlet 15.3 Quiz Yearlong Timeline Chapter 15 Test	 Game Quiz Project creation Test	
	8.4.12.A/8.4.12B/8.4.12C/8.4.12D/CC 8.5.11-12A-CC8.5.11-12J/CC.8.6.11-12A-CC.8.6.11-12I				

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Chapter 16	**Nationalism Around the World (1919-1939)**
Big Idea	In the 1920s and 1930s, independence movements, already present before WWI, strengthened in many parts of the world. The collapse of the Ottoman Empire led to the creation of Turkey, Iraq, and Saudi Arabia. In Africa, a new generation educated abroad and African veterans of WWI often lead protests to colonial governments, but independence would not be achieved until after WWII. Asian nationalists, including Gandhi in British India and Ho Chi Minh in French Indochina, struggled against colonial rule. In China, an alliance against Imperialists between Nationalists and Communists broke down, leading to Civil War.
Unit Essential Questions:	• How can political control lead to Nationalists movements? • How does economic exploitation lead to nationalists movements?

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
November Chapter 16: Nationalism Around the World	8.4.12.A/8.4.12B/8.4.12C/8.4.12D/CC 8.5.11-12A-CC8.5.11-12J/CC.8.6.11-12A-CC.8.6.11-12I	Legislature Element Genocide Ethnic Cleansing Caliphate Volunteer Compensation Pan-Africanism Civil Disobedience Zaibatsu Ceased Eventually Guerrilla Tactics Redistribution of Wealth Investor Establish Oligarchy	Google classroom		**Critical Thinker** – Students analyze how imperialism, economic exploitation, and political control fueled nationalist movements across Africa, Asia, and the Middle East. **Communicator** – Through discussions and presentations, students articulate how leaders like Gandhi, Atatürk,

					and Ho Chi Minh used persuasive strategies to inspire independence movements. **Collaborator** – Group activities such as map analysis, quizlets, and comparative studies of nationalist movements encourage teamwork and shared inquiry. **Innovator** – Students explore how figures around the world adapted new political ideas—like civil disobedience and socialism—to local contexts in their fight for independence. **Historically Aware Global Citizen** – Learners connect the struggle for self-determination

					in the early 20th century to ongoing global efforts for equality, justice, and national identity today. **Reflective Learner** – Students consider how different regions' experiences with colonialism and revolution reveal deeper truths about freedom, power, and cultural resilience. **Empathetic Individual** – By studying the sacrifices of those who fought against oppression, students gain empathy for people striving for independence and human rights around the world. **Resilient Problem Solver** – Students evaluate how

					nationalist leaders responded to adversity—through peaceful protest, political reform, or armed resistance—demon strating perseverance and adaptability.
16.1 Nationalism in the Middle East	8.4.12.A/8.4.12B/8.4.12C/8.4.12D/CC 8.5.11-12A-CC8.5.11-12J/CC.8.6.11-1 2A-CC.8.6.11-12I		16.1 Notes and Activities 16.1 Quizlet 16.1 Quiz	Note Discussion and Guided Questions Game Quiz	
16.2 Nationalism in Africa and Asia	8.4.12.A/8.4.12B/8.4.12C/8.4.12D/CC 8.5.11-12A-CC8.5.11-12J/CC.8.6.11-1 2A-CC.8.6.11-12I		16.2 Notes and Activities 16.2 Quizlet 16.2 Quiz	Note Discussion and Guided Questions Game Quiz Note Discussion	

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16.3 Revolutionary Chaos in China 16.4 Nationalism in Latin America			16.3 Notes and Activities 16.3 Quizlet 16.3 Quiz 16.4 Notes and Activities 16.4 Quizlet 16.3 Quiz Yearlong Timeline Chapter 16 Test	and Guided Questions Game Quiz Note Discussion and Guided Questions Quizlet Quiz Project creation Test	

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Chapter 17	**World War II and the Holocaust**
Big Idea	In the 1930s, Germany and Japan pursued aggressive expansion, with Hitler annexing territories in Europe and Japan invading Manchuria, while other nations initially avoided confrontation. Germany's blitzkrieg quickly conquered much of western and central Europe, but Britain and Russia resisted, and the United States eventually joined the Allies to demand unconditional Axis surrender. During the war, civilians and economies were fully mobilized, enduring bombings and shortages, while the Nazis carried out the Holocaust, killing nearly two-thirds of Europe's Jewish population. By 1945 the Allies halted Axis advances, leading to Germany's surrender in May and Japan's in August, but the victory gave way to Cold War tensions and ideological conflict.
Unit Essential Questions:	• What was Hitler's motivation for German expansion? • What alliances and events contributed to the outbreak of World War II? • What were Germany's gains and losses during the early years of the war? • What brought the United States into the war? • How did the involvement of the United States change the war? • How did countries mobilize for war? • How did the bombing of cities impact the home front? • How did Germany establish a New Order in Europe? • How did Adolf Hitler's views on race influence the New Order? • How did the tide of battle turn against Germany, Italy, and Japan? • What led to the Cold War?

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
December/January Chapter 17: WWII and the Holocaust 17.1 WWII	8.4.12.A/8.4.12B/8.4.12C/8.4.12D/CC8.5.11-12A-CC8.5.11-12J/CC.8.6.11-12A-CC.8.6.11-12I	Demilitarized Appeasement Sanctions Blitzkrieg Isolationism Neutrality Resolve Involvement Mobilization	Google classroom 17.1 Notes and Activities Primary	Note Discussion and Guided Questions Reading, Questions	**Critical Thinker** – Students evaluate the causes and consequences of WWII, analyzing complex political, economic, and social factors behind global

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Begins 17.2 WWII 17.3 The		Kamikaze Blitz Ethnic Occupation Genocide Collaborator Ideological Assure Partisan Cold War	Source: Hitler Receives and Ultimatum World Wars Segment Edpuzzle: WWII 17.1 Game 17.1 Quiz 17.2 Notes and Activities Japanese Expansion Webquest Primary Source: Siege of Leningrad 17.2 Quizlet	and Discussion Video and Questions Edpuzzle Game Quiz Note Discussion and Guided Questions Website and Questions Reading, Questions and discussion Game	conflict and the Holocaust. **Communicator** – Through discussions, primary source analysis, and debates, students articulate ideas about wartime strategies, human rights violations, and global alliances. **Collaborator** – Group activities, such as map analyses, WWII games, and guided discussions, encourage teamwork in understanding military campaigns and civilian experiences. **Innovator** – Students explore how technological advancements and new military strategies, like

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Homefront and Civilians			17.2 Quiz	Quiz	blitzkrieg and aerial bombing, shaped the course of the war.
			17.3 Notes and Activities	Note discussion, Guided Questions	**Historically Aware Global Citizen** – Learners connect WWII events, including the Holocaust, to ongoing issues of genocide, human rights, and international conflict.
			Edpuzzle: Causes and Effects of Stalingrad	Edpuzzle	
			17.3 Game	Game	
			17.3 Quiz	Quiz	**Reflective Learner** – Students reflect on the moral and ethical lessons of the Holocaust, wartime leadership, and civilian resilience.
			Asian Map Quiz	Quiz	
17.5 WWII Begins			17.5 Note Discussion and Activities	Note Discussion and Questions	**Empathetic Individual** – By examining personal accounts, primary sources, and survivor stories, students develop empathy for individuals affected
			24 Hours After Hiroshima	Questions and Discussion	

			video and questions		by genocide and war. **Resilient Problem Solver** – Students analyze how nations and individuals responded to invasion, occupation, and oppression, highlighting perseverance and strategic problem-solving under extreme conditions.
			WWII Quizlet	Game	
			17.5 Quiz	Quiz	
17.4 Holocaust			Holocaust Intro Powerpoint	Discussion	
			Crimes Against Humanity	Upfront reading and questions	
			Nuremberg View and React	Video discussion and view and react	
			Holocaust video clips	Discussion	

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			17.4 Quizlet 17.4 Quiz Timeline	Game Quiz Project Creation	

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Chapter 18	**Cold War and its lasting Effects**
Big Idea	**Main Idea and why it matters:** At the end of World War II, a new conflict erupted in the Western world was the two new superpowers, the United States and the Soviet Union competed for political domination of the world. Europeans were forced to become supporters of one side or the other. **Main Idea and why it matters:** In 1949 Chiang Kai-Shek finally lost control of China, and the Communist Mao Zedong announced the formation of the People's Republic of China. Mao's victory strengthened U.S. fears about the spread of communism. To build his socialist (communist) society in China, Mao Zedong launched the Great Leap Forward and the Great Proletarian Cultural Revolution. Neither program was especially successful at achieving its goals. **Main Idea and why it matters:** In the decades after World War II, the Cold War between the United States and the Soviet Union spread, creating military alliances and defining the postwar era. The competition between the superpowers also affected "hot" wars, especially in Korea and Vietnam.
Unit Essential Questions:	• Why did the United States and the Soviet Union become political rivals after World War II? • What did the Marshall Plan and COMECON have in common? • How did Mao use economic policies to try and establish a classless society? Why did Mao believe a permanent revolution was necessary? • How was China affected by the Cold War? • What common factor triggered the "hot" wars in Asia during the Cold War? • How did nuclear weapons influence political relationships during the Cold War?

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
Feb/March	8.4.12.A/8.4.12B /8.4.12C/8.4.12D				

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	/CC8.5.11-12A-CC8.5.11-12J/CC.8.6.11-12A-CC.8.6.11-12I				
18.1 The Cold War Begins 18.2 China After WWII 18.3 Cold War Conflicts		• Truman Doctrine • Marshall Plan • Satellite States • COMECON • Policy of Containment • Zones of occupation (4 zones) • Blockade of West Berlin • Berlin Airlift • Division between East/West Germany • NATO vs. Warsaw Pact • Arms Race • Nuclear Weapons • ICBM's • Deterrence • Sputnik 1 • Nikita Krushchev • Berlin Wall • Nationalists vs. Communists	Edpuzzle: Crash Course Cold War Berlin Airlift reading and questions Main Bodies of the UN research activity Edpuzzle: United Nations NATO and Global Defense Strategies Edpuzzle: NATO NATO: The Burden Sharing Simulation Edpuzzle: Berlin Wall Upfront Reading: Showdown at the Berlin Wall Virtual History: Berlin Wall 18.1 Presentation,	Note Discussion and Guided Questions Reading, Questions and Discussion Videos and Questions Video Blogs Edpuzzles Games Quizzes Websites and Questions	**Critical Thinker** – Students evaluate the causes and consequences of the Cold War and how it still affects the geopolitical landscape today , analyzing complex political, economic, and social factors behind global conflicts as a result of the history of the Cold War **Communicator** – Through discussions, primary source analysis, and debates, students articulate ideas about wartime strategies, human rights violations, and global alliances. **Collaborator** – Group activities,

		Chiang Kai-shekels Mao Zedong People's Liberation Army Taiwan Communes Great Leap Forward Permanent Revolution Cultural Revolution Little Red Book Red Guards "Four Olds" Deng Xiaoping Division between Soviets and	Guided Reading and Vocab 18.1 Games 18.1 Quiz Edpuzzle: The Fall of the Soviet Union Upfront Reading: The Fall of the Soviet Union Frontline: Putin's Way Upfront Reading: Russian Propaganda Schools Frontline: 20 Days in Mariupol Upfront: In the Shadow of War 18.2 Notes, Guided Reading, and Vocab 18.2 Games 18.2 Quiz Edpuzzle:	Project Creation Debates Test	such as map analyses, games, and guided discussions, encourage teamwork in understanding military campaigns and civilian experiences. **Innovator** – Students explore how technological advancements and new military strategies. **Historically Aware Global Citizen** – Learners connect current events, including the Russian invasion of the Ukraine, and Chinas role both domestic and foreign, to ongoing issues of genocide, human rights, and international conflict. **Reflective Learner** – Students reflect

		Chinese Richard Nixon Proxy War Korean War UN Forces 38th Parallel John F. Kennedy Fidel Castro Batista Bay of Pigs Invasion Cuban Missile Crisis Blockade Vietnam War Ho Chi Minh Vietminh Diem Bien Phu Ngo Dinh Diem Viet Cong Domino Theory	Communists vs. Nationalists Upfront Reading: One Nation Under Surveillance Upfront Reading: Taiwan's Uncertain Future Frontline: U.S., China, and Xi Xin Ping Geography Now Asian Countries 18.3 Notes, Guided Reading, and Vocab 18.3 Games 18.3 Quiz		on the moral and ethical lessons of history and how similar conflicts still exist today, **Empathetic Individual** – By examining personal accounts, primary sources, and survivor stories, students develop empathy for individuals affected by genocide and war. **Resilient Problem Solver** – Students analyze how nations and individuals responded to invasion, occupation, and oppression, highlighting perseverance and strategic problem-solving under extreme conditions.

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			Frontline: Secret State of North Korea Reading: Greetings from North Korea Upfront: The Two Koreas Edpuzzle: Cuban Missile Crisis Upfront: The Cuban Revolution Brothers in Exile video and questions Upfront: The Vietnam War Debate Topic: U.S. and Asian relations Cold War: Open Ended Response Chapter 18 Test		

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Chapter 19	Independence and Nationalism in the Developing World
Big Idea	**Main Idea and why it matters:** Following World War II, many South and Southeast Asian states gained their independence. British India was split into two nations – India and Pakistan. While some Southeast Asian countries have moved toward democracy, they have faced some serious obstacles along that path. **Main Idea and why it matters:** Since 1948, Israelis and Arabs have often been in conflict in the Middle East. In Iran a revolution established an Islamic Republic while war broke out in Afghanistan. Iraq's conquest of Kuwait led to a war in the Middle East. **Main Idea and why it matters:** Africa's road to independence has not been an easy one. Free from colonial rule, many African nations faced serious political, economic, social and health challenges.
Unit Essential Questions:	• How did India emerge as an independent country? • What experiences did independence bring to new Southeast Asian countries? • What events led to the dispute between Israel and its Arab neighbors? • How has the move for self-rule led to turmoil among the countries of the Middle East? – How was Islam influenced society and culture in the Middle East? • What challenges did newly independent African countries face and how are they trying to overcome them? • What factors have affected African society and culture?

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
April/May	8.4.12.A/8.4.12B/8.4.12C/8.4.12D/CC8.5.11-12A-CC8.5	• Mohandas Gandhi • Jawaharlal Nehru	Middle East Map	Note Discussion and Guided Questions	**Critical Thinker** – Students evaluate the causes and

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	.11-12J/CC.8.6.11-12A-CC.8.6.11-12I	• Indira Gandhi • Mother Teresa • Rajiv Gandhi • Pakistan/India Divide • Bangladesh • Burma/Myanmar • Philippines: • Ferdinand Marco: • Corazon Aquino • Vietnam/Cambodia • Khmer Rouge • Pol Pot • Palestine • ● Zionists • Gamal Abdel Nasser • Pan-Arabism • Suez War • Arab-Israeli Dispute • Golda Meir • OPEC • Camp David Accords • PLO - • Jimmy Carter	19.1 Notes, Guided Reading and Vocab Edpuzzle: Partition of India Upfront: The Roots of Conflict 19.1 Games 19.1 Quiz 19.2 Notes, Guided Reading and Vocab Edpuzzle: Arab-Israeli Conflict Frontline: Israelis and Palestinians Edpuzzle: Arab Spring Frontline: Remaking the Middle East Frontline: U.S. and Iran War in Iraq War on Terror 19.2 Games	Reading, Questions and Discussion Videos and Questions Video Blogs Edpuzzles Games Quizzes Websites and Questions Project Creation Debates Test	consequences of the Cold War and how it still affects the geopolitical landscape today , analyzing complex political, economic, and social factors behind global conflicts as a result of the history of the Cold War **Communicator** – Through discussions, primary source analysis, and debates, students articulate ideas about wartime strategies, human rights violations, and global alliances. **Collaborator** – Group activities, such as map analyses, games, and guided discussions, encourage teamwork in

		• Yasir Arafat • Intifada • Reza Shah Pahlavi • Ayatollah Khomeini • Iran-Iraq War • Saddam Hussein • Persian Gulf War • Taliban • Osama Bin Laden • Al-Qaeda • ISIS • Islamic Fundamentalism • African National Congress • African Literature • African Visual Arts • Apartheid • Desmond Tutu	19.2 Quiz 19.3 Notes, Guided Reading and Vocab 19.3 Games 19.3 Quiz African Map		understanding military campaigns and civilian experiences. **Innovator** – Students explore how technological advancements and new military strategies. **Historically Aware Global Citizen** – Learners connect current events, including the conflicts in the Middle east, Pakistan and Afghanistan, the war on Terrorism **Reflective Learner** – Students reflect on the moral and ethical lessons of history and how similar conflicts still exist today, **Empathetic Individual** – By examining personal

		• HIV/AIDS • Hutus vs. Tutsis • Nelson Mandela • Nigeria • Pan-Africanism • Rwanda • Traditional Culture • Western Culture • Women's Roles • Zimbabwe			accounts, primary sources, and survivor stories, students develop empathy for individuals affected by genocide and war. **Resilient Problem Solver** – Students analyze how nations and individuals responded to invasion, occupation, and oppression, highlighting perseverance and strategic problem-solving under extreme conditions.