

**Englewood Public School District**  
**World History**  
**High School**  
**Fourth Marking Period**

**Unit 4 - Post WWII to Today**

**Overview:** In this unit, students will examine the late 20th century, including the Cold War and its effect on developed and developing nations. 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.*

*Understanding the Cold War's influence on governments, society and ingenuity.*

*Understand the silent hand of control over oil resources and its impact on foreign policy and governmental sovereignty.*

**Essential Questions:**

*How did the Cold War change the World?*

*How did the Cold War affect Third World nations?*

*How have emerging nations fared in their quest for political stability, economic growth, and democracy?*

*Why is the Middle East a flashpoint in world affairs?*

*What are key challenges facing the world in the 21st century?*

Standards	Topics and Objectives	Activities	Resources	Assessments
6.1.12. A.5.a Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.	Topics	<i>Preview:</i> Students watch the	<u>Text:</u>	<b>Formative Assessment:</b> Cold War Quiz 1945-1963 <a href="https://quizlet.com/17885834/test">https://quizlet.com/17885834/test</a>
	Churchill and America	following audio slideshow as you think about this era's	History Alive! World Connections, Chapter 26 – Overview Era: Cold War and Beyond	
6.1.12. A.5.b Analyze the effectiveness of governmental policies and of	The Cold War	Essential Question. “How did the Cold War change the war?”		Modern History
	Twenty-First Century Themes and Skills include:		<u>Web-based Resources:</u>	Afghanistan War
	The Four C's	<i>Social Studies Skill Builder</i>		<a href="https://quizlet.com/14126954/test">https://quizlet.com/14126954/test</a>
	Global Awareness	<i>Activity, History Lab:</i>	Churchill and America	

actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.	Environmental Literacy Civic Literacy	Students work in pairs to answer a series of questions that spiral in difficulty. Students, using both primary and secondary sources, answer basic questions about historical facts and higher-order questions requiring them to use their critical thinking skills. ( <b>CRP8, CRP12</b> )	<a href="http://teachingamericanhistory.org/past-programs/churchill/lessonplans/">http://teachingamericanhistory.org/past-programs/churchill/lessonplans/</a>	Patterns of World History, Cold War (Note: Check <i>Student Resources Chapter</i> to the left for more subject matter quizzes.) <a href="http://global.oup.com/us/companion.websites/9780195332872/student/chapter29/quiz/">http://global.oup.com/us/companion.websites/9780195332872/student/chapter29/quiz/</a>
6.2.12. A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.	Objectives  Students will:  Assess what factors enabled both Russia and U.S. to emerge from WWII poised to be superpower. Analyze the agreements made at the Yalta Conference by the “Big Three Allied Leaders”. Consider the issues that arose between the superpowers causing lasting cooperation with Eastern Europe –Russia unlikely. Discuss those events which occurred in Eastern Europe–Russia which convinced U.S. and Great Britain that the Soviet Union was stifling national determination. Assess the U.S. implementation of George Kennan’s “containment”, the Truman Doctrine, and the Marshall Plan to curb Soviet dominance over East European–Russia. Analyze how the U.S.’s preoccupation with the Soviets aided in its being	<i>Processing:</i> Students write an essay answering the Essential Question: How did the Cold War change the world? Use at least eight words from the word bank. Express your opinion. For every opinion given, cite at least two pieces of evidence. Make sure your writing clearly and concisely states your opinion. This assignment is meant to challenge your analytical skills. ( <b>NJSLSA.W1</b> )	Harry S. Truman Library, <i>Lesson on the Yalta Conference</i> <a href="https://www.trumanlibrary.org/whistlestop/lessons/full.php?lessonID=153">https://www.trumanlibrary.org/whistlestop/lessons/full.php?lessonID=153</a>  Harry S. Truman Library, <i>Source Analysis: Truman and Containment</i> <a href="http://www.trumanlibrary.org/whistlestop/lessons/full.php?lessonID=387">http://www.trumanlibrary.org/whistlestop/lessons/full.php?lessonID=387</a>  Camera Roll#10236, I/V with Professor George F. Kennan <a href="http://nsarchive.gwu.edu/coldwar/interviews/episode-1/kennan1.html">http://nsarchive.gwu.edu/coldwar/interviews/episode-1/kennan1.html</a>  Harry S. Truman Library, <i>Time Line of the Cold War</i> <a href="http://www.trumanlibrary.org/dbq/res/cia/TrumanCIA_Timeline.pdf">http://www.trumanlibrary.org/dbq/res/cia/TrumanCIA_Timeline.pdf</a>  Three Centuries of American Wars, <i>Cold War Timeline-1945-1991</i> <a href="http://www.history-of-american-wars.com/cold-war-timeline.html">http://www.history-of-american-wars.com/cold-war-timeline.html</a>	<b>Summative Assessment:</b> Chapter Tests  <b>Benchmark Assessment:</b> End of Year Assessment  <b>Alternative Assessments:</b>  <a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a>  Performance based evaluation using rubrics ( <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a> )  Portfolio of student work  Oral presentations
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.4.d Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.				
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.				

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.

6.1.12. C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

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.

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.

blindsided by China's acceptance communism. Analyze Mao's communism through the lens of Mao's Five-Year Plan and the Great-Leap.

Assess the impact of Nikita Khrushchev's decision to distance Russia from Mao-China and the birth of China's Cultural Revolution.

Outline how the Cold War tactics of Russia, U.S., and China led to military conflicts in North

Korea/South Korea, Vietnam, Guatemala, Cuba, Nicaragua, Egypt, Congo, Angola, and Ethiopia.

Consider the policies of détente and "brinkmanship in reducing Soviet dominance.

Explain how the Afghan War cost the Soviet Union lives and a decline in their economy.

Recall the impact of *perestroika* on the Soviet Union and U.S. relations.

Harry S. Truman Library, *Korean War and Journaling*  
<http://www.trumanlibrary.org/whistlestop/lessons/full.php?lessonID=241>

Harry S. Truman Library, *Famous Photographs of the Vietnam War: Images that Influenced Peoples' Opinions About the War*  
<http://www.trumanlibrary.org/whistlestop/lessons/full.php?lessonID=241>

Congo, Decolonization and the Cold War, 1960-65  
<https://history.state.gov/milestones/1961-1968/congo-decolonization>

Congress, CIA, and Guatemala, 1954  
<https://www.cia.gov/library/center-for-the-study-of-intelligence/kent-csi/vol44no5/html/v44i5a03p.htm>

Cold War, Nicaragua  
<https://prezi.com/4tdp6ruekwcb/cold-war-nicaragua/>

Egypt Transfers Loyalty from USSR to the US during the Middle of the Cold War

Self-evaluation, Peer evaluation

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

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.

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.

Topics		Preview:	Text:	Formative Assessment:
Fidel Castro		<p>Students watch the following audio slideshow as you think about this era's Essential Question. "How did the Cold War affect Third World nations?" (CRP2)</p> <p><i>Activity Problem Solving Group Work:</i> Students will be assigned to a group of four to create a memorable, five-minute multimedia presentation that describes the effects of imperialism on an emerging Third World nation. Students begin by reviewing Student Handout</p>	<p>History Alive! World Connections, Chapter 27 – The Cold War and the Third World.</p> <p><b>Web-based Resources:</b></p> <p>The Cuban Revolution: Causes &amp; Effects, Video and Lesson Plan  <a href="http://study.com/academy/lesson/the-cuban-revolution-causes-effects.html">http://study.com/academy/lesson/the-cuban-revolution-causes-effects.html</a></p> <p>Harry S. Truman Library, <i>Famous Photographs of the Vietnam War: Images that</i></p>	<p>The Cuban Revolution: Causes &amp; Effects, Quiz  <a href="http://study.com/academy/practice/quiz-worksheet-causes-effects-of-the-cuban-revolution.html">http://study.com/academy/practice/quiz-worksheet-causes-effects-of-the-cuban-revolution.html</a></p> <p>The Chilean Revolution &amp; Augusto Pinochet, Quiz  <a href="http://study.com/academy/practice/quiz-worksheet-the-chilean-revolution-augusto-pinochet.html">http://study.com/academy/practice/quiz-worksheet-the-chilean-revolution-augusto-pinochet.html</a></p>
Fulgencio Bautista				
Jacobo Arbenz Guzman				
Salvador Allende				
General Augusto Pinochet				
Ho Chi Minh				
Ngo Dinh Diem				
Twenty-First Century Themes and Skills include:				
• The Four C's				

<http://www.coldwarstudies.com/2010/06/10/egypt-transfers-loyalty-from-the-ussr-to-the-us-in-the-middle-of-the-cold-war/>

Suez Crisis  
<http://www.history.com/topics/cold-war/suez-crisis>

Milestones- 1977-1980  
*Soviet Invasion Afghanistan and U.S. Response 1978-1980*  
<https://history.state.gov/milestones/1977-1980/soviet-invasion-afghanistan>

<p>6.2.12. A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.</p> <p>6.2.12. A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</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>6.2.12. C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.</p> <p>C.3.e Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for</p>	<ul style="list-style-type: none"> <li>Global Awareness</li> <li>Civic Literacy</li> </ul> <p><b>Objectives</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Review why the story of the Panama Canal riots is one example of the legacy of imperialism, post the Cold War.</li> <li>Consider why third world countries would be more susceptible to imperialism.</li> <li>Assess why developing nations experienced covert actions from superpowers.</li> <li>Discuss the factors that led to the non-aligned nation's conference at Bandung, Indonesia, in 1955 and the reason these nations struggled to maintain independence.</li> <li>Summarize the role of Multinational Corporation.</li> <li>Outline how U.S. covert actions brought an end to Guatemalan President, Jacobo</li> </ul>	<p>A: Preparing a Multimedia Presentation. (<b>CRP2, CRP12, 8.1.12.A.2</b>)</p> <p><i>Processing:</i></p> <p>Students will choose three of the following nations:</p> <ul style="list-style-type: none"> <li>Guatemala</li> <li>Cuba</li> <li>Vietnam</li> <li>Laos</li> <li>South Africa</li> <li>Chile</li> <li>Cambodia</li> <li>Nigeria</li> </ul> <p>For those three nations, student will identify three ways in which the Cold War affected them in similar ways. Then give three ways in which the Cold War affected them differently. Then students write your answer in the form of a paragraph. Use words from the Word Bank in your answer. These include:</p> <ul style="list-style-type: none"> <li>Cold War</li> <li>Hegemony</li> <li>Coup d'état</li> <li>Nonaligned nations</li> <li>Developed country</li> <li>Imperialism</li> <li>Multinational corporation</li> </ul>	<p><i>Influenced Peoples' Opinions About the War</i></p> <p>Congress, CIA, and Guatemala, 1954  <a href="https://www.cia.gov/library/center-for-the-study-of-intelligence/kent-csi/vol44no5/html/v44i5a03p.htm">https://www.cia.gov/library/center-for-the-study-of-intelligence/kent-csi/vol44no5/html/v44i5a03p.htm</a></p> <p>To explore the impact of the <i>protectorate approach</i>, view-  <a href="#">Netflix Documentary: "Che"</a>  <i>Note: Follow district policy regarding parent notification on non-PG material.</i></p> <p>The Chilean Revolution &amp; Augusto Pinochet, Video and Lesson Plan  <a href="http://study.com/academy/lesson/the-chilean-revolution-augusto-pinochet.html">http://study.com/academy/lesson/the-chilean-revolution-augusto-pinochet.html</a></p> <p>Cold War Chile  <a href="http://www.coldwarstudies.com/2013/04/10/cold-war-chile/">http://www.coldwarstudies.com/2013/04/10/cold-war-chile/</a></p> <p>People and Events: Ho Chi Minh  <a href="http://www.pbs.org/wgbh/amex/honor/peopleevents/p_minh.html">http://www.pbs.org/wgbh/amex/honor/peopleevents/p_minh.html</a></p> <p>Ho Chi Minh and the Viet Minh, Video and Lesson Plan</p>	<p>Ngo Dinh Diem: Rise to Power, Foreign Ties &amp; Strategies: Quiz  <a href="http://study.com/academy/practice/quiz-worksheet-ngo-dinh-diem-s-strategies-and-rise-to-power.html">http://study.com/academy/practice/quiz-worksheet-ngo-dinh-diem-s-strategies-and-rise-to-power.html</a></p> <p>Ho Chi Minh and the Viet Minh, Quiz:  <a href="http://study.com/academy/practice/quiz-worksheet-ho-chi-minh-and-the-viet-minh.html">http://study.com/academy/practice/quiz-worksheet-ho-chi-minh-and-the-viet-minh.html</a></p> <p><b>Summative Assessment:</b> Chapter Tests</p> <p><b>Alternative Assessments:</b>  <a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a></p> <p>Performance based evaluation using rubrics (<a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a>)</p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p>
--	---	---	---	---

<p>future development and political independence.</p> <p>C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.</p> <p>6.2.12. D.3.c Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.</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>Arbenz Guzman's leadership.</p> <ul style="list-style-type: none"> <li>• Explore the economic U.S. interest that led to Fidel Castro's overthrow of the Bautista regime.</li> <li>• Discuss how the U.S. Embargo on Cuba forced Fidel Castro to maintain ties with the Soviet Union.</li> <li>• Explain how the economic U.S. interest led to Salvador Allende's overthrow and replacement with General Augusto Pinochet regime.</li> <li>• Recall how imperialism implored by the French led to two Vietnams.</li> <li>• Evaluate the events, which led to the Vietnam War and the U.S. entrance in this war.</li> <li>• Analyze the events, which led to U.S. military intervention in Cambodia and Laos.</li> <li>• Compare the African Diaspora in displacing Africans and European Imperialism and its impact in displacing</li> </ul>	<p><b>(CRP7, CRP8, NJSLSA.R4, NJSLSA.W1)</b></p>	<p><a href="http://study.com/academy/lesson/ho-chi-minh-and-the-viet-minh.html">http://study.com/academy/lesson/ho-chi-minh-and-the-viet-minh.html</a></p> <p>Ngo Dinh Diem: Rise to Power, Foreign Ties &amp; Strategies, Video and Lesson Plan  <a href="http://study.com/academy/lesson/the-rise-of-ngo-dinh-diem.html">http://study.com/academy/lesson/the-rise-of-ngo-dinh-diem.html</a></p>	<p>Types of Assessments:  <a href="https://www.teachthought.com/pedagogy/6-types-assessment-learning">https://www.teachthought.com/pedagogy/6-types-assessment-learning</a></p>
---	--	--	---	---



- traditional African peoples.
- Assess the impact of European Imperialism on its destabilization of African infrastructures.
- Discuss the Nigerian civil war and its impact on the three ethnic tribes.
- Assess South Africa's struggle to end apartheid and build a democratic society.

6.1.12. A.5.a Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

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. A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the

Topics	Preview:	Text:	Formative Assessment:
President Sukarno	Students watch an audio slideshow to learn about statistical methods of evaluating the economic and political health of a nation. <b>(CRP2)</b>	History Alive! World Connections, Chapter 28 – Movements Toward Independence and Democracy	Quizlet-President Sukarno) <a href="https://quizlet.com/11952802/test">https://quizlet.com/11952802/test</a>
President Julius Nyerere			
Mohammed Ali Jinnah			
PRI: The Institutional Revolutionary Party	<i>Social Studies Skill Builder Activity:</i> Students graph political and economic data for six nations. Students then read about the history of each country during the 20th century and make historical connections to their graphs. <b>(NJSLA.R7, RI.11-12.9)</b>	<b><u>Web-based Resources:</u></b>  Profiles and Biographies-President Sukarno <a href="http://www.intisaribiografi.com/2015/12/biography-of-president-sukarno.html">http://www.intisaribiografi.com/2015/12/biography-of-president-sukarno.html</a>  Heaven on Earth: The Rise and Fall of Socialism <a href="http://www.heavenonearthdocumentary.com/teachers_less_on3.html">http://www.heavenonearthdocumentary.com/teachers_less_on3.html</a>	African History- Post Colonialism Africa <a href="https://quizlet.com/23253243/test">https://quizlet.com/23253243/test</a>  Life during the Institutional Revolutionary Party's Rule of Mexico <a href="http://study.com/academy/practice/quiz-worksheet-institutional-revolutionary-party-s-rule-in-mexico.html">http://study.com/academy/practice/quiz-worksheet-institutional-revolutionary-party-s-rule-in-mexico.html</a>
Carlos Salinas de Gortari			
Lech Walesa			
Twenty-First Century Themes and Skills include:	<i>Processing:</i>		
<ul style="list-style-type: none"> <li>The Four C's</li> <li>Global Awareness</li> <li>Financial Literacy</li> <li>Environmental Literacy</li> <li>Civic Literacy</li> </ul>			

<p>responsibilities of the world community in response to such events.</p> <p>6.2.12. A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</p> <p>6.1.12. A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.2.12. B.5.b 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.</p> <p>6.2.12. B.5.d Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.</p> <p>6.2.12. B.5.e Assess the role of boundary disputes and</p>	<p><b>Objectives</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Explore North Korea's quest for political stability, economic growth, and democracy.</li> <li>• Discuss Indonesia's quest for political stability, economic growth, and democracy.</li> <li>• Analyze Pakistan's quest for political stability, economic growth, and democracy.</li> <li>• Consider Mexico's quest for political stability, economic growth, and democracy.</li> <li>• Describe Poland's quest for political stability, economic growth, and democracy.</li> <li>• Gather, review, and analyze historic information to support or reject an argument.</li> <li>• Write and defend a historical argument with primary and secondary sources as evidence.</li> <li>• Evaluate the impact of major scientific and technological advancements.</li> </ul>	<p>Students conduct research to locate one of these countries that recently achieved their independence or had a revolution that has radically changed their government. Students write a letter of advice to the current person or party in control of the country. Your letter must:</p> <ul style="list-style-type: none"> <li>• <i>Include a proper salutation and closing.</i></li> <li>• <i>Show that you understand the current political and economic situation in the country.</i></li> <li>• <i>Give advice as to how best grow the economy and increase democracy.</i></li> <li>• <i>Refer to at least two of the countries you learned about in this lesson.</i></li> </ul> <p>(NJSLSA.R1, CRP7, NJSLSA.R7, RI.11-12.9, NJSLSA.W1, NJSLSA.W2)</p>	<p>Partition in the Classroom: Differentiated Strategies for Teaching India's Partition. (See pages 21, 43, 47-60)  <a href="http://liberalarts.utexas.edu/southasia/files/pdf/outreach/partition_in_classroom.pdf">http://liberalarts.utexas.edu/southasia/files/pdf/outreach/partition_in_classroom.pdf</a></p> <p>Mexico at the Hour of Combat          (See pgs.6-8, 14-16, and 17-24)  <a href="https://www.unm.edu/~maxwell/Mexico%20at%20the%20Hour%20of%20Combat%20teachers%20guide.pdf">https://www.unm.edu/~maxwell/Mexico%20at%20the%20Hour%20of%20Combat%20teachers%20guide.pdf</a></p> <p><b><u>Lesson Plan:</u></b></p> <p><i>“WHEN POLAND LEADS EUROPE: JOHN III SOBIESKI AND LECH WALESIA”</i>  <a href="https://crees.ku.edu/sites/crees.s.drupal.ku.edu/files/files/lesson-plans/ws-rce2009-wilds-poland-leads-europe.pdf">https://crees.ku.edu/sites/crees.s.drupal.ku.edu/files/files/lesson-plans/ws-rce2009-wilds-poland-leads-europe.pdf</a></p>	<p>Carlos Salinas de Gortari  <a href="https://quizlet.com/132307407/test">https://quizlet.com/132307407/test</a></p> <p>Lech Wałęsa: Quiz  <a href="http://quiz.thefullwiki.org/Lech_Wa%C5%82%C4%99sa">http://quiz.thefullwiki.org/Lech_Wa%C5%82%C4%99sa</a></p> <p><b>Summative Assessment:</b></p> <p>Chapter Tests</p> <p><b>Alternative Assessments:</b></p> <p><a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a></p> <p>Performance based evaluation using rubrics (<a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a>)</p>
--	---	---	---	--



limited natural resources as sources of conflict.

6.2.12. C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.

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.

6.1.12. A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address.

6.2.12. A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.

6.2.12.A.6.d Assess the effectiveness of responses by

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

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

Topics	Preview:	Text:	Formative Assessment:
Minister Yitzhak Rabin President Anwar Sadat	Students watch an audio slideshow to learn about statistical methods of evaluating the economic and political health of a nation relative to the	History Alive! World Connections, Chapter 29 - Shifts of Power in the Middle East	Middle East Exam <a href="http://www.cram.com/flashtcards/test/middle-east-exam-flashtcards-1580895">http://www.cram.com/flashtcards/test/middle-east-exam-flashtcards-1580895</a>
Intifada	Essential Question: "Why is the Middle East a flashpoint in world affairs?" (CRP2)	<b>Web-based Resources:</b> The Virtual Lesson Plan of the Day <a href="http://lesson-plan-forum.blogspot.com/2009/03/yitzhak-rabin-1922-1995-was-born.html">http://lesson-plan-forum.blogspot.com/2009/03/yitzhak-rabin-1922-1995-was-born.html</a>	HISTORY 342 FINAL EXAM STUDY QUESTIONS <a href="http://www.csun.edu/~td61312/Final342a.htm">http://www.csun.edu/~td61312/Final342a.htm</a>
President Gamal Abdel Nasser	<i>Social Studies Skill Builder Activity:</i> Students graph political and economic data for six nations. Students then read about the history		
Shah of Iran, Mohammad Reza Pahlavi			
PLO			

<p>governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>6.2.12. C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p>	<p>Gamal Abdel Nasser</p> <p>Suez Canal</p> <p>Ayatollah Khomeini</p> <p>Iraq Iran War</p> <p>OPEC</p> <p>Saddam Hussein</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Civic Literacy</li> </ul>	<p>of each country during the 20th century and make historical connections to their graphs. <b>(NJSLSA.SL5)</b></p> <p><i>Processing:</i> Students write a news bulletin about one of the eight stories you've been covering. Follow these steps:</p> <ol style="list-style-type: none"> <li>1. Choose a topic to write about. Your topic will be one of the 8 stories you have been covering.</li> <li>2. Then write a story about your topic—no more than 10 sentences long. Be sure to cover the Five Ws (and one H) of journalism: Who, What, Where, When, Why, and How</li> <li>3. Then write a story about your topic—no more than 10 sentences long. Be sure to cover the Five Ws (and one H) of journalism: Who, What, Where, When, Why, and How <b>(8.1.12.A.2, NJSLSA.W1, NJSLSA.W2)</b></li> </ol>	<p>President Anwar Sadat <a href="http://www.jewishvirtuallibrary.org/jsource/biography/sadat.html">http://www.jewishvirtuallibrary.org/jsource/biography/sadat.html</a></p> <p>Curriculum Guide: The Travels of the President <a href="http://www.jimmycarterlibrary.gov/education/pt/Unit10.pdf">http://www.jimmycarterlibrary.gov/education/pt/Unit10.pdf</a></p> <p>President Gamal Abdel Nasser <a href="http://www.historycentral.com/Bio/people/Nasser.html">http://www.historycentral.com/Bio/people/Nasser.html</a></p>	<p>Quiz: The Known Knowns about the Iraq War <a href="http://www.npr.org/2011/12/15/143773371/quiz-the-known-knowns-about-the-iraq-war">http://www.npr.org/2011/12/15/143773371/quiz-the-known-knowns-about-the-iraq-war</a></p> <p><b>Summative Assessment:</b></p> <p>Chapter Tests</p>
<p>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> <p>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.</p>	<p><b>Objectives</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Review how Prime Minister Yitzhak Rabin's and President Anwar Sadat's embracing political compromise, aroused violent opposition from extremists on both sides.</li> <li>• Explain how a major source of tension in the Middle East has been the Arab-Israeli dispute over land, Israel's right to exist, and questions</li> </ul>		<p>Iranian Revolution <a href="http://webcache.googleusercontent.com/search?q=cache:VOaKCHRpE0cJ:txccrn.uh.edu/resources/content-area/socialstudies/iranianrevolution.docx+&amp;cd=1&amp;hl=en&amp;ct=clnk&amp;gl=us&amp;client=pub-3974071567099242">http://webcache.googleusercontent.com/search?q=cache:VOaKCHRpE0cJ:txccrn.uh.edu/resources/content-area/socialstudies/iranianrevolution.docx+&amp;cd=1&amp;hl=en&amp;ct=clnk&amp;gl=us&amp;client=pub-3974071567099242</a></p> <p>Iran-Iraq War <a href="http://www.history.com/topics/iran-iraq-war">http://www.history.com/topics/iran-iraq-war</a></p> <p>Ayatollah Khomeini (Revolution and Resistance in Iran) <a href="https://www.learner.org/courses/worldhistory/unit_video_23-2.html">https://www.learner.org/courses/worldhistory/unit_video_23-2.html</a></p>	<p><b>Alternative Assessments:</b></p> <p><a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a></p> <p>Performance based evaluation using rubrics (<a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a>)</p> <p>Portfolio of student work</p>

about Palestinian statehood.

- Assess the Intermittent Warfare; post 1948-Egypt's Sinai Peninsula Invasion of October 1956, and the Six-Day War.
- Discuss the new phase of the Jewish-Palestinian Middle East conflict, beginning in 1987-the *Intifada*.
- Explain how Egypt and Iran have played a key role in Middle Eastern affairs since World War II, and how political changes in these countries have helped shape events in the Middle East.
- Explain why President Gamal Abdel Nasser and his nationalist policies defined postwar politics in Egypt.
- Analyze how under the Shah of Iran, Mohammad Reza Pahlavi, Iran pursued a policy of modernization and close ties with the West.
- Summarize how Ayatollah Khomeini called for the Shah's

Oral presentations

Self-evaluation, Peer evaluation

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

overthrow and the creation of an Islamic state, resulting in the Iranian Revolution of 1979, the formation of a theocracy, and the Iranian Hostage situation.

- Assess events leading to and occurring during the Iran-Iraq War of 1981-98.
- Explain the Organization of Petroleum Exporting Countries (OPEC) rise to become a major oil producer.
- Describe Iraq society under Saddam Hussein.

6.2.12. A.4.d Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12. A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.

Topics	Preview:	Text:	Formative Assessment:
Population Changes	Students watch a slideshow, review the images, and brainstorm answers to questions relative to Essential Question: “What are key challenges facing the world in the 21 Century?” (CRP2)	History Alive! World Connections, Chapter 30 – Contemporary Global Issues	Human Population: Factors that Affect Population, Quiz <a href="http://study.com/academy/practice/quiz-worksheet-issues-that-affect-population-size.html">http://study.com/academy/practice/quiz-worksheet-issues-that-affect-population-size.html</a>
Rwanda and other genocides			
Natural Resources			
Twenty-First Century Themes and Skills include:	Activity Response Group: Students learn about key global challenges by analyzing maps that illustrate contemporary	<b>Web-based Resources:</b>  Human Population: Factors that Affect Population <a href="http://study.com/academy/lesson/the-human-population-factors-that-affect-population-size.html">http://study.com/academy/lesson/the-human-population-factors-that-affect-population-size.html</a>	Test-Rwanda Genocide <a href="https://lesasmith.files.wordpress.com/2011/05/introductory-test-rwanda.pdf">https://lesasmith.files.wordpress.com/2011/05/introductory-test-rwanda.pdf</a>
<ul style="list-style-type: none"> <li>• The Four C’s</li> <li>• Civic Literacy</li> <li>• Global Awareness</li> </ul>			
Objectives			

<p>6.2.12. A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</p> <p>6.2.12. A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12. A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.1.12. A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</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.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Summarize population change and the factors that control it.</li> <li>Explore population distribution and the factors that control it.</li> <li>Analyze population challenges and the factors that control it.</li> <li>Discuss the Rwanda genocide wiped out three quarters of the Tutsi population.</li> <li>Consider the key challenges of the 21st century including how to manage the Earth's natural resources in a way that helps all humans thrive, while limiting their negative impact on the environment.</li> <li>Explore the forms of natural resources and their location on and within the earth.</li> <li>Assess why some of the wealthiest countries in the world are those with a large quantity of highly valued, but</li> </ul>	<p>global issues. <b>(NJSLSA.R1)</b></p> <p><i>Processing:</i> The United Nations has assigned students to investigate a contemporary global problem. Students choose the issue they would like to study and do research to find a country that is currently dealing with this issue. Write a one-to two-page report that includes:</p> <ul style="list-style-type: none"> <li>The name of the country you are studying and where it is located</li> <li>A detailed description of the problem</li> <li>An analysis of the historical forces that brought this problem about</li> <li>What has been done to solve the problem</li> <li>Your recommendations as to how to best manage this problem in the future</li> </ul> <p><b>(CRP8, NJSLSA.R7, RI.11-12.9)</b></p> <p>Students will analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p>	<p>Rwanda Genocide Lesson Plan <a href="http://study.com/academy/lesson/rwanda-genocide-lesson-plan.html#lesson">http://study.com/academy/lesson/rwanda-genocide-lesson-plan.html#lesson</a></p> <p>Human Consumption of Earth's Natural Resources Has Tripled in 40 Years <a href="http://www.ecowatch.com/humans-consumption-of-earths-natural-resources-tripled-in-40-years-1943126747.html">http://www.ecowatch.com/humans-consumption-of-earths-natural-resources-tripled-in-40-years-1943126747.html</a></p> <p>Past Genocides and Mass Atrocities <a href="http://endgenocide.org/learn/past-genocides/">http://endgenocide.org/learn/past-genocides/</a></p>	<p>Genocides <a href="https://quizlet.com/132087970/test">https://quizlet.com/132087970/test</a></p> <p><b>Summative Assessment:</b> Chapter Tests</p> <p><b>Alternative Assessments:</b></p> <p><a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a></p> <p>Performance based evaluation using rubrics (<a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a>)</p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Types of Assessments: <a href="https://www.teachthought.com/pedagogy/6-types-assessment-learning">https://www.teachthought.com/pedagogy/6-types-assessment-learning</a></p>
--	--	---	--	--



6.2.12. B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.2.12. C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.

6.2.12. C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.

6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

6.2.12. C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

scarce, natural resources.

**(CRP8, NJSLSA.R7, RI.11-12.9)**

- Outline why competition for vital resources such as oil and water have led to international disputes.
- Explain why scientists believe that human activities, especially the burning of fossil fuels, play a significant role in climate change.
- Review the patterns of globalization, its impact on free trade, and comparative advantage.
- Recall the criticisms and benefits of globalization's impact on society.
- Assess why globalization may bring economic benefits, yet exacerbate clashes of ethnic violence in Northern Ireland,

Students will participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action. **(NJSLSA.SL1, NJSLSA.SL2, NJSLSA.SL5)**

6.2.12. C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.3.12.D.1

Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

6.3.12.D.2

Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response,

Cambodia, Bosnia, Rwanda, and Sudan.

- Gather, review, and analyze historic information to support or reject an argument.
- Write and defend a historical argument with primary and secondary sources as evidence.
- Evaluate the impact of major scientific and technological advancements.

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.

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

6.2.12.C.6.a  
Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.

6.1.4.A.9

Objectives				Formative Assessment:
Students will:				
<ul style="list-style-type: none"><li>Expand their understanding of labor movements and protests.</li></ul>	Students will learn about Cesar Chavez and the movement to unionize agricultural workers by reading and responding to text-dependent questions. (NJSLSA.R1)	The New Jersey Amistad Commission Interactive Curriculum, Unit Twelve, America in the Aftermath of Global Conflict: Domestic and Foreign Challenges, Implications and Consequences and the Era of Reform, Cesar Chavez		The New Jersey Amistad Commission Interactive Curriculum, Unit Twelve, America in the Aftermath of Global Conflict: Domestic and Foreign Challenges, Implications
	Students will expand their understanding of			

Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

- Consider students experiences during desegregation efforts.

desegregation by reading and responding to text-dependent questions. (NJSLSA.R1, CRP2)

The New Jersey Amistad Commission Interactive Curriculum, Unit Twelve, America in the Aftermath of Global Conflict: Domestic and Foreign Challenges, Implications and Consequences and the Era of Reform, Grace Lorch (Reactions to the Desegregation of Little Rock Central High School)

and Consequences and the Era of Reform, Common Core Activity, Southern Clergymen, “A Call for Unity” (1963)

**Key Vocabulary:** Cold War, superpower, United Nations, Iron Curtain, containment, Marshall Plan, NATO, Warsaw Pact, arms race, cultural revolution, Korean War, Viet Cong, Vietnam, domino effect, covert action, Cold War, détente, deterrence hegemony, coup d’état, nonaligned nations, developed country, imperialism, multinational corporation, martial law, human rights, developing nation, gross domestic product, command economy, theocracy, OPEC, accord, embargo, nationalism, genocide, greenhouse effect, globalization, common market, comparative advantage, ethnic cleansing

#### 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/](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"> <li>• Speak and display terminology</li> <li>• Teacher modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Use multi-sensory teaching approaches.</li> <li>• Utilize modifications &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry-based instruction</li> </ul>

<ul style="list-style-type: none"> <li>● Peer modeling</li> <li>● Provide ELL students with multiple literacy strategies.</li> <li>● Word walls</li> <li>● Use peer readers</li> <li>● Give page numbers to help the students find answers</li> <li>● Provide a computer for written work</li> <li>● Provide two sets of textbooks, one for home and one for school</li> <li>● Provide visual aides</li> <li>● Provide additional time to complete a task</li> <li>● Use graphic organizers</li> </ul>	<p>accommodations delineated in the student's IEP</p> <ul style="list-style-type: none"> <li>● Work with paraprofessional</li> <li>● Work with a partner</li> <li>● Provide concrete examples</li> <li>● Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA</a>).</li> <li>● 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).</li> </ul>	<p>verbally and in simple written format. Oral prompts can be given.</p> <ul style="list-style-type: none"> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>● 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).</li> </ul>	<ul style="list-style-type: none"> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Use project-based learning</li> <li>● Structure the learning around explaining or solving a social or community-based issue.</li> <li>● Collaborate with after-school programs or clubs to extend learning opportunities.</li> <li>● William and Mary Social Studies curriculum for gifted learners: <a href="https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum">https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum</a></li> </ul>
--	---	---	--

**Career Ready Practices:**

**CRP2:** Apply appropriate academic and technical skills.

**CRP7.** Employ valid and reliable research strategies.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.



**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence

**Integration of Technology Standards NJSL 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 21<sup>st</sup> Century Standards NJSL 9:**

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

**Interdisciplinary Connections: ELA-NJSL/ELA:**

**NJLSA.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.

**NJLSA.R4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJLSA.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.

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

**NJLSA.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.

**NJLSA.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.

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

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