World History Curriculum

1350-present

Updated August 2022

(New 2020 guidelines located here and language of new LGBTQ+ law here;
New 2022 AAPI-Inclusive Curriculum law here)

NJDOE Topics to be Covered:

- Era 1 Emergence of the First Global Age (1350–1770)
- Era 2 Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)
- Era 3 Age of Revolutions (1750–1914)
- Era 4 A Half-Century of Crisis and Achievement (1900-1945)
- Era 5 The 20th Century Since 1945 (1945-Today)
- Era 6 Contemporary Issues

*** *Modern World History* by McDougal Littell: entire textbook in PDF form **here** ***

Board Approval 10/24/22

NJDOE Essential Questions for All Social Studies Curriculum:

A. Civics, Government, and Human Rights
   - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
   - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment
   - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology
   - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
   - How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives
   - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
   - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Benchmarks
1.) Document-Based Question (DBQ) Essay *(see rubric on next page)* - **Exploration or Reformation: Which was the more important consequence of the Printing Press?** (entire DBQ here)
2.) Essay - **To what extent have natural resources, religion, and racist policies caused conflict?**

Document-Based Question (DBQ) Rubric

	4	3	2	1
Thesis	Clear thesis that directly answers all parts of the question and clearly sets up the argument for the essay. Does more than restate the question.	Clear thesis that answers most parts of the question and sets up the argument for the essay. Does more than restate the question.	Thesis answers some parts of the question and somewhat sets up an argument for the essay.	Thesis is not present OR thesis is a restatement of the question. No argument is given for the essay.
Content - Accuracy	All content is accurate. There are no factual errors.	Most of the content is accurate, but there is 1 factual error.	The content is generally accurate, but there are 2-3 factual errors.	Content confusing or contains more than 3 factual errors.
Content - Analysis	Expertly demonstrates understanding and comprehension of the documents.	Adequately demonstrates understanding and comprehension of the documents.	Demonstrates some understanding and comprehension of the documents.	Demonstrates little to no understanding and comprehension of the documents. Does not accurately incorporate documents into essay.
Documents	Accurately incorporates at least 4 documents into essay with no errors.	Incorporates at least 3 documents into essay, but 1 document may not be incorporated accurately.	Incorporates at least 2 documents into essay, but 1 document may not be incorporated accurately.	Does not incorporate documents into essay OR only incorporates 1 document into essay. Documents may not be incorporated accurately.
Organization and Structure	The essay is well-organized. The purpose of each paragraph is clear and is linked to the thesis. The content of each paragraph is consistent and appropriate. The paragraphs are logically sequenced.	The essay is well organized. The purpose of each paragraph is clear, but some content may be inconsistent or irrelevant. There may be minor problems of logic and paragraph sequence.	The essay is not especially well organized. The purpose of some paragraphs is unclear and some content may be inconsistent or irrelevant. There may be problems of logic and paragraph sequence.	The essay is poorly organized. The purpose of some paragraphs is unclear and content is inconsistent and/or irrelevant. There are significant problems of logic and paragraph sequence.
Formatting	The essay contains all of the following: fully 2 pages in length, double-spaced, 1 inch margins, Times New Roman, 12-point font.	The essay contains 4 of the following: fully 2 pages in length, double-spaced, 1 inch margins, Times New Roman, 12-point font.	The essay contains 3 of the following: fully 2 pages in length, double-spaced, 1 inch margins, Times New Roman, 12-point font.	The essay contains 1-2 of the following: fully 2 pages in length, double-spaced, 1 inch margins, Times New Roman, 12-point font.

Additional Standards *(applicable to all units)*	
Career Readiness, Life Literacies, and Key Skills (found here)	9.1.12.CFR.1 ● Core Idea: Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities. ● Performance Expectation: 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.4 ● Core Idea: The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen. ● Performance Expectation: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures. 9.1.12.CFR.6 ● Core Idea: The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen. ● Performance Expectation: Identify and explain the consequences of breaking federal and/or state employment or financial laws. 9.2.12.CAP.1 ● Core Idea: There are strategies to improve one's professional value and marketability. ● Performance Expectation: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession. 9.4.12.CI.1 ● Core Idea: With a growth mindset, failure is an important part of success. ● Performance Expectation: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CT.1 ● Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. ● Performance Expectation: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2 ● Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

	● Performance Expectation: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CT.3 ● Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. ● Performance Expectation: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.DC.3 ● Core Idea: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. ● Performance Expectation: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1). 9.4.12.DC.7 ● Core Idea: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers. ● Performance Expectation: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a). 9.4.12.DC.8 ● Core Idea: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change. ● Performance Expectation: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection. 9.4.12.IML.2 ● Core Idea: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. ● Performance Expectation: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. 9.4.12.IML.5 ● Core Idea: In order for members of our society to participate productively, information needs to be shared accurately and ethically. ● Performance Expectation: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

	9.4.12.IML.7 ● Core Idea: Accurate information may help in making valuable and ethical choices. ● Performance Expectation: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4). 9.4.12.IML.8 ● Core Idea: Media have embedded values and points of view. ● Performance Expectation: : Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9 ● Core Idea: Media have embedded values and points of view. ● Performance Expectation: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
Computer Science (found here)	8.2.12.ED.1 ● Core Idea: Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems. Decisions on trade-offs involve systematic comparisons of all costs and benefits, and final steps that may involve redesigning for optimization. ● Performance Expectation: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.ED.6 ● Core Idea: Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints. ● Performance Expectation: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).
Cross Curricular (NJSLS for English Language Arts Companion Standards found here for grade 9-10 and found here for grade 11-12)	**Anchor Standards for Reading (Grade 9-12)** ● Key Ideas and Details ○ NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ○ NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● Craft and Structure ○ NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. ● Integration of Knowledge and Ideas ○ NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ○ NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. ○ NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to

	compare the approaches the authors take. ○ NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. **Progress Indicators Reading History (Grade 9-10)** ● Key Ideas and Details ○ RH.9-10.1. Accurately cite strong and thorough 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 theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. ○ RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. ● Craft and Structure ○ RH.9-10.6. Compare the point of view of two or more authors in regards to 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.9-10.8. 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, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. **Progress Indicators Reading History (Grade 11-12)** ● Key Ideas and Details ○ RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. ○ RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text. ○ RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. ● Craft and Structure ○ RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. ● Integration of Knowledge and Ideas ○ RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem. ○ RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources. ○ RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Common Accommodations *(applicable to all units)*

- Accompany oral directions with written directions
- Provide verbal praise and positive reinforcement
- Break down tasks into smaller, more manageable chunks with frequent teacher checks
- Provide study guides (supplemental to students own notes)
- Preferential seating
- Extended time on tests/quizzes/projects as needed
- Use a variety of visual aids.
- Repeat, clarify and reword directions
- Encourage student to ask for assistance when needed.
- Encourage student to maintain an assignment book.
- Read test directions out loud.
- Allow the student to use an alternate method of production (e.g., computer/word processor, typewriter).
- Provide multi-sensory instruction
- Ask specific and structured questions. Phrase questions in several different ways
- Provide a word bank.
- Provide a guide for structuring writing by providing an organizational format (graphic organizer).
- Maintain communication with parents.
- Provide frequent repetition in instruction.
- Provide clear and consistent academic and behavior expectations
- Redirect/refocus attention
- Modify tests/ quizzes as needed
- Provide second set of textbooks for home use
- Use physical proximity to increase student's attention to instruction.

Unit 1: Revolution & Reform (Renaissance, Scientific Revolution, Protestant Reformation, Enlightenment) {30 days}

Essential Questions:

- What factors led to the Renaissance, and what were its main effects?
- Why did people break away from the Catholic Church, and what was the Church's response? What new beliefs arose?
- How did the Scientific Revolution challenge the power of churches and kings?
- How did the Scientific Revolution lay the groundwork for key Enlightenment concepts?
- What did Enlightenment philosophes believe about the nature of people?

Topics / Subtopics	Key Concepts	Activities & Resources	Assessment
Renaissance: Causes	Bubonic plague, decline of feudalism, geography of Italy, rebirth of Roman and Greek culture, crusades	• Document/photo analysis • Mapping Bubonic Plague activity • Primary Source analysis of Plague	• Analysis questions • Discussion
Renaissance: Themes	Humanism, individualism, realism	• Research about key organized crime leaders	• Research questions
Renaissance: Key people	Michelangelo, Da Vinci, Rafael, Bruegel, Donatello	• Document/graph analysis	• Analysis questions
Scientific Revolution: Key people	Galileo Galilei; Francis Bacon; Rene Descartes; Isaac Newton	• Research project • Facebook profiles	• Presentations
Scientific Revolution: Important topics	Geocentric Theory; Heliocentric Theory; law of gravity; scientific method; medicine and human body discoveries; chemistry discoveries	• Jigsaw	• Analysis questions

Protestant Reformation: Causes	Corruption within church, Renaissance values, Humanism, Individualism, crusades	● Analogy comparison ● Reading & comprehension questions	● Discussion ● Quiz
Protestant Reformation: Key people	Martin Luther, John Calvin, Henry VIII	● Station/Jigsaw activity ● Children's Book Project	● Children's Book Project
Protestant Reformation: Major events	95 Theses, Diet of Worms, Peace of Augsburg, English Reformation, Formation of Jesuits, Act of Supremacy, Council of Trent, Book of Common Prayer	● Debate ● Document Analysis	● Debate participation and responses ● Analysis questions ● Essay question
Enlightenment: Causes	Renaissance, Scientific Revolution, Protestant Reformation - Absolutism	● Analogy comparison ● Reading & comprehension questions	● Discussion ● Quiz
Enlightenment: Key people	John Locke, Thomas Hobbes, Baron de Montesquieu, Voltaire, Jean-Jacques Rousseau, Rene Descartes, Denis Diderot, Olympe de Gouges	● Station/Jigsaw activity ● Children's Book Project	● Children's Book Project
Enlightenment: Main ideas	Natural rights, Laissez-Faire Economics, Freedom of Speech, democracy Western engagement with Asia; implications of Enlightenment on relationship between the West and East	● Debate ● Document Analysis	● Debate participation and responses ● Analysis questions ● Essay question

Unit Learning Targets

Students will…

- Explain the ways in which the Renaissance laid the foundations for modern states.
- Discuss major contributions to the arts and sciences originating from the Renaissance
- Analyze the factors causing the Protestant Reformation, and demonstrate understanding of the cause-effect relationship between it and the Counter-Reformation.
- Describe the effect of the Scientific Revolution on church power and its impact on European worldviews.
- Discuss major contributions originating from the Scientific Revolution
- Determine the causal link between the Scientific Revolution and Enlightenment philosophy.
- Contrast the Enlightenment ideas prevalent in Europe to those in Asia and the Middle East/Northern Africa (i.e. Muslim/Islamic empires)

NEW Social Studies NJSLS (June 2020)

Era 2. Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)

Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

Core Idea	Performance Expectations
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa. • 6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.2.12.GeoPP.2.a: Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
Economic globalization affects economic growth, labor markets, rights guarantees, the environment, resource allocation, income distribution, and culture.	6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics. 6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
Chronological sequencing serves as a tool for analyzing past and present events.	6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
Complex interacting factors influence people's perspective.	6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Unit 2: Age of Exploration {30 days}

Essential Questions:

- What role did the Renaissance play in launching an age of exploration?
- How did isolationist policies affect the societal, cultural, and technological developments in Asia?
- What caused the downfall of the dynasties in China and Japan?

Topics / Subtopics	Key Concepts	Activities & Resources	Assessment
Causes	Search for spices, scientific revolution, cartography studies, protestant reformation, counter reformation	• Document/photo analysis • Cost of spices activity • Columbus DBQ	• Analysis questions • Discussion
Key explorers	Da Gama, Columbus, Dias, Cabral, Zhang Qian, Xu Fu	• Map of exploration • Short biography film project • Columbus DBQ	• Research questions
Effects	First wave of imperialism, colonization and settlement of South America, North America, Philippines, India, Outskirts of Africa Effects on indigenous population	• Document/graph analysis • Map of conquests after discovery • Primary source activity based on conquests • Wanted poster project	• Analysis questions
Dynasties	China: Ming, Qing Japan: Muromachi, Azuchi-Momoyama, Edo Period	• Jigsaw	• Discussion • Presentations

Dynasties & Empires: Key topics	Family and societal changes; cultural developments; China's relationship with Korea; Japanese feudalism; Christian missionaries; trade with Europe; technology	● Primary source analysis	● Analysis questions
Women's Roles & Rights	Women in Southeast Asia pre-colonization had relative autonomy and independence; not equal but difficult to compare since had different functions - women did transplanting and harvesting rice, weaving, and marketing; their reproductive role gave them magical and ritual powers, which may explain why the value of daughters was never questioned in Southeast Asia as it was in China, India, and the Middle East	● Jigsaw - comparing women's roles and rights across Asia and the Middle East	● Comparison chart ● Discussion

Unit Learning Targets

Students will…

- Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Mughal, with Spanish and Ottoman) maintained control and expanded their economies by examining the role of government, regulation of trade, and farming practices.
- Conduct short research to identify the factors leading to the rise and fall of the Ming, Qing, Mughal, with Spanish and Ottoman empires.
- Use quantitative and qualitative analysis to demonstrate an understanding of the changes in political boundaries as a result of the rise and fall of empires (e.g., Mongols, Ottoman), impact of treaties (e.g., Treaty of Paris), and impact of Europeans in West Africa.
- Draw evidence from informational text to compare and contrast the influence of economic policies in China (e.g., Ming rulers) with Japan (e.g., isolationism) and their relationship with European colonization in the Americas (e.g., Joint Stock Companies).

- Cite specific textual evidence to analyze the political (i.e., Treaty of Tordesillas and Toleration Act), cultural, and moral role of Catholic and Protestant Christianity (e.g., Protestant/ Puritan work ethic, religious values, language) in the European colonies.
- Use quantitative analysis to determine the role of natural resources on economic growth in Europe and the impact of political decisions and social policies on indigenous people in Spanish and Portuguese colonies.
- Compare European settlements (e.g., Spanish, Dutch, French, British colonies) with regard to governance, interaction with native populations, and sources of labor.
- Use technical analysis (e.g., diagrams, maps, charts) to trace the movement of essential commodities from the East Indies to Europe (e.g., spices, linens, precious gems) and West Indies to Europe (e.g., sugar, rice, tobacco).
- Produce clear and coherent writing that assesses the role of mercantilism in stimulating European expansion through trade.
- Draw evidence from information texts to explain how the effects of increased global trade from the New World (e.g., more urbanization, spending, better quality of life, increased militarization, conflict between nation states) contributed to economic growth in Europe and the development of isolationist policies in Japan and China.
- Analyze the effects of nation state rivalries in Europe on commerce, the quality of life, and colonization.
- Gather relevant information from multiple authoritative print and digital sources to determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia, provided the necessary tools for European exploration and conquest.
- Write a narrative that compares the development of slavery and coerced labor practices of indigenous populations (i.e. house slavery, chattel slavery, Encomienda system, and indentured servants) in the Americas with Europe, Africa, and Asia.
- Draw evidence from informational texts to analyze various motivations (i.e., loss of Native Americans labor and need for new supply of labor) for the Atlantic slave trade (i.e., Middle Passage), and the impact on Europeans Africans and Americans (i.e., triangular trade routes).
- Explain how the new social stratification (e.g., viceroys, creoles, mestizos, slaves) laid the foundation for future conflict.
- Compare and contrast how economic (e.g., plantations, division of labor), political (e.g., rivalries between nation states of Spain and Portugal), and social policies (e.g., conversion of Latin American population to Roman Catholic religion) in Spanish and Portuguese colonies are treated in primary and secondary sources

NEW Social Studies NJSLS (June 2020)

Era 1. The Emergence of the First Global Age: Global Interactions and Colonialism

The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

Core Idea	Performance Expectations
Geographic data can be used to analyze variations in the spatial patterns.	6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
Human settlement activities impact the environmental and cultural characteristics of specific places and regions.	6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	6.2.12.GeoGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	• 6.2.12.GeoGE.1.b: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society. • 6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. • 6.2.12.GeoGE.1.d: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

(continued)

Core Idea	Performance Expectations
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	• 6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest. • 6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. • 6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict. • 6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
There are multiple and complex causes and effects of historical events.	6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	• 6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures). • 6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

Unit 3: Age of Revolutions (Political and Industrial) {30 Days}

Essential Question:

- How does conflict lead to change?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How have technological developments impacted how war is fought and won?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

Topics / Subtopics	Key Concepts	Activities & Resources	Assessment
French Revolution (1789-1799)	**Causes** - Influenced by American Revolution, Enlightenment ideas (liberty, equality, fraternity), feudalism, absolute monarchy of King Louis XVI and wife Marie Antionette, Estates General - more Commons representatives (angry with church and nobles - lack of taxes paid) **Key Events & People** - Bastille Day, Women's March, guillotine (esp. killing of King Louis XVI), Marat, Robespierre, Reign of Terror, The Directory, Napoleon Bonaparte	• Timeline • Compare/contrast chart with American Revolution	• Discussion • Essay - Compare/contrast French Revolution and American Revolution
Haitian Revolution (1791-1804)	**Causes** - First Latin American revolution to follow American Revolution; former French slave	• Jigsaw • Webquest (here)	• Discussion • Written responses to jigsaw/webquest

	colony named Saint Domingue; Declaration of the Rights of Man **Key Events & People** - Toussaint Louverture; Julien Raimond; Vincent Ogé; French National Assembly granted freedom to slaves in Haiti on April 4, 1792		
Latin American Revolutions (1808-1826)	**Causes** - Influenced by American and French Revolutions; Napoleonic wars (esp. Peninsula War) made South American colonies question allegiance to Spain **Key Events & People** -Simón Bolívar; José de San Martín; Father Miguel Hidalgo; *Libertadores*; Monroe Doctrine (1823) issued by US President James Monroe said Latin American nations were to be independent (not colonies) and the US would view European involvement in Latin America as a threat to peace and safety in the Western Hemisphere **Locations** - Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guatemala, Mexico, Paraguay, Peru, Uruguay, Venezuela	• Jigsaw • Webquest (here)	• Discussion • Written responses to jigsaw/webquest

Revolution in the Balkans	**Causes** - nationalism spread throughout Ottoman Empire; weakened Ottoman Empire (invasions from Russia, Britain, France, and Austria; weak central gov't; technological gap with Europe; increasing power of local leaders; economic problems, esp. with taxation); Serbia encouraged by Russian Empire to gain self-government **Locations** - Serbia (1804-1878), Greece (1821-1832), Romania (1877-1878), Bulgaria (1885-1908)	● Stations ● Timeline	● Discussion
Industrial Revolution (1700-1914)	Began in England in the mid-1700s **Key topics** - textile industry; factories; mills; crop rotation; abolition of slavery **Effects** - poor working conditions & use of child labor; urbanization resulted in poor living conditions; growing class tensions between middle class & working class; labor unions, strikes, & legislative	● Photo analysis ● Timeline activity ● Stations/jigsaw ● Research project (select one invention)	● Presentation ● Debate - Which was the most influential invention?

	reform **Inventions** - flying shuttle; mechanical reaper; telegraph; sewing machine; telephone; steam engine; steam boat; “macadam” roads; railroads & steam-driven locomotives **Economics** - Laissez-faire; capitalism; utilitarianism; Utopian ideas; socialism; Marxism		
Women’s Rights in the 18th and 19th centuries	Changes in suffrage for men based on wealth (i.e. land-owning, class, socioeconomic status) Industrial Revolution one of key causes - by 1890 several industrial nations had universal male suffrage but none allowed women right to vote Compare/contrast women’s suffrage and rights in North America and Europe, movements and organizations advocating for rights, success/failures of those groups Women’s labor rights - used as cheap labor in 1800s under European control (all of	● Research ● T-chart/poster comparison	● Presentation

	Southeast Asia, except Thailand, under European control by 1890); led to preference for sons vs. daughters; led anti-colonial rebellions; increased female literacy (especially in the Philippines); exposure to Western feminism encouraged elite women to confront issues of gender inequality		

Unit Learning Targets

Students will…

- Determine how the central ideas (i.e., liberty, natural rights, and spirit of nationalism) found in the English Bill of Rights; Declaration of Independence and the Declaration of the Rights of Man and Citizen caused political changes during this time period.
- Write a narrative account explaining how the revolutionary ideas of this time period spread rapidly in Europe and the Americas.
- Explain how the existing governments in England, France, and Spain responded to the demand for self-government in the Americas.
- Conduct short research to determine to what extent the goals of the revolutionaries were accomplished in the American, French, and Latin American revolutions.
- Explain the relationship of geographic location to the timing and success of political revolutions in Latin America and Haiti.
- Evaluate the success of Latin American revolutions (e.g., Mexico, Argentina) in achieving economic independence during this time period.
- Use technology to produce/publish an explanation of the role of individuals and groups in promoting revolutionary change (e.g., Simon Bolivar, Ben Franklin, Thomas Jefferson, Samuel Adams, Abbe Sieyes, Robespierre, Jose de San Martin, Oliver Cromwell, the Third Estate, Bolsheviks).
- Determine the central ideas or information of a primary or secondary source (e.g., the Sadler Report, Oliver Twist, David Copperfield) to understand how the British government responded to the problems of industrialization and urbanization during the time period.
- Trace the struggles for women's suffrage in Europe (e.g., Emmeline Pankhurst) and North America (e.g., Seneca Falls) and explain their different experiences.
- Analyze the motives and methods of imperialism (e.g., industrialization, population growth, expanding markets, nationalism) and their impact on people and events (e.g., Opium War, Boxer Rebellion, Sepoy Rebellion, Spanish War, Boer War) during this time period.
- Use historical maps from different time periods in the 19th and 20th century to determine which European country had the greatest geographic and economic advantage in the world.
- Explain the impact of industrialization on population growth, urbanization, and the environment by evaluating the quality of life in this time period.
- Describe how industrialization and urbanization affected class structure (e.g., rise of the middle class), family life, and the daily lives of men, women, and children in England.

- Explain the cause and effect of the “agricultural revolution” in England to the mechanization of production with population growth and land-holding during this time period.
- Analyze how the Industrial Revolution led to the expanding global markets in the 18th and 19th centuries (e.g., importance of natural resources, cheap labor, transportation, Suez and Panama canals, communication).
- Produce clear and coherent writing that compares the competing economic and political philosophies (e.g., amount of government influence or regulation) of capitalism in the United States, socialism in Western Europe, and communism in the Soviet Union.
- Determine the advantages and disadvantages of the scientific and technological changes (e.g., steam engine, telegraph, coal, oil) and explain how they influenced social, economic, and cultural changes in Europe, Africa, and Asia during this time period.
- Evaluate the effect of economic development (e.g., telegraph, railroad, schools, bureaucracy) in Africa (e.g., Ghana, Egypt, South Africa) and Asia (e.g., India, China).
- Compare and contrast China’s and Japan’s views of and responses to imperialism (i.e., Japan’s imperial interests in Korea, Manchuria; China: rejection of imperialist powers).
- Determine the effects of imperialism on the development and change to livelihood and economic growth of each country in the 20th century (e.g., Japan: industrialization / westernization, China: civil war Chiang Kai-shek / Mao Zedong).
- Write a narrative regarding the consequences of imperialism (e.g., Boxer Rebellion, Opium Wars, Sepoy Rebellion, Philippine Rebellion) from the perspectives of native populations and European colonizers.
- Explain the effect of Social Darwinism as a motive for imperialism (i.e., White Man’s Burden, religious conflicts between Buddhism and Christianity).

NEW Social Studies NJSLS (June 2020)

Board Approval 10/24/22

Era 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)

The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

Core Idea	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
Civic participation and deliberation are essential characteristics individuals who support democracy and its principles.	6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.	6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.2.12.CivicsDP.3.b: Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	• 6.2.12.EconGI.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain. • 6.2.12.EconGI.3.b: Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world. • 6.2.12.EconGI.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

(continued)

Core Idea	Performance Expectations
Resources of an area affect what is produced and opportunities for employment.	• 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).	6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
To better understand the historical perspective, one must consider historical context.	6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

Unit 4: Global Conflict (New Imperialism, World War I, World War II) {30 days}

Essential Questions:

- Could more have been done after WWI to prevent the outbreak of WWII or was it inevitable?
- Was the treatment of Japanese Americans during World War II justified or an unfortunate setback for democracy?
- Should the US employ atomic (nuclear) weapons to defeat its enemies in war?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

Topics / Subtopics	**Key Concepts**	**Activities & Resources**	**Assessment**
Partition of Africa	Congo; social darwinism; racism; Berlin Conference; South Africa; Boer War; resistance in Nigeria; Ethiopia maintains independence	• Case studies • Timeline activity • Map labeling	• Debate - Implications of partition of Africa and lasting effects today
Annexation of Hawaii	Need for port en route to Asia; resistance in Hawaii; Queen Liliuokalani overthrown; establishment of port; implications on native Hawaiians	• Wanted poster research	• Poster • Presentations
Acquisition of Guam, Puerto Rico, Philippines	Spanish-American War; Treaty of Paris (1898); natural resources; change in American foreign policy; resistance; implications on natives	• Wanted poster research	• Poster • Presentations
Asian imperialism	Age of new imperialism; social	• Timeline activity	• Discussion

	darwinism; technological advancements; Suez Canal; Rudyard Kipling; First Opium War; Treaty of Nanking; Open Door Policy; Boxer Rebellion; Meiji Restoration; Opening of China; Opium War of 1839-1842	● Cause/effect chart	● Chart
Forced Immigration of Asians	British and Spanish brought over slaves or "coolies" from China, India, and the Philippines to islands in the Caribbean, Peru, Ecuador, and other countries in South America to make up for the shortage of slaves from Africa	● Research	● Discussion
WWI: Causes	MANIA (Militarism, Alliances, Nationalism, Imperialism, Assassination of Austrian Archduke Ferdinand)	● Data analysis packet ● Map labeling	● Map quiz ● Causes quiz
WWI: Trench Warfare	Conditions in trenches, new war technology (i.e. mustard gas, tanks, gas masks), led to stalemate, extended length of war	● Simulation (trenches)	● Simulation reflection
WWI: Homefront	Role of women and AA, changing gender roles	● Stations (women & AA in the war) - write info on poster or chart paper	● Poster/chart paper presentation ● Discussion
WWI: Treaty of Versailles	Key propositions from US, GB,	● Simulation (treaty	● Simulation reflection

	and France, Wilson's 14 Points, League of Nations, end of empires	negotiations)	• Essay - Was the treatment of Germany justified? Why or why not?
WWII: Causes	WWI, Great Depression, fascism/Communism, Treaty of Versailles, militarism	• Document analysis • Hitler's speech	• Analysis questions • Discussion • Quiz
WWII: Rise of dictators	Hitler (Nazis), Mussolini (Fascism), Stalin (Communism), Tojo & Hirohito (Imperial Rule)	• Dictators chart • Propaganda poster analysis & video clips • Stations/Jigsaw activity	• Discussion • Propaganda analysis questions
WWII: European Front	Alliances, Key battles (Fall of France, Battle of Britain, Battle of Stalingrad, D-Day, Battle of the Bulge)	• Alliances chart • Europe map • Battle research assignment • Clips from "Band of Brothers" series • Discussion of Band of Brothers novel	• Quiz • Poster • Presentation • Discussion
WWII: Pacific Theater	Key battles (Fall of the Philippines, Guadalcanal, Midway, Iwo Jima, Okinawa), Bataan Death March	• Bataan Death March reading - survivor accounts	• Discussion • Comprehension questions
WWII: End of the War	Dropping of the Atomic Bombs, Potsdam Conference, Downfall of Hitler (and Germany), Treaty of Paris, German occupation by Allied Powers, creation of the	• Atomic Bomb video clip • Pro/con atomic bomb reading • Debate on dropping the bombs	• Debate • Discussion • Essay

	United Nations, US occupation of Japan, improvements post-WWI	● Discussion - How did the Allied Powers learn from their mistakes post-WWI in making different choices post-WWII?	
US Homefront	Changing role of women (factory workers), role of African Americans, Victory Gardens, rationing, Japanese Internment Camps	● Document analysis packet (women, AA, rationing, etc) ● Japanese Internment Camp Jigsaw ● Japanese Internment Camp DBQ	● Analysis questions ● DBQ packet & essay ● Writing Response - How were the Japanese internment camps during WWII similar and different to the proposed camps Trump wanted to create for Muslims and/or refugees in America?
Holocaust	Role of propaganda, Timeline of taking away rights of Jews, Nuremberg Laws, concentration camps, Final Solution, liberating the camps	● Propaganda analysis ● “The Little Things” worksheet (shows what freedoms we have & what rights Jews did not have) ● Read portions of the book "Don't Trust a Fox on the Greensward and Never a Jew on His Given Word!" (pages 1, 2, 7, 9, 11, 19, 31, 33, 41, 43, 45, 52) ● Videos about liberation, survivor stories, and bringing Nazis to trial	● Analyze propaganda posters ● Discussion of rights and freedoms ● Discuss the book ○ What are your reactions? What stood out the most? ● Video questions Discussion ○ What should happen to the Nazis who aided in the Holocaust? ○ If psychologists and psychiatrists were provided for the Holocaust survivors back in the 1940s, how do

			you think that would have impacted their life?

Unit Learning Targets
Students will... ● Determine the causes of World War I and World War II ● Assess the changes in weaponry technology and its effects on type of warfare utilized, number of casualties, and duration of the war ● Explain the effects of the war on the Homefront, esp. for women, minority groups, and children/teens ● Evaluate how political and military leadership affected the outcome of World War I ● Evaluate the effectiveness of the Treaty of Versailles in addressing the causes of the war and preventing another world war ● Analyze human rights violations that occurred leading up to and during World War II (i.e. the Holocaust, Japanese American Incarceration, the Great Purge in the USSR) ● Assess the changes in weaponry technology and its effects on type of warfare utilized, number of casualties, and duration of the war ● Explain the effects of the war on the Homefront, esp. for women, minority groups, and children/teens ● Evaluate how political and military leadership affected the start and the outcome of World War II ● Contrast measures taken after World War II to prevent another war with those taken after World War I (i.e. Treaty of Versailles) ● Evaluate the effectiveness of the Paris Peace Treaties (1947) and the United Nations in creating a new world order and preventing future conflict

NEW Social Studies NJSLS June 2020

Board Approval 10/24/22

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

Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

Core Idea	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	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.
Governments around the world support universal human rights to varying degrees.	• 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.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
Geographic data can be used to analyze spatial patterns.	• 6.2.12.GeoSP.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI. • 6.2.12.GeoSP.4.b: Determine how geography impacted military strategies and major turning points during World War II.
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	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.
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	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.
There are multiple and complex causes and effects of historical events.	• 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.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.

(continued)

Core Idea	Performance Expectations
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	• 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.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	• 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. • 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).
To better understand the historical perspective, one must consider historical context.	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.
Complex interacting factors influence people's perspective	• 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.
Evidence from multiple relevant historical sources and interpretations can be applied to a reasoned argument about the past.	• 6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India. • 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.

Enrichment	Resources
	NEW IMPERIALISM DOCUMENTARIES, VIDEOS, and/or MOVIE CLIPS ● Youtube video covering key political actions in the Gay Rights movement since the 1920s ○ https://www.youtube.com/watch?v=XoXH-Yqwyb0
WWI NOVELS ● *War Horse* ○ From goodreads.com: "A powerful tale of war, redemption and a hero's journey. In 1914, Joey, a beautiful bay-red foal with a distinctive cross on his nose, is sold to the army and thrust into the midst of the war on the Western Front. With his officer, he charges toward the enemy, witnessing the horror of the battles in France. But even in the desolation of the trenches, Joey's courage touches the soldiers around him and he is able to find warmth and hope. But his heart aches for Albert, the farmer's son he left behind. Will he ever see his true master again?" ○ Also made into a movie in 2011 - trailer here ○ 176 pages - short, easy read - intended for Middle School ● *Private Peaceful* ○ From barnesandnoble.com: "From the Children's Laureate of England, a stunning novel of the First World War, a boy who is on its front lines, and a childhood remembered. Includes After Words bonus features. As the enemy lurks in the darkness, Thomas struggles to stay awake through the night. He has lived through the terror of gas attacks and watched friends die by his side. But in the morning, Thomas will be forced to confront an even greater horror. As the minutes tick by, Thomas remembers his childhood spent deep in the countryside with his mother, his brothers, and Molly, the love of his life. But each minute that passes brings Thomas closer to something he can't bear to to think about—the moment when the war and its horrific consequences will change his life forever."	**WWI DOCUMENTARIES, VIDEOS, and/or MOVIE CLIPS** ● *Flyboys* (2006) ○ PG-13 ○ Inspired by a true story ○ Follows the story of two young Americans who joined the French military and became fighter pilots before the US joined WWI ○ Trailer here ○ More info here ● *The Red Baron* (2008) ○ PG-13 ○ Based on true events ○ Main character is one of the best fighter pilots ever ○ Focuses on airplane warfare (new technology) ○ Trailer here ○ More info here ○ Full movie here (screen partially cut off since on YouTube)

○ More info here ○ 202 pages - short, easy read - intended for young adults	
WWII NOVELS ● *Beyond the Call: The True Story of One World War II Pilot's Covert Mission to Rescue POWs on the Eastern Front* by Lee Trimble & Jeremy Dronfield - **World War II novel** ○ About Robert Trimble's mission to save POWs that were taken by the Soviets and were neglected and refused aid by the Allies, especially the US ○ Discusses the attempted and failed negotiations between FDR and Stalin in regards to these POWs ○ Describes the mission of Robert Trimble, an underprepared pilot who risked his life to save the lives of countless POWs ○ Robert Trimble's son, Lee, interviewed him and recorded his story in this book. Robert refused to talk about his experiences with his family, especially his children, until he opened up to Lee about it when he was 86 and living in an assisted living community. ○ An excerpt and more info can be found at this link: https://www.barnesandnoble.com/w/beyond-the-call-lee-trimble/1119859048#/ ■ It seems very tangible for a high school student and is recommended for high school ■ It is engaging and intriguing ■ It provides valid historical content, especially in the preface, to set the scene for the reader ○ This book is US focused in the sense that it is from the perspective of a US pilot ○ This book also highlights more about Stalin and how he ruled his country and interacted with other nations ○ This book mainly focuses on WWII, but the strained, complex relationship between the US and the USSR that is highlighted in the book is also critical for students to understand for the following units on the Cold War ○ 352 pages (might be a little lengthy) ● *The Liberator* by Alex Kershaw - **World War II novel (also covers a little about the Great Depression and liberation of concentration camps during the Holocaust)** ○ This book covers information from the Great Depression, WWII, and the Holocaust	**WWII DOCUMENTARIES, VIDEOS, and/or MOVIE CLIPS** ● Youtube video covering key political actions in the Gay Rights movement since the 1920s ○ https://www.youtube.com/watch?v=XoXH-Yqwyb0 ● *Defiance* (2008) ○ Rated PG-13 ○ Based on true story ○ Jewish brothers in Nazi-occupied Eastern Europe join up with Russian soldiers ○ Shows fighting during WWII, specifically in the Eastern Front, and also treatment of Jews during WWII ○ Create a community for Jews to live in relative safety in the woods ○ More info at: http://www.imdb.com/title/tt1034303/ ○ Available on Netflix ● *The Way Back* (2010) ○ Rated PG-13 ○ American and European POWs escape a Siberian gulag (work camp) during WWII ○ The group does not trust each other, but need to work together to survive ○ Their goal is to get back to Europe from Siberia ○ Loosely based on true events ○ More info at: http://www.imdb.com/title/tt1023114/ ○ Available on Amazon video and Netflix ● *Band of Brothers* (2001) ○ TV mini-series - episodes total ○ Realistic, gripping, and emotional portrayal of WWII events ○ Episode topics range from training for WWII, D-Day, Battle of the Bulge, liberating a Nazi concentration camp, V-J Day ○ About an airborne division, which was a brand new unit at the time ○ Shorter than movie and can pick an choose episodes to play ○ Episodes are about an hour in length ○ More info can be found at: http://www.imdb.com/title/tt0185906/ ● *The Imitation Game* ○ Film Synopsis

        - It starts with the main character's life pre-WWII during the 1930s in Arizona
        - Then it goes into his experiences as a soldier during WWII and then into his final task of liberating Dachau
    - An excerpt and more info can be found at this link: https://www.barnesandnoble.com/w/the-liberator-alex-kershaw/1110863326?ean=9780307888013#/
        - It seems tangible for high school students
        - It is a true story and written in a story-like manner so it is more engaging for the reader
        - It provides historical content as well as first hand accounts
    - This book is of an American soldier so it covers America's role in the war and in liberating concentration camps in Europe
    - This book would come at the very end of the WWII and Holocaust unit - it would be good to recap information from the beginning of the year (Great Depression) all the way through WWII and the Holocaust
    - 416 pages (a little lengthy; longer than the other book)
- *Flygirl* by Sherri L. Smith - **World War II & Civil Rights novel**
    - Young black women living in Louisiana in the 1940s wants to be a pilot, but her race and gender prohibit her
    - However, when the US joins WWII and the Army created the WASP-Women Airforce Service Pilots, she joined and tried to pass as white
    - Lower reading level (upper middle school/low high school)
    - More info at: https://www.amazon.com/Flygirl-Sherri-L-Smith/dp/0142417254 and https://www.barnesandnoble.com/w/flygirl-sherri-l-smith/1100374564#/
    - 304 pages - good length
- *When the Emperor was Divine* by Julie Otsuka - **Japanese Internment Camps**
    - Paints image of the internment camps during WWII
    - Uses a single family to describe the camps, but different perspectives given
    - Only 5 chapters - each different perspective
    - 160 - short book
- Connection to today questions
- *Gay Voices of the Harlem Renaissance (Blacks in the Diaspora)* by A.B.
        - THE IMITATION GAME begins in 1941, when Europe is in the clutches of Nazi Germany. In Britain, air raids have become a way of life, and thousands of soldiers are dying on the battlefield. To fight its enemies, the British government recruits the country's best mathematicians and scientists to help break the code for the Enigma, a machine the Germans use to send instructions to their military personnel. Enter Alan Turing (Benedict Cumberbatch), a Cambridge-educated cryptologist who, with a team of mathematicians -- including the pioneering Joan Clarke (Keira Knightley), one of a very few women on the project -- sets out to crack Enigma and its secrets. But Turing holds a secret of his own: He's gay. And he may be attacked by his peers, and the government, for that fact.
    - Very engaging and informative
    - Not your typical war movie
    - Recent movie and good cast
    - More info and parent reviews here

Christa Schwarz ○ Works from Harlem Renaissance artists who were gay, but the vast majority were not out ○ From Amazon ■ "'Heretofore scholars have not been willing—perhaps, even been unable for many reasons both academic and personal—to identify much of the Harlem Renaissance work as same-sex oriented.... An important book.' —Jim Elledge This groundbreaking study explores the Harlem Renaissance as a literary phenomenon fundamentally shaped by same-sex-interested men. Christa Schwarz focuses on Countée Cullen, Langston Hughes, Claude McKay, and Richard Bruce Nugent and explores these writers' sexually dissident or gay literary voices. The portrayals of men-loving men in these writers' works vary significantly. Schwarz locates in the poetry of Cullen, Hughes, and McKay the employment of contemporary gay code words, deriving from the Greek discourse of homosexuality and from Walt Whitman. By contrast, Nugent—the only "out" gay Harlem Renaissance artist—portrayed men-loving men without reference to racial concepts or Whitmanesque codes. Schwarz argues for contemporary readings attuned to the complex relation between race, gender, and sexual orientation in Harlem Renaissance writing." ○ Good for cross-curricular work with English teachers ○ Compilation of works, but could find each separately and not do all included in book ○ 224 pages - relatively short	

Unit 5: Cold War (1945-1991) {30 days}

Essential Questions:

- How do wars shape alliances and contribute to national identities?
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

Topics / Subtopics	**Key Concepts**	**Activities & Resources**	**Assessment**
Roots of the Cold War	Communism vs. Capitalism, Dictatorship vs. Democracy, Difference in postwar vision: ● US: self-determination ● GB and USSR: worried about self-determination for different reasons ● GB: worried that self-determination would impact their economic empire ● USSR: create a secure sphere of influence around itself	● Yalta and Potsdam primary source reading and analysis ● Map of post-WWII Europe (new nations, Iron Curtain, NATO, Warsaw Pact) ● Duck and Cover Video	● Quiz ● Map Quiz
Formation of Military Alliances (NATO and Warsaw Pact)	Berlin Airlift helps lead to the creation of NATO and the response by the Soviet Union	● Map of Europe highlighting NATO and Warsaw Pact countries	● Map Quiz

	with the Warsaw Pact, satellite nations, Iron Curtain		
Asian Independence Movements & Wars	**Chinese Revolution:** Mao's rise to power & victory in 1949; Mao's personality cult - Little Red Book and Red Guard; Chiang Kai-Shek - leadership, platform, & retreat; separation of Mainland China (People's Republic of China) and Taiwan (Republic of China); communism vs. capitalism; Cultural Revolution; Great Leap Forward **Korean War:** Causes (communism vs. capitalism); lasting effects - demonstrates the cost of containment, the commitment of both sides of the Cold War; Korea is still divided today **Vietnam War:** Causes (French Indochina - independence movement); US involvement over 20 year span; casualties; weaponry and technological advancement (Agent Orange, Cu Chi Tunnels); Vietnam unified as a communist nation - still today	● Stations activity ● Documentary and videos ● Label map of Korean War and Vietnam War	● Stations work ● Discussion ● Essay - To what extent do natural resources, religion, and political ideologies cause conflict?
Middle Eastern Conflict	**Iranian Revolution of 1979**	**Iranian Revolution**	● Discussion

	• Reasons US supported the Shah • Overthrow of the Shah and takeover by Islamic republic • Changes in law and more restrictions put in place, especially of the religious nature and targeting women and 'radicals' **Afghanistan** • US supplied mujahideen / Taliban with weapons to fight Soviets • Soviets supported Afghan Communist Government • US & USSR fought for influence in the area and due to need for oil and Middle Eastern / Muslim allies **Persian Gulf War** • Saddam Hussein (Iraqi leader) claimed Kuwait was illegally pumping oil that was Iraq's along their shared border and that Kuwait was purposefully keeping oil prices down hurting Iraq's recovery from the Iran-Iraq War	• Videos • Discussion **Afghanistan** • Videos • Stations • Map labeling **Persian Gulf War** • Documentary • Comparison worksheet (wars for oil) • Document analysis • Discussion	• Essay - To what extent do natural resources, religion, and political ideologies cause conflict?

	• Hussein sent 100,000 Iraqi troops into Kuwait to settle dispute by force; UN Security Council (backed by US & USSR) demanded removal of troops • Bush sent American troops to protect oil fields in Saudi Arabia (Hussein had control of ¼ world's oil once invaded Kuwait, taking SA would give control of ½) • Demanded Hussein to remove troops; he didn't; US created coalition force and attacked Iraq; fighting ended in less than 2 months with overwhelming US victory		
Downfall of the USSR	Gorbachev comes to power and implements less restrictive policies (perestroika and glasnost) Satellite nations begin to rebel and gain independence -- USSR loses control Berlin Wall comes down, USSR collapses, countries reunited / created / gained independence	• Map practice with new countries • Cause/effect chart for Gorbachev's policies and independence movements	• Quiz on end of Cold War and new Europe map

Unit Learning Targets

Students will…

- Explain why natural resources (i.e., fossil fuels, precious and rare-Earth metals, food, and water) continue to be a source of regional and international conflict.
- Evaluate the economic, political, and social impact of new and emerging technologies (esp. pertaining to arms race and space race) on individuals and nations.
- Determine the influence of Cold War policies (i.e. democracy and capitalism vs. communism) on conflict in Asia, Europe, and Latin America
- Write an informative text to explain how and why religious tensions and historic differences in the Middle East have led to international conflicts.
- Use credible sources to evaluate the effectiveness of the United Nation's efforts to provide humanitarian assistance during international natural disasters and times of crises.
- Evaluate the effectiveness of the United Nation's policies and goals (i.e., the Universal Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights during the second half of the 20th century
- Evaluate various explanations of how the Cold War ended, and determine which explanation best accords with textual evidence, considering: the foreign policy of the Reagan administration; internal weaknesses of the Russian economy; the leadership of Mikhail Gorbachev (i.e. glasnost, perestroika); pro-democracy movements within communist nations
- Discuss self-determination, independence movements, and conflict over statehood for former Soviet satellite nations
- Draw connections between US involvement in Middle Eastern countries in the 1970s/80s and today (i.e. Iran, Iraq, Afghanistan)
- Produce clear and coherent writing to explain how and why the differences in ideologies and policies between the United States and the Soviet Union resulted in a cold war (e.g., Berlin Airlift, NATO and Warsaw Pact, Suez Crisis, Korea).
- Draw evidence from informational texts to analyze the role of the Security Council in the United Nations and evaluate its influence on solving or mediating international conflicts (e.g., Korea, Middle East, the role of UN peacekeepers, the Secretary General).
- Use quantitative and qualitative analysis to determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence (e.g., Domino Theory, Eastern Europe, Southeast Asia, Cuba).
- Develop an argument evaluating to what extent Western European countries and Japan recovered economically after World War II (e.g., Marshall Plan, Bretton Woods Agreement, Treaty of Rome, World Trade Organization).
- Determine the meanings of free market capitalism (i.e., consumer society), Western European democratic socialism (i.e., welfare state) and Soviet communism (i.e., planned economy) as they are used in a text and provide a comparison of them.
- Write an informative/explanatory text that assesses the reasons for and consequences of communism (i.e., Mao Zedong, Great Leap Forward, and Cultural Revolution) and shift toward a market economy in China (i.e., Deng Xiaoping's reforms, export-based economy, and Tiananmen Square).
- Explain the relationship between the international arms and space race and the rise of the anti-nuclear weapons movement from multiple perspectives (e.g., non-proliferation treaties, SALT, START).
- Compare the point of view of two or more authors to analyze the reasons for the collapse and breakup of the Soviet Union (e.g., debt, arms race, rise of Solidarity, Perestroika) and evaluate its impact on self-determination in Eastern Europe and Asia.
- Compare and contrast texts relating to the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
- Conduct short research to analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.

- Use technology to demonstrate how nations, multinational organizations, and non-government organizations are attempting to solve global issues (e.g., environment, trade, economic growth, poverty, public health).
- Evaluate the role of the petroleum industry in world politics, the global economy, and the environment (e.g., OPEC, oil spills, offshore drilling, impact on indigenous populations).
- Assess the role of government (e.g., fiscal policy), regional trade partnerships (e.g., NAFTA, ASEAN), central banks (e.g., monetary policy), international investment, and currency exchange rates in addressing economic growth and price stability.
- Assess the role of boundary disputes and limited natural resources as sources of conflict (e.g., Iraq and Kuwait, Sudan and South Sudan, and Namibia and Botswana).

NEW Social Studies NJSLS June 2020

Board Approval 10/24/22

Era 5. The 20th Century Since 1945: Challenges for the Modern World

Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.

Core Idea	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.
Governments around the world support universal human rights to varying degrees.	6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
Geographic data helps to analyze variations in spatial patterns.	6.2.12.GeoSV.5.a: Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).	• 6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism. • 6.2.12.EconET.5.b: Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
Chronological sequencing serves as a tool for analyzing past and present events.	6.2.12.HistoryCC.5.a: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.

(continued)

Core Idea	Performance Expectations
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical context	• 6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict. • 6.2.12.HistoryCC.5.c: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities. • 6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
There are multiple and complex causes and effects of events from the past.	• 6.2.12.HistoryCC.5.e: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	• 6.2.12.HistoryCC.5.f: Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries. • 6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

Enrichment	Resources
BOOKS ● *The Marines of Autumn* by James Brady - **Korean War novel** ○ Non-fiction ○ Explains the short period of time between the end of WWII and the beginning of the Korean War as well as the unexpected nature of the Korean War (its beginning and struggles to survive during it) ○ Discusses events from the perspective of the soldiers - the struggles, triumphs, and hardships ○ Touches on strained relations between MacArthur and Truman ○ A summary of the book can be found here: https://www.goodreads.com/book/show/402852.The_Marines_of_Autumn ○ Reviews say it is a captivating book and hard to put down ○ Reviews say it is an "easy read" and high school level ○ *TIME* Magazine said, "It had some aspects of Bataan, some of Anzio, some of Dunkirk, some of Valley Forge" - the events of this book can be compared to previous content from WWII and even the Civil War ○ 274 pages - good length ● *On Hallowed Ground: The Last Battle for Pork Chop Hill* by Bill McWilliams, Robert W. Sennewald - **Korean War novel** ○ Book takes place at the end of the Korean War - iconic location because numerous battles here throughout the war ○ Draws on classified documents, letters from survivors, and interviews for the content - historical based and accurate ○ Mixed format - provides quick, pertinent background info and then gives an excerpt from an interview or letter from the perspective of a soldier from the war ○ Good mix of historical content and evidence from survivors - makes it engaging, but also very informative ○ Explains how the war is truly "The Forgotten War" ○ Less story-like than the other one ○ 272 pages - good length ● *Search and Destroy* by Dean Hughes ○ About Vietnam War and a soldier's experience ■ Main character, Rick, graduated high school and is lacking direction as he prepares to start college, so he quits his	**DOCUMENTARIES, VIDEOS, and/or MOVIE CLIPS** ● *Inside North Korea* documentary with Lisa Ling (2007) ○ Inside look at North Korea and the brainwashing of the people by Kim Jong Il ○ Lisa Ling goes undercover with a Nepalese doctor who is going to North Korea for humanitarian purposes to provide cataract surgery for 1,000 North Koreans ○ Shows the complete fear/brainwashing of the people and their complete trust and praise for the "Great Leader" ○ About an hour in length ○ More info at: http://www.imdb.com/title/tt0987374/ ● *Bridge of Spies* (2015) ○ PG-13 ○ "In the cold war, a lawyer, James B. Donovan is recruited by the CIA and involved in an intense negotiation mission to release and exchange a CIA U-2 spy-plane pilot, Francis G. Powers. The pilot was arrested alive after his plane was shot down by the Soviet Union during a mission and stays in the company of a KGB intelligence officer, Rudolf Abel, who was arrested for espionage in the US." (quoted from: https://www.imdb.com/title/tt3682448/) ○ Not based on a true story, but many aspects historically accurate ○ Engaging and intriguing with some plot twists ○ Movie Trailer: https://www.youtube.com/watch?v=7JnC2LIJdR0 ● "The Middle East's cold war, explained" ○ Draw connections with Cold War between US & USSR ○ YouTube link here ● Persian Gulf War ○ Background info short video - YouTube link here ○ Documentary on the Persian Gulf War ● Comparison Vietnam War & War in Afghanistan Video

job and enlists in the Army because he realizes he needs discipline
    - Can be compared with primary source accounts of the Vietnam War
        - Novel is fictional
    - Relatable - main character is a recent high school graduate
    - Lower high school reading level (9th grade)
    - Available in mass supply through Amazon for as low as $0.10 a book
        - https://www.amazon.com/Search-Destroy-Dean-Hughes/dp/141695371X
    - More info and excerpt at: https://www.barnesandnoble.com/w/search-and-destroy-dean-hughes/1007294732
    - 224 pages - shorter and more manageable
- *Going Over* by Beth Kephart
    - Set in 1983 in Berlin, Germany
    - Berlin Wall is in place, dividing East and West Berlin
    - Woman lives in West Berlin and man lives in East Berlin - love story and story of daring, courageous, high-risk escape of the couple
    - More info at: https://www.amazon.com/Going-Over-Beth-Kephart/dp/1452128863
    - 288 pages - good length, one the shorter side
- *Persepolis* by Marjane Satrapi
    - Coming of age graphic novel (comic strip format) set in the 1970s in Iran during the Islamic Revolution
    - Very relatable for teens as Marji struggles with puberty, making new friends, moving to a new place, death of family members, and political uncertainty as well as challenges the authority of her parents and the government
    - Read the picture book *The Proudest Blue* by Ibtihaj Muhammad (Meghan O'Reilly has this picture book as well as a class set of 25 copies of *Persepolis* and here is the PDF copy of it) to compare and contrast her view towards the hijab with Marji and other female characters' views in *Persepolis* towards the veil
    - Brief summary of the novel can be found on the Penguin Random House Publishing House website

○ Reading questions here ○ 153 pages - quick read (read cover to cover in less than 5 hours) ● *Baghdad Express: A Gulf War Memoir* by Joel Turnipseed ○ About Operation Desert Shield ○ True story and account from perspective of a Marine ○ Relatable - human elements and parts before Saddam Hussein invaded Kuwait and, thus, before shipped out to fight ○ Can be compared with other first hand accounts ○ Inexpensive - $0.10 per book on Amazon: https://www.amazon.com/Baghdad-Express-Gulf-War-Memoir/dp/0873514505 ○ More info and excerpt at: https://www.barnesandnoble.com/w/baghdad-express-joel-turnipseed/1111517399 ○ 203 pages - shorter than others	

Unit 6: Age of Globalization (1990s-present) {25 days}

Essential Question:

- How do natural resources (i.e. oil) play a role in international affairs?
- How do privacy, freedom, and security interconnect? Does it vary when individual versus collective?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

Topics / Subtopics	**Key Concepts**	**Activities & Resources**	**Assessment**
European Union	Creation, original purpose, modern day role	• Reading • Comparison chart	• Discussion • Comparison chart
Genocides	**Bosnia-Herzegovina** (causes, outcome, role of UN, aftermath) **Rwanda** (causes, outcome, role of UN, aftermath) **Sudan** (causes, outcome, role of UN, aftermath)	• Jigsaw • Research activity	• Group presentations
9/11/01	Planned attack by al-Qaeda on World Trade Center in NYC (economic center) and Pentagon (military HQ), and suspected attack on the White House (president/Executive Branch)	• Documentary and video footage of events • PPT	• DBQ - US as World Police

	and/or the Capitol (Legislative Branch)		
War on Terror (2001-present)	Reasons for declaring war on Afghanistan and then Iraq (9/11/01 attack, pledge to fight against terrorists - al-Qaeda, Taliban, Hussein) History of US-Middle Eastern relations (Persian Gulf War, US involvement in Iran and Afghanistan in 1970s & 1980s) Key people/groups: President Bush, Osama bin Laden, Saddam Hussein, Taliban, al-Qaeda Middle Eastern oil reserves and US dependency on it Effects on ethnic and religious groups (i.e. Sikhs)	• Comparison of US involvement in Afghanistan and Vietnam • Timeline activity • Stations activity/jigsaw • Video - Iraq War • Video - Comparison Vietnam War & War in Afghanistan	• Comparison chart • DBQ - US as World Police
Terrorism	For the following terrorist groups, examine the reasons the group was created (i.e. religion, revolution/rebellion, political, historical events) **Middle East:** Taliban, al-Qaeda, The Islamic State (ISIS), Hizballah, Hamas	• Jigsaw • Project	• Group presentations

	Africa: Boko Haram, Lord's Resistance Army (LRA)		
International Trade & Globalization	Implications on: labor conditions (i.e. sweatshops), the environment, relationships between countries, reliance on countries/areas for certain commodities (i.e. oil in the Middle East)	● Research assignment	● Presentations/Discussion

Unit Learning Targets

Students will...

- Evaluate the effectiveness of the United States' checks and balances system in contemporary contexts (e.g., the invocation of executive privilege and the creation/use of the War Powers Act).
- Examine the reasons for terrorism, analyze the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism (e.g., executive order after 9/11, PATRIOT Act, war in Afghanistan, the use of drones).
- Determine the relationship between United States domestic and foreign policies.
- Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.
- Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- Examine how changing industries (i.e., manufacturing, service, science, and technology) and educational opportunities impacted economic development, social change, and reform movements in New Jersey and the United States.
- Determine the impact of media and technology on world politics during this time period by considering their role to inform, organize, and influence individuals, organizations, and government.
- Gather relevant information from multiple sources to support a prediction regarding the impact of technology on the global workforce, entrepreneurship, and access to education.
- Synthesize multiple resources to analyze the social and economic impact of American popular, political and consumer cultures and other world cultures from multiple perspectives, during this time period.
- Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy, by examining U.S. relationships with the world's nuclear and non-nuclear powers since the fall of the Soviet Union.

- Explain why natural resources (i.e., fossil fuels, precious and rare-Earth metals, food, and water) continue to be a source of regional and international conflict.
- Evaluate the economic, political, and social impact of new and emerging technologies (e.g., satellite, computers, the Internet, and cellular technology) on individuals and nations.
- Relate the role of America's dependence on foreign oil to its economy and foreign policy in this time period.
- Analyze measures taken by the U.S. and others to address issues concerning the distribution and sustainability of natural resources (e.g., conservation, diplomacy, technological innovation, aid, security) in this time period.
- Evaluate authors' different points of view on the factors that led to the widening of the gap between the rich and poor, in the US and other countries, and evaluate how this has affected individuals and society.
- Analyze the impact of United States support for the policies and actions of international organizations created to address economic, health, societal, and security goals.
- Conduct research to determine the effectiveness of the United States in pursuing national interests (e.g., securing shipping lanes, resources, military bases, suppressing foreign threats) while also attempting to address global problems (e.g., human rights abuses, regional instability, scarcity, economic stagnancy) during this time period.
- Gather relevant information from multiple authoritative print and digital sources to assess the impact of the European Union on member nations and other nations (e.g., social, economic, security issues).
- Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan (e.g., Kashmir).
- Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries (i.e., Union of South Africa/ apartheid and United States/ civil rights).
- Compare and contrast increasing birth rates in developing countries with aging populations in industrialized countries and evaluate their potential impact of these trends on the economy, political stability, and use of resources.
- Determine the challenges (e.g., agricultural subsidies, foreign direct investment, currency exchange rates, human rights violations) faced by developing nations in their efforts to compete in a global economy.
- Conduct short research to analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.
- Analyze why terrorist movements and acts of terrorism have proliferated, and evaluate their impact on governments (e.g., increased cost of security), individuals, and societies (e.g., diminished freedoms, concern for safety).
- Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences (e.g., Bosnia, Sri Lanka, Sudan, Democratic Republic of Congo).
- Assess the role of boundary disputes and limited natural resources as sources of conflict (e.g., Iraq and Kuwait, Sudan and South Sudan, and Namibia and Botswana).
- Draw evidence from informational text to assess how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social, economic, and political equality in various countries (e.g., Scandinavia, Southeast Asia, Middle East, East Africa).
- Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory (e.g., Iraq), economic development, use of natural resources (e.g., Brazil), and human rights (e.g., Southeast Asia).

- Use quantitative and qualitative analysis to determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries (e.g., European Union and Middle Eastern countries).
- Use technology to research and illustrate how the availability of scientific, technological, and medical advances impacts the quality of life in different countries (e.g., vaccinations, prescription drugs, access to medical treatment, potable water, hygiene, sanitation).
- Assess the role of increased personal and business electronic communications in creating a 'global' culture, and evaluate the impact on traditional cultures and values.
- Explain how the influence of television, the Internet, and other forms of electronic communication have influenced the development of a global culture.
- Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- Use technology to collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

Era 6. Contemporary Issues

Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.

Core Idea	Performance Expectations
Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.	6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
Governments around the world support universal human rights to varying degrees.	6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

Human and civil rights support the worth and dignity of the individual.	6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	• 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy. • 6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.

Enrichment	Resources
BOOKS ● *Outlaw Platoon: Heroes, Renegades, Infidels, and the Brotherhood of War in Afghanistan* by Sean Parnell, John Bruning ○ About the US in the War in Afghanistan ○ Riveting, emotional, and action-packed book, compared to *Band of Brothers* and *We Were Soldiers* ○ Lesser known topic to the students, especially in terms of the details and facts of the war ○ More info at: https://www.barnesandnoble.com/w/outlaw-platoon-sean-parnell/1103167950?ean=9780062066411#/ ○ 416 pages - long, but manageable	**DOCUMENTARIES, VIDEOS, and/or MOVIE CLIPS** ● Iraq War ○ Short Video on history of it