

**Englewood Public School District
World History
High School**

Unit 3 - 19th and 20th Centuries

Overview: In this unit, students will examine the empires of the 19th and 20th centuries and the causes and effects of the World Wars. They will complete lessons and activities that further their knowledge of these cultures while developing their writing and critical thinking skills.

Time Frame: 35 to 45 Days

Enduring Understandings:

Understand the causes of revolution and its impact on governments, society and ingenuity.

Understand the causes of Mexican Independence and this spirit of revolution on other areas of Latin America.

Understand why the new imperialism of British and French, as evidenced by the Sykes-Picot Agreement resulted in enduring quintessential tensions in the Middle East and North Africa.

Understand the quintessential factors, events, and people leading to WWI, WWII and the genesis of the Cold World Era.

Essential Questions:

What changes did the Russian Revolution bring about within Russia and in world affairs?

What were the causes and effects of political unrest in Latin America in the 19th and 20th centuries?

How did European colonialism lay the groundwork for the emergence of the modern Middle East?

What accounted for the rise of totalitarian states after World War I?

Why was there another global conflict soon after WW?

How did popular movements transform India and China after World War II?

Standards	Topics and Objectives	Activities	Resources	Assessments
6.2.12.A.3.e Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.	Topics	Preview:	Text:	Formative Assessment:
	Alexander II	Students examine a painting and respond to the questions relative to, “What changes did the Russian	History Alive! World Connections, Chapter 20 – The Russian Revolution	Russian Revolution Quiz https://www.quia.com/quiz/243541.html
	Nicholas II	Revolution bring about within Russia and in world affairs?” (CRP2)	Web-based Resources:	Russian Revolution Quizzes
	Marxism		The Russian Revolution	
	Lenin			

<p>6.2.12. A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.</p> <p>6.2.12. B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.</p> <p>6.2.12. C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.</p> <p>6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.</p> <p>6.2.12. D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.</p> <p>6.2.12. D.4.c Assess the causes of revolution in the</p>	<p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Global Awareness • Financial Literacy • Civic Literacy <p>Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> • Assess why the overthrow of Czar Nicholas II marked the end of 300 years of czarist history. • Analyze how unrest, beginning in the mid-1800s ended the Russian Revolution of 1917. • Consider how Czar Alexander II liberated the serfs. • Discuss the reforms to education, politics, and socialism under Alexander II. • Compare Russian rule under Nicholas II and Czar Alexander II and compare their reigns' impact on Russian Revolution. • Review the rise in Russian political parties during 1900-1917. 	<p><i>Visual Discovery Activity:</i> Students work in groups to analyze eight powerful images relating to the Russian Revolution. Students become "experts" on one image and create questions to help the class discover what the image reveals about the Russian Revolution. (CRP12)</p> <p>Students create a three-panel cartoon strip showing what life was like in Russia before, during, and after the Russian Revolution of 1917. Each panel should include</p> <ul style="list-style-type: none"> • A caption, thought bubbles, or speech bubbles. • Use the following terms somewhere in your cartoon strip: czar, peasant, industrial worker, civil liberties, Lenin, revolution, Duma, Communist, Red Terror. <p>(CRP6, NJSLA.W2, NJSLA.SL2)</p>	<p>http://www.discoveryeducation.com/teachers/free-lesson-plans/the-russian-revolution.cfm</p> <p>Russian Revolution Primary Resources/Activities http://worldhistoryeducatorsblog.blogspot.com/2014/03/russian-revolution-primary-sources.html</p> <p>Russian Revolution https://video.choices.edu/curriculum/russian-revolution</p>	<p>http://alphahistory.com/russianrevolution/russian-revolution-quizzes/</p> <p>Russian Revolution http://www.regentsprep.org/regents/core/questions/question.cfm?Course=global&TopicCode=7b&QNum=1&Wrong=0</p> <p>Summative Assessment: Chapter Tests</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments:</p> <p>http://www.schrockguide.net/assessment-and-rubrics.html</p> <p>Performance based evaluation using rubrics (http://rubistar.4teachers.org/index.php)</p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p>
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20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently

- Recall the industrial societies under Marxism and Leninism.
- Assess the revolution of 1905 and how this transformed Russian society.
- Analyze Russian reform, repression, and the continued unrest from 1905 to 1917.
- Consider the impact of the Provisional Government and All-Russian-Soviet Government on Russian society.
- Outline in 1921, how Lenin replaced war communism with the New Economic Policy, or NEP.
- Explore the idea of “new imperialism” and Europe’s role in Africa and Asia.

Types of Assessments:
<https://www.teachthought.com/pedagogy/6-types-assessment-learning>

6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on

Topics	Preview:	Text:	Formative Assessment:
Miguel Hidalgo	Students will examine images featuring the political tensions and respond to questions relative to, “What were the causes and effects of political unrest in Latin America in the 19th and 20th centuries?”	History Alive! World Connections, Chapter 21 – Foreign Influences and Revolutions in the Americas.	“El Grito de Delores” https://quizlet.com/103009597/second-6-weeks-assessment-flash-cards/ Latin American Independence: http://www.regentsprep.org/regents/core/questions/
Porfirio Diaz			
Francisco Madero			
Twenty-First Century Themes and Skills include:			

government, society, and economic opportunities.

6.2.12. A.3.b Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.

6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12. B.3.b Relate the role of geography to the spread of independence movements in Latin America.

6.2.12. C.3.e Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

6.2.12. D.3.a Explain how individuals and groups promoted revolutionary actions and brought about

- The Four C's
- Global Awareness
- Civic Literacy

Objectives

Students will:

- Describe why the Mexican Revolution of 1910 would upset the political and social status quo throughout Latin America.
- Explain how in spite of the revolutions of Latin America, the oligarchies maintained continuity and limited political and social change.
- Assess how the Caudillos, Conservatives, and Liberals, between 1835-1852, sought to bring change in Latin America.
- Describe the impact of Latin American export of agricultural products and other raw materials on economies and social trends in the 1800s.
- Discuss the factors leading to the Mexican

Specifically, these include:

- Conservative vs. liberal
- Elite vs. masses
- Peaceful change vs. violent change
- Dictatorship vs. democracy
- Nationalism vs. imperialism
(**NJSLSA.SL2, NJSLSA.SL5**)

Activity Response Group:
Students in a Response Group will read and analyze primary source images to learn about the tensions present during 19th and 20th-century revolutions in Latin America.
(**NJSLSA.R1, NJSLSA.R7, CRP2**)

Students will create an annotated map of Latin America by following these procedures:

1. Sketch a rough outline of Latin America, including Mexico, the Caribbean, and South America. You may wish to trace a map from the atlas or print one from the Internet.
2. Decide which tension you think was the most

History Day, Mexican Revolution

<http://www.historytoday.com/alan-knight/mexican-revolution>

Mexican Revolution
<http://www.history.com/topics/mexican-revolution>

Pancho Villa
<http://www.history.com/topics/pancho-villa>

Latin American
http://encyclopedia.1914-1918-online.net/article/latin_america

History of Latin America
<https://www.britannica.com/place/Latin-America/The-independence-of-Latin-America>

<questions.cfm?Course=gl ob&TopicCode=6d>

Diagnostic Assessments, Mexican Revolution
<https://app.activateinstruction.org/playlist/resource-view/id/54335eecf07787b9754db6bf/rid/543b1801f077873e4dc549b8/bc0/explore/bc1/playlist>

Effects of the Revolution
<http://webcache.googleusercontent.com/search?q=cache:ek1XR6YH6ckJ:www.ermurrowhs.org/uploads/8/3/5/5/83553752/unit3effectsofrev.doc+&cd=1&hl=en&ct=clnk&gl=us>

Latin American Independence
http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/1438/6_LatinAmericanIndependence.pdf

Summative Assessment:
Chapter Tests

Alternative assessments:

<p>change during this time period.</p> <p>RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently</p>	<p>Revolution of 1910 under the leaderships of Porfirio Diaz and Francisco Madero.</p> <ul style="list-style-type: none"> Recall how the process of creating the Mexican Constitution placed into law the reforms of the revolution's supporters. Analyze the post-revolutionary agenda's impact on Mexico. Discuss how the spirit of revolution affected Costa Rica, Guatemala, Honduras, Nicaragua, El Salvador, Cuba, Panama, Dominican Republic and Haiti. 	<p>common in 19th and 20th century Latin America.</p> <ol style="list-style-type: none"> On your map, label four different countries where the tension you chose was present. Then write a short caption explaining how the tension played out in each country. At the bottom of your map, write one paragraph explaining why this tension was the most common in 19th and 20th century Latin America. <p>(CRP6, NJSLA.W2)</p>	<p>http://www.schrockguide.net/assessment-and-rubrics.html</p> <p>Performance based evaluation using rubrics (http://rubistar.4teachers.org/index.php)</p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Types of Assessments: https://www.teachthought.com/pedagogy/6-types-assessment-learning</p>
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6.2.12. A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.	Topics	Preview:	<u>Text:</u>	Formative Assessment:
	Sykes-Picot Agreement	Students, upon observing a video, will learn how 19 modern nations emerged from the former Ottoman Empire, by playing a game to learn about today's political geography of the region.	History Alive! World Connections, Chapter 22 – North Africa and the Middle East	Decolonization and Nationalism in Israel, Egypt, Africa & Algeria http://study.com/academy/practice/quiz-worksheet-decolonization-and-nationalism-in-the-middle-east-and-africa.html
6.2.12. A.4.b Compare the rise of nationalism in China, Turkey, and India.	Hussein ibn Ali		<u>Web-based Resources:</u> http://www.middleeastpdx.org/resources/middle-east-since-wwi/	
6.2.12. A.5.c Explain how World War II led to aspirations for self-determination, and compare	Kemal (Atatürk)	<i>Writing for Understanding Activity:</i> Students take on the role of art critics writing for newspapers with a pro or anti-industrialization	The Lessons from the Sacrifice Imam Hussain (RA)	Middle East
	Majles			
	Reza Shah Pahlavi			
	Mohammad Reza Shah Pahlavi			

and contrast the methods used by African and Asian countries to achieve independence.	Ibn Saud	bias. As students examine and evaluate artwork from this time period, students make valuable connections relative to the Industrial Revolution. (NJSLSA.W2)	http://www.islam-usa.com/index.php?option=com_content&view=article&id=129:the-lessons-from-the-sacrifice-of-imam-hussain-ra&catid=60:articles&Itemid=145	https://quizlet.com/subject/middle-east/
6.2.12. B.4.c Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.	Wafd			Big 3 Middle Eastern Leaders https://quizlet.com/83990141/test
6.2.12. B.4.e Assess the role of boundary disputes and limited natural resources as sources of conflict.	Twenty-First Century Themes and Skills include:	Students write a one-page essay. Choose one nation from the list to research in further depth about the lingering effects of European intervention. Use the following steps to: <i>1. Write an introductory paragraph with a thesis statement.</i>	The Full Story of Hussein ibn Ali https://whoishussain.org/who-is-hussain/the-full-story/	Arab Revolt https://quizlet.com/56102247/test
6.2.12. C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.	<ul style="list-style-type: none"> • The Four C's • Global Awareness • Financial Literacy • Civic Literacy <p>Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore why with British support, the emir, Hussein ibn Ali offered to launch an Arab revolt against the Ottoman Empire in return. 	<i>2. Choose two or three concrete examples.</i>	Lesson Plans on Turkey http://turkishculturalfoundation.org/education/educator-resources/lesson-plans.html	AP Comparative Iran Terms https://quizlet.com/134128607/test
6.2.12. C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.	<ul style="list-style-type: none"> • Discuss why the impact of the Hussein-McMahon letters form the basis for a huge controversy over whether the British broke promises with the Arab state and engendered the seeds of tensions that still exist today. 	<i>3. Develop each of these examples into a paragraph.</i>	Majles: Iran's Theocracy: Who has the Power? https://www.world-affairs.org/wp-content/uploads/2015/09/IRAN-THEOCRACY-LESSON-PLAN_FINAL.pdf	Reza Shah Pahlavi https://quizlet.com/145494012/test
6.2.12. C.3.e Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future	<ul style="list-style-type: none"> • Analyze why tensions with the Ottoman Empire and Safavid Empire are grounded in 	<i>4. Write a strong concluding paragraph.</i> (8.1.12.A.2, NJSLSA.W2)	Reza Shah Pahlavi http://www.iranchamber.com/history/pahlavi/pahlavi.php	Summative Assessment: Chapter Tests
			Mohammad Reza Shah Pahlavi http://www.iranchamber.com/history/mohammad_rezashah/mohammad_rezashah.php	Alternative Assessments: http://www.schrockguide.net/assessment-and-rubrics.html
			Ibn Saud: House of Saud	Performance based evaluation using rubrics (http://rubistar.4teachers.org/index.php)
				Portfolio of student work

development and political independence.

6.2.12. C.4.a Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.

6.2.12. D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.

6.2.12. D.4.h 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.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a deep cultural – religious history.

- Discuss how the Ottoman's organization and government differed from European feudalism.
- Consider the millet system, which allowed each of the religious groups of the Ottoman Empire to practice their own laws and traditions.
- Consider the reasons for decline of the Ottoman Empire.
- Assess the role that the Young Turks played in the end of the Ottoman Empire.
- Describe how a series of agreements made during World War I, resulted in the Allies division of the Ottoman Empire, once the Central Powers had been defeated.
- Explore how in 1906 the formation of a constitution and a national legislature, called the Majles transformed of Persia to Iran.
- Explore how in 1921, Reza Shah Pahlavi began the Pahlavi

<http://www.pbs.org/wgbh/pa- ges/frontline/teach/saud/>

Oral presentations

Self-evaluation, Peer evaluation

Types of Assessments:
<https://www.teachthought.com/pedagogy/6-types- assessment-learning>

dynasty, which held power until its overthrow in Iran's Islamic Revolution of 1979.

- Discuss the reasons in 1941, the Allies used their ties with Germany as an excuse to invade Iran and replace Reza Shah Pahlavi with his son, Mohammad Reza Shah Pahlavi.
- Describe how Syria and Lebanon followed nearly identical paths to gain independence during World War II.
- Recall the legacy of French Rule in Syria.
- Consider how after the Russian Revolution of 1905, growing anti-Semitism in Europe, in the late 1800s, strengthened the Zionist movement.
- Explore, between 1905-1939, the increase in tensions over Palestine.
- Discuss the events leading to the independence of Iraq.
- Discuss colonialism in North Africa from 1830 to late 1920.

- Explore, in 1930, Algerian and Tunisian resistance efforts against French domination.
- Assess how the Ottoman Empire joining the Central Powers in 1914 benefited Britain and made Egypt a protectorate.
- Discuss the rise of the Wafd upon the declaration of Egyptian independence and the events, which occurred as a result.

6.2.12. A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.

6.2.12. A.4.c Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

6.2.12. A.4.d Assess government responses to

Topics	Preview:	<u>Text:</u>	Formative Assessment:
Feudalism	Students will work in pairs, examine art images and answer questions relative to “What accounted for the rise of totalitarian states after World War I?” (CRP12, NJSLA.W2)	History Alive! World Connections, Chapter 23 The Rise of Fascism and Totalitarian States	Fascism and Mussolini: https://www.khanacademy.org/humanities/world-history/euro-hist/mussolini-fascism/e/fascism-and-mussolini-exercise
Rise of Democratic Thought			
Twenty-First Century Themes and Skills include:	<i>Writing for Understand Activity:</i> Students play the role of an American journalist attending a simulated "International Fascist Art Exhibition" in 1939. Students analyze propaganda posters and acquire “secret” information from their	<u>Web-based Resources:</u> World War II: Crash Course World History #38 https://www.youtube.com/watch?v=Q78COTwT7nE	Italy:1919-1939 http://www.ibatpv.org/projects/italy/ned_quiz.htm
Objectives			
Students will:		Fascism and Mussolini The 20th century World history Khan Academy https://www.youtube.com/watch?v=AoRpWU6hHJ8	World History on the Net: Adolf Hitler Quickquiz
• Review why resentment was most prominent among the Germans,			

incidents of ethnic cleansing and genocide.

6.2.12. B.4.c Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.

6.2.12. C.4.a Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.

6.2.12. C.4.c 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. D.4.d 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.

who suffered from the harsh terms of the Treaty of Versailles peace settlement.

- Explain how Mussolini's fascist movement transformed Italian life-foreign policy, education, religion and politics.
- Analyze the Weimar Republic and Germany's signing of the Treaty of Versailles's impact in bringing about the rise of Hitler and the Nazi Party.
- Explain how WWII set Hitler's genocidal plan into motion.
- Analyze the reasons, Spain sent troops to conquer Morocco and the costs to Spain of this lengthy war.
- Describe why the left-wing parties united into a coalition-the Popular Front, in order to regain control of the Spanish government.
- Compare why General Francisco Franco, commander of the Spanish army in

classmates to learn about fascist and totalitarian states in the interwar period. (NJSLSA.W2)

Students will write an article for a news magazine aimed at American citizens who are unfamiliar with the details of life in Europe during the period between World War I and World War II. Use your Reading Notes, the information you gathered on Student Handout I, and the "secret" information you learned from your classmates.

Students follow the guidelines outlined on your Notebook Guide. (8.1.12.A.2, NJSLSA.W2)

Mussolini aligns with Hitler | The 20th century | World history | Khan Academy
<https://www.youtube.com/watch?v=6uNYe9UB3K4>

Spanish Civil War
<https://www.youtube.com/watch?v=4DD162YpuhU>

How did Hitler Rise to Power?
<https://www.youtube.com/watch?v=jFICRFKtAc4>

Totalitarianism, Lesson Plans, Games, and Powerpoints
<http://worldhistory.mrdonn.org/totalitarianism.html>

Lesson for Fascism
http://www.lessoncorner.com/Social_Studies/Politics/Fascism

The Differences and Similarities of Adolf Hitler and Benito Mussolini
<https://prezi.com/pw7sgxmnnvaa/703-assessment-compare-and-contrast-hitler-and-mussolini/>

http://www.historyonthenet.com/nazi_germany/adolfhitlerquickquiz.htm

Russia under Stalin
<https://quizlet.com/18570263/test>

Summative Assessment:
Chapter Tests

Alternative Assessments:

<http://www.schrockguide.net/assessment-and-rubrics.html>

Performance based evaluation using rubrics (<http://rubistar.4teachers.org/index.php>)

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

Types of Assessments:
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6.2.12. D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

6.2.12. A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.

6.2.12. A.4.c Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

Morocco in 1936, rose to power

- Analyze how Vladimir Lenin's death set off a power struggle in Russia, resulting in Joseph Stalin's rise to power.
- Summarize Stalin's efforts to make the Soviet Union a strong, modern, industrial nation.
- Assess why the failure of Stalin's First Five-Year Plan engendered opposition, and launched his terror campaign-"The Great Purge."

Topics	Preview:	Text:	Formative Assessment:
World War II (WWII)	Students watch the following audio slideshow about the Munich Pact in 1938, then answer the "Preview" questions in your notebook about this era's Essential Question: "Why was there another global conflict soon after WWI?" (RI.11-12.9, NJSLSA.R1, NJSLSA.R7)	History Alive! World Connections, Chapter 24 – World War II	Class Discussions
Twenty-First Century Themes and Skills include:			Journal entries
<ul style="list-style-type: none"> • The Four C's • Civic Literacy • Global Awareness 			Quizzes
Objectives		Web-based Resources:	Summative Assessment:
Students will:	Activity Problem Solving, Group Work: Students play the role of creative teams	Prosperity, Depression, & World War II: 1920-1944 http://zinnedproject.org/teaching-materials/?period=depression	Summative Assessment for the Announcing World War II Unit http://webcache.googleusercontent.com/search?q=cache:z5wgpQGienIJ:www.beaconlearningcenter.c
<ul style="list-style-type: none"> • Explore the impact of Japan's use of 		A Half Century of Crisis 1900-1950 CE	

<p>6.2.12. A.4.d Assess government responses to incidents of ethnic cleansing and genocide.</p> <p>6.2.12. B.4.b Determine how geography impacted military strategies and major turning points during World War II.</p> <p>6.2.12. C.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p> <p>6.2.12. C.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.</p> <p>6.2.12. C.4.c Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.</p> <p>6.2.12. D.4.d Analyze the extent to which the legacy of World War I, the global</p>	<p>militarism as a means to acquire territory and raw resources.</p> <ul style="list-style-type: none"> • Discuss how Germany's establishment of an alliance with Soviet Union and the "Blitzkrieg", enabled Hitler to control Poland, France, The Low Countries, Denmark and Norway, within a two year period-1939-41. • Consider Churchill's and FDR's plan to regain control of Europe and defeat Hitler. • Explore why Hitler implemented a strategy to control oil resources in order to <i>fuel</i> his war for world domination. • Assess how Hitler's quest to answer the "Jewish question" resulted in "the final solution". • Consider the Allies war debate over what strategies would restore Europe and defeat Hitler. • Consider why the Battle of Stalingrad was the 	<p>charged with the task of creating an illustrated timeline of the major events of World War II for the walls of the United Nations. (CRP6, CRP12, NJSLA.SL2, NJSLA.SL5)</p> <p>Students will answer the question, "What were the most significant events of World War II?" Students, using notes and experience from this activity, will choose eight key events that they believe were the most significant during World War II. For each event, students write 2-3 sentences explaining why the event was so significant to the conduct or outcome of the war. (NJSLA.W2)</p>	<p>http://worldhistoryforusall.sdsu.edu/eras/era8.php</p> <p>NEA World War II Resources http://www.nea.org/tools/lessons/60045.htm</p>	<p>om/Documents/3003_5124.pdf+&cd=5&hl=en&ct=clnk&gl=us</p> <p>World War II Remember, Project Assessments http://teacher.scholastic.com/activities/wwii/tguide.htm#assessment</p> <p>Alternative Assessments:</p> <p>http://www.schrockguide.net/assessment-and-rubrics.html</p> <p>Performance based evaluation using rubrics (http://rubistar.4teachers.org/index.php)</p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Types of Assessments: https://www.teachthought.com/pedagogy/6-types-assessment-learning</p>
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depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.

6.2.12. D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.

6.2.12. D.4.f Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

6.2.12. D.4.i 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.

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RH.11-12.2. Determine the theme, central ideas,

beginning of Hitler's demise.

- Review how Allied Bombing Campaigns- US's targeting daytime attacks on Hitler's means of "supply and equip" and Great Britain's mass bombing at night, weakened Hitler's world domination.
- Recall Allied forces invading Germany from France and their stumbling upon the horrors of the concentration camps.
- Assess the key battles bringing about the end of WWII.
- Explore Japan's expansion of its territories in the Pacific via the attack on Pearl Harbor.
- Consider the US's entry in WWII with the attack on Tokyo and attempts to end Japan's expansion in the Pacific, in spite of the military strategy of "Europe First".
- Assess how Allies turn the tide of WWII with the strategy of "leap-

<p>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.</p> <p>RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p>	<p>frogging” and two A-Bombs.</p> <ul style="list-style-type: none"> Recall the Allies demands on the Axis Powers at the end of World War II. Demonstrate an understanding of the life of a Holocaust victim, Walter Israel, who grew in up Germany, was deported, and perished in a concentration camp in Poland. 	<p>Students will analyze primary sources related to Walter Israel and use them to create one of the following to demonstrate a deeper understanding of an individual Holocaust victim: Diary entries, timeline (use media of choice), multiple news articles, video biography, website.</p>	<p>Primary Source Documents: https://drive.google.com/folderview?id=0B2LjMyI-WYQYTHhfZHFGWTJMOTg&usp=sharing</p>	<p>Summative Assessment:</p> <p>Students will be assessed based on the quality of their product.</p>
<p>6.2.12. A.4.b Compare the rise of nationalism in China, Turkey, and India.</p> <p>6.2.12. A.5.c 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.</p> <p>6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p>	<p>Topics</p> <p>Mohandas Gandhi</p> <p>Mao Zedong</p> <p>Indian National Congress</p> <p><i>Satyagraha</i> Movement</p> <p>All-India Muslim League</p> <p>Cixi</p> <p>Sun Yat-sen</p> <p>Chiang Kai-shek</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C's 	<p>Preview:</p> <p>Students take a moment to see how much they remember about India and China's experiences with imperialism. Students read each statement in green. Students then drag each phrase below to its correct location. (NJSLA.SL2)</p> <p><i>Activity Response Group: Part #1 India</i></p> <p>1. Students read Sections 1-3 in your Student Text. Complete the corresponding sections of your Student Handout as you read. 2. Get into groups of three. Make sure you have your Student Text and Student Handout</p>	<p>Text:</p> <p>History Alive! World Connections, Chapter 25 – Forces for Independence and Revolution in Asia</p> <p>Web-based Resources:</p> <p>The British East India Company — the Company that Owned a Nation (or Two) http://www.victorianweb.org/history/empire/india/eic.html</p> <p>The Arrival and Expansion of British Power in India http://www.slideshare.net/ishanksahu12/arrival-and-expansion-of-british-power-in-india?qid=23e2e5be-e014-</p>	<p>Formative Assessment:</p> <p><i>10th Grade Global History Course Unit: Imperialism Topic: British Tea Trade (See pgs. 9 & 10 link below and read link below, East India Company)</i> https://www.britannica.com/topic/East-India-Company</p> <p>https://enrfamathandscience.wikispaces.com/file/view/SAMPLE+10th+grade+Global+Task.pdf</p> <p>Quiz Mohandas Gandhi</p>

<p>6.2.12. B.5.a Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.</p> <p>6.1.12. B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p>6.2.12. C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</p> <p>6.2.12. C.3.e Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.</p> <p>6.2.12. D.4.h 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.</p>	<ul style="list-style-type: none"> Financial Literacy Civic Literacy Global Awareness <p>Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe how Gandhi's first act of non-violence-lifting handfuls of salt, challenged British domination and changed India's politics. Consider Mao's use of armed resistance to end imperial rule in China. Compare the concerns of The Indian National Congress and All-India Muslim League and how WWI impacted these concerns. Assess how the "Amritsar Massacre" shocked all of India and raised Gandhi to leadership in the Indian National Congress. Summarize Gandhi's Satyagraha Movement and bringing about the independence of India from British Rule. Consider China's attempts to reform 	<p>for reference. 3. As you see each slide, discuss the questions as a group. Decide on a one-sentence answer for each question on the slide. 4. When you are called upon, share your group's one-sentence answer with the class. 5. Click the orange button to reveal the answer to each question. Compare it to your Student Handout. Correct your Student Handout if you missed anything. 6. Continue until you have analyzed all slides for China. (NJSLA.R1, NJSLA.R7)</p> <p><i>Part #1 China</i></p> <p>1. Students Sections 4-5 in your Student Text. Complete the corresponding sections of your Student Handout as you read. 2. Get into groups of three. Make sure you have your Student Text and Student Handout for reference 3. As you see each slide, discuss the questions as a group. Decide on a one-sentence answer for each question on the slide. 4. When you are called upon, share your group's one-sentence answer with the class. 5.</p>	<p>4e91-9d55-1ff9b39e52d1&v=&b=&from_search=3</p> <p>Birth of the Indian National Congress http://www.historydiscussion.net/history-of-india/birth-of-indian-national-congress/3186</p> <p>Mohandas Gandhi http://www.history.com/topics/mahatma-gandhi</p> <p>Karamchand Mohandas Gandhi http://www.slideshare.net/maisonchan/gandhi-presentation?next_slideshow=1</p> <p>Mao Zedong http://www.history.com/topics/cold-war/mao-zedong</p> <p>China Under Mao Zedong http://www.slideshare.net/search/slideshow?searchfrom=header&q=china+under+mao+zedong</p> <p>Chiang Kai Shek http://www.history.com/topics/chiang-kai-shek</p> <p>Dr. Sun Yat-sen and the Three People's Republic</p>	<p>http://www.mkgandhi.org/onlinequiz.htm</p> <p>Chairman Mao Quiz http://yesterday.uktv.co.uk/quiz/chairman-mao-quiz/</p> <p>Chiang Kai Shek: Biography and Facts http://study.com/academy/practice/quiz-worksheet-life-of-chiang-kai-shek.html</p> <p>Dr. Sun Yat-sen: Biography, Accomplishments, Leadership http://study.com/academy/practice/quiz-worksheet-the-life-of-sun-yat-sen.html</p> <p>Summative Assessment: Chapter Tests</p> <p>Alternative Assessments:</p> <p>http://www.schrockguide.net/assessment-and-rubrics.html</p> <p>Performance based evaluation using rubrics (http://rubistar.4teachers.org/index.php)</p>
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6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world

<p>Chinese cultural from foreign influence and the impact of the Boxer Rebellion and Cixi's death.</p> <ul style="list-style-type: none"> • Explain why Chinese revolutionaries were led by Sun Yat-sen, a Western-educated medical doctor from South China. • Discuss the birth of Modern China under the Kuomintang (KMT) or Nationalist Party led by Sun Yat-sen. • Assess why the May Fourth Movement, along with China's split between the two rival governments, sent the nation down a new revolutionary path. • Examine the rise of Chiang Kai-shek being the result of Sun's cooperation with the Communists. • Explore how the competing ideologies of the Nationalist and Communist of China culminated in Chiang's Nationalist government ultimate recognition as China's legal government. 	<p>Click the orange button to reveal the answer to each question. Compare it to your Student Handout. Correct your Student Handout if you missed anything. 6. Continue until you have analyzed all slides for China. (RI.11-12.9, NJSLA.R7)</p> <p>Students answer the question, <i>What are the most important things that the leaders of India and China did to help shape the future of their nations?</i></p> <ol style="list-style-type: none"> 1. On a sheet of paper, make a T-diagram as shown. 2. Review your Student Text and your Student Handout to determine the most important actions. 3. Complete your T-diagram with the three most important things that the leaders of India and China did to help shape the future of their nations. (NJSLSA.W2, NJSLSA.SL1) 	<p>http://www.chsa.org/wp-content/uploads/2010/08/Dr.-Sun-Curriculum-Guide.pdf</p> <p>Communist Take Power in China http://www.slideshare.net/jfuertsch/communist-take-power-in-china?qid=1ffd7c14-e893-408f-8765-a86c1bc89c21&v=&b=&from_search=4</p>	<p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Types of Assessments: https://www.teachthought.com/pedagogy/6-types-assessment-learning</p>
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- Discuss the role of the Communists' Struggle for Power and Mao's establishing of the Chinese Soviet Republic in southeastern China.
- Consider the impact of Chiang sending four expeditions to crush Mao's government.
- Summarize the events leading to the formation of the People's Republic of China.

Key Vocabulary: Czar, peasant, industrial worker, civil liberties, Lenin, revolution, Duma, Communist, Red Terror, unemployment insurance, oligarchy, elite, creditor, customs, nationalize, Zionist, plebiscite, protectorate, hajj, millet, isolationism, militarism, appeasement, Blitzkrieg, Holocaust, Axis Powers, D-Day, civil disobedience, dominion status, general strike, home rule, regent.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/. This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Speak and display terminology ● Teacher modeling ● Peer modeling ● Provide ELL students with multiple literacy strategies. ● Word walls ● Use peer readers ● Give page numbers to help the students find answers ● Provide a computer for written work ● Provide two sets of textbooks, one for home and one for school ● Provide visual aides ● Provide additional time to complete a task ● Use graphic organizers 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples ● Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. Oral prompts can be given. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Structure lessons around questions that are authentic, relate to students' interests, 	<ul style="list-style-type: none"> ● Independent study ● Curriculum compacting ● Inquiry-based instruction ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Use project-based learning ● Structure the learning around explaining or solving a social or community-based issue. ● Collaborate with after-school programs or clubs to extend learning opportunities. ● William and Mary Social Studies curriculum for gifted learners: https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum

		social/family background and knowledge of their community. <ul style="list-style-type: none"> • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	
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Career Ready Practices:

CRP2: Apply appropriate academic and technical skills.

CRP6: Demonstrate creativity and innovation.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence

Integration of Technology Standards NJSLS 8:

8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Integration of 21st Century Standards NJSLS 9:

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Interdisciplinary Connections: ELA-NJSLS/ELA:

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.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.