

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

World History Cultures Honors Course Syllabus

Updated: August 2023

Course Overview:

Throughout this full-year course, students will examine diverse political, economic, cultural, social, and technological developments across a variety of geographic regions, including Europe, East Asia, the Middle East, Africa, and the Americas over four units of study. The class strives to meet the New Jersey Student Learning Standards' mission of providing learners with the opportunity of inquiry based learning and helps provide "learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities."

Class time involves teacher-guided lectures, discussions, student-centered collaborative learning activities, problem solving activities, writing activities, creative projects, and ties to the modern day through current events. Emphasis will be placed upon the development of the skills needed to succeed in the future, such as organization, study skills, time management, and public speaking.

The course content below follows the [New Jersey Student Learning Standards for Social Studies](#).

Course Content and Outline:

Unit Names	Topics	Timeline
Unit 1: Renaissance - Enlightenment (1300-1700s)	<ol style="list-style-type: none">1. Renaissance & Reformation2. Absolutism Drives Exploration3. Scientific Revolution4. Enlightenment	<ul style="list-style-type: none">● Marking Period One
Unit 2: French Revolution - World War One (1789 -1918)	<ol style="list-style-type: none">1. French Revolution2. Industrial Revolution3. Imperialism4. World War I	<ul style="list-style-type: none">● Marking Period Two

Unit 3: Post WWI Governments - World War II (1918-1945)	<ol style="list-style-type: none"> 1. New Governments Emerge 2. Rise of Dictators 3. World War II & Holocaust 	<ul style="list-style-type: none"> ● Marking Period Three
Unit 4: Cold War - Modern Era (1945-present)	<ol style="list-style-type: none"> 1. The Cold War 2. Globalization 3. Modern Global Issues 	<ul style="list-style-type: none"> ● Marking Period Four

Course Expectations and Skills

1. Develop literacy in civics as it is reflected in the governmental systems of global history.
2. Actively engage in researching current worldly events.
3. Consider multiple perspectives to evaluate issues of the past and today.
4. Analyze and interpret historical events of the past in light of contemporary history.
5. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
6. Develop skills in reading comprehension, research, communication and technology.
7. Gain practice to succeed on standardized testing such as ACT, SAT, and NJSLA.
8. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
9. Utilize technology to refine 21st century skills through database research and multimedia presentations.
10. Develop skills needed to be an active and contributing citizen in a diverse society.

Materials Needed

- Chromebook
- Pen/Pencil & Notebook for note-taking
- Daily planner/Student organizer

Resources

Textbook: *The Western Heritage Since 1300, AP Edition, 12th Edition* (Pearson 2020)

Grading Scale

Students will earn their grades based on the following categories of assignments:

- Major Assessments: 40% (3 per marking period)
- Minor Assessments: 35% (4+ per marking period)
- Classwork/Participation: 25% (1-2 per week)

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World History Cultures Honors Unit # 1

Renaissance through Enlightenment

Updated: August 2023

Unit Overview:

This unit is designed with respect to the modern day to educate students on the Renaissance to the Age of Enlightenment of the 1700s. Renaissance, literally meaning rebirth, was a period of rebirth after Europe moved beyond their Dark Ages. Beginning in Italy, the Renaissance was funded by the wealthy Medici family whose money helped Florence to flourish. Philosophy began to center around Humanism, which encouraged individuals to strive to be educated in the classical arts, literature, and science. It looked for realism and human emotion in art and celebrated the need for comfort riches and beauty in society. This was a stark contrast from the teachings of the powerful Catholic Church, who preached a life of simplicity, strict obedience, and devotion to the church.

In a society where most of the population was illiterate, the people relied on clergy members who had power and responsibility to translate texts for them. Arguably the most important invention of all time, the printing press revolutionized the way text was reproduced, making it more accessible to Europe's population. When Martin Luther challenges the credibility of the Catholic Church, the printing press plays an integral part in spreading his 95 Theses, or grievances, against the church.

States began to form across Europe and Asia as feudalism declined, religion united groups of individuals, and absolute monarchs established control in the name of God. State building refers to the creation of political structures, institutional consolidation, and stabilization of societal groups to develop nations around the world. With the formation of states, economies grew and fueled the age of exploration for their nation to achieve the three G's: God, glory, and gold. During the age of exploration, many explorers traversed the world for their own benefit, but in the name of a certain country. These nations will claim the new lands their explorers find as their own and build empires that will span multiple continents. By conquering new land for their empires, these nations prospered by obtaining new foods, plants, animals, and wealth. However, the lands colonized by these empires will suffer with disease, slavery, political instability, culture annihilation, and economic decline. This will create and establish the Triangle Trade from the Old World to the New World.

As these empires flourished with their newly obtained resources from their colonized lands, absolute monarchs became stronger, more powerful, and took complete control of every aspect of their empire. The rulers and nobility of these empires will prosper, but everyone else in society will suffer. The questioning spirit that fueled the Renaissance & Reformation, that drove the end of this unit will lay the foundation for our next unit where society will challenge the authority of these Absolute Monarchs, begin to develop new ways of thinking, and the creation of new governments.

The questioning spirit that fueled the Renaissance inspired citizens to begin to question themselves, God, and the government. This

questioning spirit leads to a philosophical revolution known as the enlightenment, where people begin to discuss new ideas about human nature, liberty, and equality.

Essential Questions	Enduring Understandings
<p>Renaissance & Reformation</p> <ol style="list-style-type: none"> 1. To what extent was the Renaissance truly a rebirth? 2. Would the Reformation have been as successful had the printing press not been invented? 3. Were the effects of humanism positive or negative? 4. How are the values of the Renaissance and Reformation still around today? 5. What were the short and long-term cultural, economic, and political impacts of the European Renaissance? 6. What social, political, economic, and cultural factors led to the Protestant Reformation, and what were the impacts of the Reformation? 7. Did non-Western cultures experience a Renaissance as well; particularly Turkey, China, Japan, Mexico, and Peru? 8. How did the European Renaissance affect other parts of the world? 9. Is the Renaissance the first modern era? <p>Absolutism Drives Exploration</p> <ol style="list-style-type: none"> 1. Why was the Columbian Exchange a decisive moment in world history? 2. What changes allowed empires to consolidate their power in the period 1450-1750. 3. How did the New World's plantation economy create new economic systems? 4. How can states use architecture, culture, and religion to centralize their power? 5. How did contact between Europe and the Americas change both cultures? 6. How did ideas and technologies spread back and forth across the Atlantic? 7. Did interactions between Europeans and non-Europeans produce more harm than good, or good than harm? 8. Can we hold Europeans to a higher moral standard than Aztecs, Mongols, or Turks when conquering other groups? 9. Did the Age of Global Exploration lead to more blending or 	<p>Renaissance & Reformation</p> <ol style="list-style-type: none"> 1. Wealth accumulated from European trade with the Middle East fostered civic pride in the Italian cities. Wealthy citizens held a secular view of the world. 2. Ideas developed during the Renaissance and Reformation (as well as the Scientific Revolution and Enlightenment) led to political, economic, and cultural changes that have had a lasting impact. 3. The Reformation generated new ideas that created new views of the Christian religion and challenged the authority of the papacy both religiously and politically; which began and continued to bring political and social conflict across Europe and into the New World. 4. The printing press caused an information revolution similar to that of the internet today. 5. Religion impacts society and the role of the government in an individual's life. 6. The development of Humanism and an increase in secular life allowed people to focus on personal achievement and the importance of excelling in this life, as opposed to focusing on religious responsibilities. This societal shift affected the arts, economy, politics, and commerce then and in the future. 7. Societies create and change structures of power and authority, within the government to meet the needs of their state. 8. By examining multiple perspectives it allows for a clearer understanding of the significance of the events in history for certain individuals and/or groups of people. <p>Absolutism Drives Exploration</p> <ol style="list-style-type: none"> 1. The methods and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among natives. 2. The Columbian Exchange altered the populations of Europe, Africa, and the Americas and created the Transatlantic Slave Trade. 3. Geography, in regards to water and land play a vital role in the

extinction of cultures and their ideas?

10. Was the power of the absolute monarchs more or less total than that of 20th Century dictators?
11. Did the church draw its power from the absolute monarchs, or did the monarchs draw their power from the church?

Scientific Revolution

1. How do the scientific innovations of the scientific revolution alter world views?
2. Why does a rift develop between science and religion, and does it still exist today? Which side dominates today?
3. How did ideas from the Renaissance and Reformation lead to a revolution in science?
4. How did a revolution in science lead to the intellectual movement known as the Enlightenment?

Enlightenment

1. How did various governments respond to pressure from the people for self-government, reform, and revolution? Were these responses successful? Why or why not?
2. In what ways and to what extent did Enlightenment ideals influence reform movements and movements for independence in this period?
3. Were Enlightenment ideas based on evidence, or were they simply the ideas of the writers?
4. How did the Enlightenment impact the Atlantic Revolutions?
5. How did the writers of the Enlightenment affect the new constitutions and revolutions globally?
6. Is it possible for a monarch to be absolute and enlightened at the same time?
7. Is the American constitution a throw-back to the Medieval ideal of separating church and state, or is it a more modern idea?
8. Are humans naturally good or evil (Locke vs. Hobbes)?

development of trade and commerce. This new age of exploration created new trade and commerce and a desire to control these new markets/resources.

4. Government impacts the economic, political, and cultural life of all of their citizens, including the natives they conquer.
5. Advances in technology and a flourishing economy influence how society uses its resources.
6. Global economic activities involve decisions based on national interests, the exchange of different units of currency, decisions by public and private institutions, and the ability to distribute goods and services safely.
7. Consolidation of power, a new world economy, advanced technology, Enlightenment philosophy, demographic growth, and bureaucratic changes brought about the rise of powerful monarchies and nation states in Europe.
8. Immigration has an impact on cultures, economies, social hierarchy, the environment, nations and can result in bias between ethnic and social groups.
9. By examining multiple perspectives it allows for a clearer understanding of the significance of the events in history for certain individuals and/or groups of people.

Scientific Revolution

1. The discoveries of this era give Europeans a new way to view humankind's place in the universe.
2. Ideas of the Scientific Revolution influence and encourage philosophes to reexamine all aspects of life.
3. There are multiple and complex causes and effects in nature and in science, just as there are causes and effects reflected in historical events.
4. By examining deeper and in a more organized manner (i.e. Scientific Method), clearer understandings of significant events can be seen in different ways and encourage multiple perspectives.
5. Science undermined religion, which led to secularism and a movement toward realism.

Enlightenment

1. Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in ideas of reform.

2. Enlightenment ideas and philosophies being created were the response to the power of monarchies in powerful nation-states which varied from absolute to limited.
3. Recognize the philosophers responsible for the concepts of natural rights, direct and indirect rule by the people, legislative branches, freedom of speech, innocent until proven guilty, and womens' rights.
4. Students should recognize that many of these Enlightenment values from European philosophes are located in American historical documents; and the basis for many new European constitutions during the Revolutionary period.
5. The change of government to a limited monarchy in England and the representative government of Parliament in comparison to the end of absolute monarchy is a model for future nations with similar "Revolutions."

Vocabulary (Key Terms) - Tier 2 and 3

95 Theses, Absolutism, Annulment, Columbian Exchange, Edict, Enlightened Monarch, Fresco, Geocentric, Glorious Revolution, Heliocentric, Heir, Heretic, Humanism, Individualism, Indulgence, Mercantilism, Middle Passage, Missionary, Monarch, Natural Rights, Navigator, Parliament, Patron, Philosophes, Printing Press, Protestant, Reformation, Religious Toleration, Renaissance, Revolution, Salon, Secularism, Sonnet, Succession, Vernacular

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies	CCSS
<p>Renaissance & Reformation</p> <ol style="list-style-type: none"> 1. Determine the factors that led to the Renaissance and the impact on the arts and politics. 2. Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. 3. Analyze the political, cultural, and moral role and legacy of Catholic and Protestant Christianity in Europe and its colonies. 4. Compare and contrast the motivations and methods of various empires (Spanish, Ottoman, Mughal) and assess why some succeeded and others failed. 5. Identify and analyze the new themes of Renaissance art. 	<p>6.2.12.HistoryCC.2.a 6.2.12.HistoryCC.2.b 6.2.12.HistoryCC.2.c 6.2.12.HistoryCC.1.a 6.2.12.HistoryCC.1.e; 6.2.12.GeoSV.1.a; 6.2.12.HistoryCC.1.e; 6.2.12.HistoryCC.1.g 6.2.12.HistoryCC.1.a 6.2.12.GeoGE.1.b; 6.2.12.GeoGE.1.c; 6.2.12.GeoGE.1.d;</p>	<p><i>Specific standards for literacy will be added to individual lesson plans.</i></p> <ul style="list-style-type: none"> • Literacy in History Standards • Writing in History Standards

<p>6. Explain the characteristics of a Machiavellian leader.</p> <p>7. Analyze the Medici family's impact on European politics.</p> <p>8. Examine the effect that Martin Luther's <i>95 Theses</i> had on the Protestant Reformation.</p> <p>9. Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>Absolutism Drives Exploration</p> <ol style="list-style-type: none"> 1. Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. 2. Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans. 3. Examine how/why kings/queens/nobility could be homosexual and break the law at the time without getting in trouble (ex. James VI / James I). 4. Analyze various motivations for the Atlantic Slave Trade and the impact on Europeans, Africans, and Americans. 5. Explain the process of state building across various empires and states from 1450-1750. 6. Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century. 7. Trace the movement of essential commodities from Asia to Europe to America and determine the impact of trade on the New World. 8. Explain developments in systems of slavery from 1450-1750. 9. Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa. 10. Assess the political, social, and economic impact of the Columbian Exchange on Europeans and Native Americans. <p>Scientific Revolution</p> <ol style="list-style-type: none"> 1. Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds as global expansion began and continued. 2. Examine the impact of new scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. 3. Analyze the impact of new intellectual and philosophical ideas on how humans viewed themselves, their government, and their private life. 4. Compare and contrast the impact that science had on the social, economic, and political atmosphere of Europe at the time, as well as in today's climate. 	<p>6.2.12.HistoryCC.1.c; 6.2.12.HistoryCC.1.f 6.2.12.GeoPP.1.a; 6.2.12.GeoGE.1.c 6.2.12.HistoryCC.1.; 6.2.12.HistoryCC.1.g 6.2.12.HistoryCC.1.f 6.2.12.CivicsPR.2.b</p>	
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<p>Enlightenment</p> <ol style="list-style-type: none"> 1. Determine how the principles of the Enlightenment altered political thought in Europe, and trace the impact of these ideas over time throughout the world. 2. Explain the causes and effects of calls for changes in politics & power in the 17th and 18th Centuries. 3. Compare processes by which state power shifted in various parts of the world in the 17th and 18th Centuries. 4. Compare and contrast women's struggles and triumphs when attempting to gain rights in Europe and North America. 		
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> • (Socratic Seminar) Machiavelli's <i>The Prince</i> • (Essay) Machiavelli Leadership Style • (Essay) Exploration Benefits & Consequences • (Essay) Advantages and disadvantages of Monarchical government • (Map Activity) Major European Religions • (Map Activity) Columbian Exchange & the Triangle Trade • (Primary Source Analysis) Martin Luther's 95 Theses • (DBQ) Martin Luther • Create Your Own 95 Theses • (Research) Government Support of the Arts • (Primary Source Analysis) The Renaissance Man and the Renaissance Woman • (Personality Quiz) How Machiavellian Are You? • (Graphic Organizer) Religious Beliefs 	<ul style="list-style-type: none"> • Selections from The Western Heritage since 1300; AP Edition; 12th Edition, Pearson: Kagan, Ozment, Turner, Viggiano • Italian Renaissance Art including <i>The Last Supper, The School of Athens, The Birth of Venus, The Lamentation of Christ</i> • Northern Renaissance Art including <i>Landscape with the Fall of Icarus, The Ghent Altarpiece, The Arnolfini Wedding</i> • Map of Europe during the Renaissance • Renaissance Architecture: <i>Brunelleschi's Dome, The Florence Baptistery</i> • Galileo's Trial (Excerpts - 1633) • Martin Luther's 95 Theses (Excerpts - 1517) • Niccolo Machiavelli's <i>The Prince</i> (Excerpts - 1513) • Artwork by Leonardo DaVinci, Michelangelo and Raphael 	<ul style="list-style-type: none"> • Stanford History Education Group - Galileo • Stanford History Education Group - Martin Luther • Stanford Encyclopedia of Philosophy - Niccolo Machiavelli • Stanford History Education Group- Exploration • Gilder Lehrman Institute Interactive Map: The Columbian Exchange • PBS Learning Material- Expansion and Exploration • PBS Learning Material- First Global Age (1450-1770) • The Triangular Trade Route • Trans-Atlantic Slave Trade - Database • LGBTQ+ Italian Renaissance Artist Donatello • LGBTQ+ Royals and their History

<p>and Practices</p> <ul style="list-style-type: none"> • (Art Analysis) Renaissance Artists/ Art Stations • (Art Analysis) Renaissance Art Overview • (Virtual Tour) Tour the Palace of Versailles • (Close Read) Social Contract • (Primary Source Analysis) Galileo's Letter to Christina of Tuscany • (Primary Source Analysis) The Papal Inquisition's condemnation of Galileo • (Personality Quiz) How Do You Know What You Know? • (Close Read) Why Was Science Backwards in the Middle Ages? <p>Unit 1 Lessons Resources Folder</p>	<ul style="list-style-type: none"> • <i>History of the Indies</i> - Bartolome de Las Casas (Excerpts - 1527) • Christopher Columbus's Journal (Excerpts - 1492) • Christopher Columbus' Letter to Isabella (Excerpts - 1615) • The Papal Inquisition's condemnation of Galileo (Excerpts - 1633) • <i>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African</i> - Olaudah Equiano (Excerpts - 1789) 	
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<p>List of Accommodations and Modifications</p> <ul style="list-style-type: none"> • Special Education • 504 Students • At Risk Students • ELL • Gifted and Talented
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Assessments:	
Formative	Summative
<ul style="list-style-type: none"> • Vocabulary • Warm Up activities • Textbook readings and activities • Class discussion during content lectures • Note taking • EdPuzzles • Critical analysis of primary and secondary sources • Graphic organizers • DBQ 	<ul style="list-style-type: none"> • Common Assessment One • Machiavelli Socratic Seminar • Renaissance and Reformation Test • Exploration Advertisement Project • King Henry VIII Tinder Profile Project • Renaissance Art Re-Creation & Analysis Project • Exploration Advertisement • Enlightenment Socratic Seminar • Scientific Revolution Quiz

- Exit Tickets

Interdisciplinary Connections

English Language Arts

- 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.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.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.
- NJSLSA.R6: Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W.2: 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.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mathematics

- MP.1: Make sense of problems and persevere in solving them
- MP.3: Construct viable arguments and critique the reasoning of others

Science

- HS-ESS3-1: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

Art

- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
- 1.5.12prof.Cn11a. Describe how knowledge of culture, traditions, and history may influence personal responses to art

Technology and 21st Century Themes & Skills

- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Computer Science

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

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World History Cultures Honors Unit # 2

French Revolution through World War I

Updated: August 2023

Unit Overview:

This unit is designed with respect to the modern day to educate students on the French Revolution through the First World War. Revolutions like the Enlightenment and the American Revolution inspired the French Revolution. The majority of the population in France was starving, poor, and paying all of the countries the taxes. However, the rich lived lavishly and did not pay taxes. This caused a bloody revolution led by the people, for the people. The execution of the French King 'Louis XVI' marks the end of absolute monarchy in France and the beginning of a new non-monarchical government.

The previous revolutions lead directly to the Industrial Revolution. This revolution was a milestone for humanity and will have immediate and long term effects on all societies. Industrialization caused massive population movements, an increased need for raw materials, urbanization, and the development of complex economic systems. Although the Industrial Revolution began in the 1700s with the British Empire, not all countries became industrialized right away due to the necessary resources in order to have this revolution.

The nations that did industrialize, embarked on a competitive race for political and economic control over large regions of the world in what would become known as New Imperialism. These industrialized nations used their strong armies and navies to colonize many parts of the world that were not industrialized. This gave them access to more raw materials and a larger workforce. During this time period, many Western powers divided Africa, colonized large areas of Asia and Latin America, with little concern about how their actions would affect the native people of these lands. This global competition for political and economic control by these Western States created a sense of Nationalism within their countries and the colonized ones as well. This belief of superiority was fueled by new ideas from revolutions and new imperialism. Nationalism played a crucial role when uniting and dividing people.

The rise of imperialism and militarism, the creation of alliances, and an intense sense of nationalism led to World War One. Two alliances formed with many global powers on opposing sides ready to die for their country. The creation of new military technology led to increased levels of wartime casualties and a stalemate to set in. This world war will not be over by Christmas, but rather last four long years. World War I was the world's first total war, in which governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism to mobilize all citizens for the war effort. After four long years not much ground was gained. However, the death toll continued to rise, economies began to crumble, and society was tired of this war. The Treaty of Versailles was signed, marking the official end to World War I. The Treaty of Versailles was designed to create and maintain peace, help build governments in Europe, create new countries, and help restore the global economy. The conditions of this treaty were not favorable for all of the parties involved, but provided world peace. It had politically, economically, socially, and geographically affected the entire world. The end of this unit will lay the foundation for our next unit where society will turn towards dictatorships and they will collide with opposing political ideologies, sparking the Second World War.

Essential Questions

French Revolution

1. What are the causes and effects of the French, Haitian, American, and Latin American Revolutions?
2. What impact did political revolutions have on the rise of feminism, abolitionism, and nationalism?
3. How do religious, musical, literary, and artistic trends in the French Revolution differ from those of previous eras?
4. Why did the French Revolution become the classic model for later revolutions?
5. Was the outcome of the French Revolution truly revolutionary?

Enduring Understandings

French Revolution

1. All revolutions have many similarities in common despite the differing results of the revolutionary time period.
2. The French Revolution and its ever-changing constitution failed and began and ended with an individual with absolute power.
3. While French King Louis XIV inspired European monarchs to acquire more power, due to the influence of the Enlightenment, leaders that followed (Louis XVI) were judged by society with a more critical lens.
4. There is no one specific way to protest and it is unique to the

(Does the fact that Napoleon becomes an emperor negate the revolutionary ideas?)

6. Was Robespierre the first modern dictator, and were his ideals admirable or evil?
7. Did the French Revolution & Napoleonic Age help or hinder the spread of enlightenment ideas across Europe?

Industrial Revolution

1. How did technology impact the newly industrialized world?
2. What impact did the industrial age have on the Ottoman Empire, Africa, Western Europe, and the Americas?
3. What were the causes and effects of the Industrial Revolution?
4. Can industrialism happen anywhere in the world, and at any time?
5. What were the local, regional, and global reasons that the Industrial Revolution began first in Great Britain?
6. What factors led to some regions industrializing quickly, others slowly, and some not industrializing at all during this period?
7. What were the immediate and long-term social, political, economic, environmental, and cultural impacts of the Industrial Revolution?

Imperialism

1. What are the causes of imperialism?
2. How did industrialization lead to imperialism and what impact did this have around the world?
3. How does European imperialism lead to a rise in Nationalism across the world?
4. Why were the countries in Africa, Asia, and Latin America the main target in this new era of imperialism?
5. What factors contributed to the West's success in this new era of imperialism?
6. Why might it have been difficult to overthrow imperial rule?
7. How did imperialism affect the economic, political, social, and cultural life of countries imperialized?
8. Did the world experience more benefit or suffering from Western imperialism?
9. If China or Islam had imperialized the world instead of the West, how would the world be different?

World War I

cause.

5. Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in the French Revolution and other revolutions in Europe.
6. Political changes within governments impact your country and other countries connected to you socially, politically, economically, and environmentally.
7. By examining multiple perspectives it allows for a clearer understanding of the significance of the events in history for certain individuals and/or groups of people.
8. Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
9. Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
10. Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.

Industrial Revolution

1. The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems.
2. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.
3. What evolving government policies and the history of a laissez-faire economy encouraged capitalism and shaped governments' policies regarding trade, business, and private ownership.
4. The Industrial and Agricultural revolutions were events in history that caused rapid increases in populations, job displacement, and job creation and an overall rise in the standard of living.
5. That new technologies such as the steam engine, locomotive, telegraph, and electricity dramatically changed the way transportation, standard of living, business practices, and communication would exist in the future.
6. The Industrial Revolution caused many European nations to centralize their governments to conform and prosper in a rising capitalist economy/world.

1. How do trends of the 19th Century lead to World War?
2. Was WWI the inevitable result of a contentious Europe or the result of incompetent leadership?
3. Was the goal of World War I different from those of previous wars?
4. Was World War I the first modern war or the last war of antiquity?
5. What were the causes of World War I and what was the relative significance of those causes?
6. What methods were used to mobilize civilian populations in support of "total war" and to what extent were those methods successful?
7. What role did various marginalized groups such as women and colonized peoples play in the war effort and in society at this time?
8. What were the causes and effects of the Armenian Genocide?
9. What were the goals of the various attendees of the Paris Peace Conference and what was the context within which those goals were shaped?

7. Africa and Asia had untapped natural resources, an abundant amount of land, a growing population, were racially inferior according to the West, and needed to be "civilized."
8. Countries that were imperialized felt the economic, political, social, and cultural impact immediately and continue to feel the effects today.

Imperialism

1. The drive for natural resources led industrialist nations to dominate and influence nations within Africa and Asia; oftentimes with a negative impact on these nations' futures.
2. The political borders in Africa and Asia were formed from European and industrialists and not indigenous peoples' goals/futures in mind.
3. The many nations of Africa and Asia suffered under imperialist rule for over 100 years and in turn lost their political, economic, and cultural identities.
4. How Imperialism impacted the culture and economy of the indigenous peoples of Africa and India well into the 1900s.
5. The search for sources of raw materials and markets spurred the European powers (and the US) to colonize large areas of Asia, Africa, and Latin America.
6. Resentment of abuses and rising nationalism led native populations to demand independence.

World War I

1. Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I.
2. World War I was a "total war" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries.
3. Germany and Italy became consolidated nations in order to industrialize and compete with fellow industrialized imperialist nations.
4. Propaganda, nationalism, and censorship impacted the support for war by civilians.
5. The worldwide involvement and effects of WWI were primarily due to the global imperialist claims of European nations.

6. The Treaty of Versailles assessed the majority of the blame and reparations to Germany following WWI and did not create a lasting plan for peace among the nations of the world in the future.
7. An assassination, which stemmed from imperialism and abuses of power over minority groups by the Austro-Hungarians in the Balkans, sparked the outbreak of World War I.
8. Millions died in Russia during the war due to inept leadership and poor military strategy, leading to a revolution and Communist rule in the future.
9. After this global affair, war settlements redraw the map of Europe, Africa, and Asia; redistributing land and colonies, leading to animosity and desire for revenge in the future.
10. Government propaganda can come in various forms and is used to persuade society on a certain topic.
11. Evidence from multiple relevant historical sources and interpretations can be applied to a reasoned argument about the past.
12. War has both positive and negative immediate and long term effects on a country's economy, government, human rights guarantees, the environment, resource allocation, and culture.

Vocabulary (Key Terms) - Tier 2 and 3

Abdicate, Agricultural Revolution, Alliance, Annex, Attrition, Balkan Peninsula, Bourgeoisie, Concert of Europe, Congress of Vienna, Conservative, Consumer Culture, Cottage Industry, Execution, Fourteen Points, Girondin, Guillotine, Imperialism, Isolationism, Jacobins, Liberal, Market Economy, Middle Class, Nationalism, Natural Resources, Paris Peace Conference, Proletariat, Schlieffen Plan, Tennis Court Oath, Total War, Treaty of Versailles, Trench Warfare, Urbanization, Unification, Weimar Republic

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSL -Social Studies	CCSS
<p>French Revolution</p> <ol style="list-style-type: none"> 1. Explain how and why various ideals (liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions. 2. Analyze the causes, motivations, and consequences of dictatorial rule. 3. Assess the short and long-term social, economic consequences of the 	<p>6.2.12.HistoryUP.2.a 6.2.12.CivicsPI.3.a 6.2.12.CivicsDP.3.b 6.2.12.CivicsDP.3.a 6.2.12.EconET.3.a; 6.2.12.EconGI.3.a</p>	<p><i>Specific standards for literacy will be added to individual lesson plans.</i></p> <ul style="list-style-type: none"> • Literacy in History Standards

violence and destruction of the French Revolution.

4. Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
5. Compare and contrast revolutionary factions to the political parties and figures of today.
6. Examine the grievances brought about by the French Third Estate and determine which were and were not accomplished through Revolution.
7. Compare Robespierre's ruling style to that of other dictators throughout history.
8. Describe the social divisions of France's old order.
9. Analyze the relationship between the rise of democratic and social reforms, including the expansion of parliamentary government stemming from revolutionary fervor.
10. Analyze a variety of resources from multiple perspectives to comprehend the reactions of various governments in response to pressure from the people for self-government, reform, and revolution.

Industrial Revolution

1. Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
2. Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
3. Relate the Industrial Revolution to population growth, new migration patterns, urbanization, family life, daily life for men, women and children, as well as the environment.
4. Summarize how changes in agriculture helped spark the Industrial Revolution.
5. Determine the immediate and long term effects the Industrial Revolution had on the social, economic, and cultural aspects within specific societies in the world (Europe, Africa, Asia).
6. Summarize how technology from the Industrial Revolution contributed to the spread of imperialism.
7. Determine how the Industrial Revolution helped the West succeed in this new age of imperialism.
8. Explain the role of steam technology and textile manufacturing in the Industrial Revolution.

Imperialism

1. Analyze the extent to which racism and other 19th Century philosophies (Social Darwinism) were both a cause and consequence of imperialism.

6.2.12.EconET.3.a;
6.2.12.CivicsPI.3.a
6.2.12.HistoryCC.3.b
6.2.12.HistoryUP.3.a
6.2.12.CivicsDP.3.a
6.2.12.EconET.3.a
6.2.12.HistoryUP.3.a
6.2.12.EconGI.3.c;
6.2.12.HistoryCC.3.c
6.2.12.GeoGI.3.a
6.2.12.EconGI.3.c;
6.2.12.HistoryCC.3.c
6.2.12.CivicsPD.3.a
6.2.12.EconGI.3.b
6.2.12.EconGI.3.c
6.2.12.HistoryCC.4.a
6.2.12.HistoryCC.4.b
6.2.12.HistoryCC.4.c
6.2.12.HistoryCC.4.e
6.2.12.HistoryCC.4.f
6.2.12.HistoryCC.4.g
6.2.12.HistoryUP.4.a
6.2.12.HistoryUP.4.b
6.2.12.CivicsHR.4.a
6.2.12.CivicsPI.4.b
6.2.12.HistoryUP.4.a

- [Writing in History Standards](#)

2. Evaluate the impact of imperialism from multiple perspectives.
3. Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialism.
4. Analyze the motives for and methods by which European nations, Japan, and the US expanded their imperialistic practices in Africa and Asia during this era.
5. Compare and contrast how imperialism impacted the economic, political, social, and cultural life of the natives in Africa, Asia, and Latin America.
6. Determine why natives that were imperialized were unable to immediately rebel and overthrow their imperial rule.
7. Evaluate the impact of global imperialistic actions on international relations.
8. Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
9. Determine how race and other factors (Industrial Revolution, natural resources, nationalism) led to Western States imperializing land across the world.
10. Analyze how imperialism impacted the colonizers and the natives in both positive and negative ways.
11. Determine how these new ideas and thoughts led to civil rights movements (ex: Gay rights movement by Karl Ulrichs)
12. Analyze how nationalism grew as a political ideology in response to imperialism and the competitive race for political and economic control over large regions of the world.
13. Examine Gandhi's practices in India and Africa that enabled the indigenous people to gain rights & independence from imperial Rule.

World War I

1. Determine how the Industrial Revolution, imperialism, nationalism, competition for global markets, the need for natural resources and imperialism continues to impact the world today by examining current events.
2. Explain how internal and external factors contributed to change in various states after 1900.
3. Explain how governments used a variety of methods to conduct war; including the implementation of total war.
4. Explain how different governments responded to the economic crisis after 1900 prior to WWI.
5. Explain the causes and consequences of World War I in Europe, Asia, Africa, and the Americas.
6. Analyze political propaganda from around the world and compare examples from the past to the present.

<ol style="list-style-type: none"> 7. Examine the political conditions in the Balkan Peninsula which created the “powder keg” atmosphere prior to WWI. 8. Determine how nationalism united and divided social, ethnic, and sexual majorities and minorities within a country. 9. Identify and describe the impact modern military technology had on warfare. 10. Summarize the terms and impact of the Treaty of Versailles. 11. Explain the role of colonial peoples in the war efforts of the Allies and the Central Powers. 12. Compare and contrast how disabled veterans were treated compared to abled veterans. 13. Compare the agendas for each country in regards to the Paris Peace Conference. 14. Compare and contrast military strategy on all fronts of the war. 15. Examine how the bloodshed in World War One sparked civil rights movements around the world (ex: Gay rights movements) 16. Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world. 17. Examine the causes and motivations, and the historical and modern global response of the Armenian Genocide. 18. Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars. 		
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● (Primary Source) Tennis Court Oath ● (Primary Source) The Declaration of the Rights of Man and of the Citizen ● (Song and Art Analysis) Viva La Vida ● (Creative Activity) A Recipe for Revolution ● (Class Play) Storming the Bastille ● (Video and Questions) French Revolution TedEd ● (Graphic Organizer) France’s Estates ● (Essay) Would Robespierre’s beliefs 	<ul style="list-style-type: none"> ● Selections from The Western Heritage since 1300; AP Edition; 12th Edition, Pearson: Kagan, Ozment, Turner, Viggiano ● The Tennis Court Oath (Excerpts - 1789) ● The Declaration of Independence (Excerpts - 1776) ● The Declaration of the Rights of Man and of the Citizen (Excerpts - 1789) ● Galileo’s Trial (Excerpts - 1633) 	<ul style="list-style-type: none"> ● Stanford History Education Group - Reign of Terror ● Stanford History Education Group - Louis XVI ● Stanford History Education Group - Tennis Court Oath ● Stanford Encyclopedia of Philosophy - Enlightenment ● iCivics - John Locke ● Gilder Lehrman Institute of American History - Declaration of Independence

- align or differ from Machiavelli's?
- (DBQ) Napoleonic Code
- (Close Read) Industrial Revolution
- (Primary Source) The Day of a Child Laborer, William Cooper's Testimony
- (Research) Child Labor Laws Today
- (Graphic Organizer) Imperialism
- (DBQ) The White Man's Burden
- (Close Read) Motives and Justification for Colonial Expansion
- (Research) Violent vs. Nonviolent Peace Movements
- (Political Cartoon) MAIN Causes of WWI
- (Propaganda Posters) WWI Propaganda Techniques
- (Research) Modern Day Propaganda
- (Essay) What are the advantages and disadvantages of monarchical government?
- (Essay) Determine whether the benefits of imperialism outweigh the consequences of imperialism.
- (Map Analysis) Berlin Conference - Dividing Africa
- (Close Read) New Weaponry of WWI
- (Primary Source) Assassination of Archduke Franz Ferdinand
- (Stations Activity) Trench Warfare
- (Virtual Tour) Trenches of WWI
- (Video and Questions) 1917

Unit 2 Lessons Resources Folder

- Reign of Terror (Excerpts from the Stanford History Education Group - 1793)
- Louis XVI (Excerpts from the Stanford History Education Group - 1793)
- Tennis Court Oath - (Excerpts from the Stanford History Education Group - 1789)
- Napoleonic Code - (Excerpts - 1807)
- John Locke's Two Treatises of Government (Excerpts - 1689)
- The Day of a Child Laborer, William Cooper's Testimony (Excerpts - 1832)
- Thomas Hobbes's Leviathan (Excerpts - 1651).
- Friedrich Engels's The Condition of the Working Class in England (Excerpts - 1844).
- Mohandas K. Gandhi's Speech "Quit India" (Excerpts - 1942)
- Rudyard Kipling's The White Man's Burden (Excerpts - 1899)
- Political Cartoons produced by the Imperialists and the Imperialized to highlight the effects of imperialism
- Various Political Cartoons to highlight the M.A.I.N. causes of WWI
- WWI Propaganda Posters
- New York Times, Sinking of the Lusitania (Excerpts - 1915).
- Zimmermann Telegram (Excerpts - 1917)
- President Woodrow Wilson's Congressional address to Declare War (Excerpts - 1917)
- Armenian National Institute's Armenian Genocide (Excerpts - 1915)
- Treaty of Versailles (Excerpts - 1919)
- Woodrow Wilson's Fourteen Points (Excerpts - 1918)

- [PBS Learning Material- Imperialism and Nationalism](#)
- [PBS Learning Material- Global Change and Western Dominance \(1800-1940\)](#)
- [History of Africa: Mapping History](#)
- [Scramble for Africa Simulation Activity](#)
- [Stanford History Education Group - U.S. Entry Into WWI](#)
- [Stanford History Education Group - WWI Advertising](#)
- [Stanford History Education Group - Russia and Austria in WWI](#)
- [- Armistice](#)
- [Stanford History Education Group - League of Nations](#)
- [History Teaching Institute - The Assassination of Archduke Franz Ferdinand](#)
- [The Social Studies Organization - World War I](#)
- [Armenian Genocide Organization - Archival Documents](#)
- [The Start of Gay Rights Activism: Karl Ulrichs](#)
- [Gay Rights and WWI](#)

List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [ELL](#)
- [Gifted and Talented](#)

Assessments:

Formative	Summative
<ul style="list-style-type: none">• Vocabulary• Warm Up activities• Textbook readings and activities• Class discussion during content lectures• Note taking• EdPuzzles• Critical analysis of primary and secondary sources• Graphic organizers• DBQ• Exit Tickets	<ul style="list-style-type: none">• Common Assessment Unit Two• French Revolution Playlist Project• French Revolution Test• Napoleon Quiz• Imperialism Political Cartoon• World War I Test• Trench Simulation Analysis

Interdisciplinary Connections

English Language Arts

- 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.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.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.
- NJSLSA.R6: Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W.2: 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.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mathematics

- MP.1: Make sense of problems and persevere in solving them
- MP.3: Construct viable arguments and critique the reasoning of others

Science

- HS-ESS3-1: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

Art

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

Technology and 21st Century Themes & Skills

- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media
- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Computer Science

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)

- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

World History Cultures Honors Unit # 3

Post World War I Governments through World War II

Updated: August 2023

Unit Overview:

This unit is designed with respect to the modern day to educate students on the rise of dictators post World War I, to the end of World War II in 1945. In 1929, America had an economic collapse known as 'Black Tuesday'. At this time, most of Europe relied heavily on the U.S. economy because Europe's economy was not fully rebuilt/reestablished from the war. This economic collapse caused the rest of the Western industrialized world to spiral economically downward into what is known as the Great Depression (1929). This economic collapse impacted every nation and affected a country's most vulnerable citizens, such as children, the elderly, and those subject to discrimination.

As the Great Depression continued to impact countries around the world, many people lost their jobs, houses, family, and life. These citizens felt as though their government did not provide them with the support they needed. It was time for change. Through this desire for change, totalitarian dictators began to rise around Europe and Asia throughout the 1930s. Most notably in Italy, Germany, Japan, Spain and Russia. They promised to deal with the economic depression and provide prosperity to the people. Many used conflict, fear mongering, scapegoating, and territorial expansion as a means of maintaining power. These totalitarian dictators were opposed by many democracies around the world, but in fear of another world war, they appeased the dictators to avoid confrontation.

Appeasement would not work and these two opposing political ideologies collided causing the Second World War. Like the first one, World War II was a total war in which governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies or former colonies) for the purpose of waging war. In the case of totalitarian states, they used their ideologies to repress basic freedoms, dominate many aspects of daily life during the course of the conflict, and commit mass atrocities, such as genocide. New military technology and new tactics, including the atomic bomb, fire-bombing, and the waging of "total war" led to the largest number of wartime casualties ever recorded. The end of this unit will lay the foundation for our next unit, where tensions that rose during World War II will cause 45 years of an ideological conflict between the United States and Soviet Union and how the end

of this 'Cold War' will lead to the modern era.

Essential Questions	Enduring Understandings
<p>New Governments Emerge</p> <ol style="list-style-type: none">1. Are there special preconditions that must exist, as Karl Marx believed, before a revolution can occur?2. What were the long-term social, political, economical, environmental, and cultural consequences of World War I?3. What factors led to revolution in Russia, and what was the global-political impact of this revolution?4. What were the short-term social, political, economic, environmental, and cultural consequences of World War I?5. Were the new governments in damaged countries following WWI inevitable; and if not, could the Allies have done anything to assist those in need?6. Would you be willing to give up individual rights to benefit the overall well-being of the country? <p>Rise of Dictators</p> <ol style="list-style-type: none">1. What are the similarities and differences between the different totalitarian forms of government?2. To what extent were Stalin's methods truly beneficial to the Soviet Union, or were they just truly evil?3. What type of promises were made by Adolf Hitler on his rise to power, and could that type of leader ever "democratically" come to power again?4. What social, political, and economic factors led to the rise of totalitarian dictatorships during the Great Depression and allowed them to maintain power?5. How did the Great Depression impact the various groups of citizens within society, such as the rich, poor, elderly, women, men, children, and minorities?6. How does the economy impact the government and the way that society views the government?7. What are the factors that impact changing attitudes about race, culture, and society over time? <p>World War II & Holocaust</p> <ol style="list-style-type: none">1. What are the 8 stages of genocide and how are they seen in 20th Century atrocities such as the Holocaust & Armenian	<p>New Governments Emerge</p> <ol style="list-style-type: none">1. The development of fascism, socialism, and communism globally as new powerful nations emerge because of economic and political factors facing the world after WWI.2. The global economic depression of the 1930s was caused by inflation, deregulation, and reparations from WWI.3. The appeal of socialism and communism comes as a strong option for individuals who are struggling with cost of living and the country as a whole; who are looking for immediate change.4. World War II was a major political, social, and economic event of the 20th century5. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II.6. Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.7. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources. <p>Rise of Dictators</p> <ol style="list-style-type: none">1. The impact of expansionist and nationalist forces taking control of government; i.e. Germany, Italy, and Japan.2. Economic depression in any country affects all citizens but impacts the most vulnerable citizens first.3. Societies create and change structures of power and authority, within the government to meet the needs of their state during times of uncertainty.4. Causes of economic prosperity and economic recession continue to be debated by the public today.5. The success or failure of an economy is often linked to

genocides?

2. What were the primary long-term and immediate causes of World War II?
3. Were the results of the World Wars positive or negative overall?
4. Are the World Wars still affecting our lives today?
5. What were the similarities and differences between World Wars I and II in terms of technological innovation and tactics?
6. What role did various marginalized groups such as women and colonized peoples play in the war effort and in society at this time?
7. Was the use of the atomic bombs at the end of WWII justified, or was it more a ploy to show our future potential and strength?
8. Was enough done at the end of the Holocaust against Germany and by the International Criminal Courts?
9. Why was the United Nations established, and what about it makes it more viable an option than the League of Nations?
10. How and why did national and international responses to the Holocaust differ from previous responses to other atrocities?
11. What were the short and long-term social, political, economic, environmental, and cultural consequences of the second World War?
12. What were the similarities and differences between World Wars I and II in terms of impact on society?

prevailing attitudes towards the government.

6. Governments address social and political problems in distinct ways at the local, state, national, and international level.
7. People often react in extreme ways that may or may not be in the public's true interest during times of uncertainty.
8. Cultural, intellectual, and religious developments among and within societies reveal significant differences.

World War II & Holocaust

1. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.
2. Anti-Semitism was culturally prevalent prior to the Holocaust and political and economic factors exacerbated this bias, resulting in the Holocaust.
3. Ethnic minorities including but not limited to Chinese, Roma, Armenians, and Ukrainians were also victims of genocide during WWI & WWII.
4. German and Japanese occupations, whether by force or mutual agreement, of neighboring countries led to WWII.
5. Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
6. Minority citizens were singled out for prejudicial treatment because of race or nationality; members of such groups still sought to prove their patriotism and loyalty.
7. While the war caused significant hardship and demanded sacrifice, it united individual nations in an unprecedented and unrivaled way.
8. World War II was a "total war" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries.
9. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

Vocabulary (Key Terms) - Tier 2 and 3

Allied Powers, Annexation, Appeasement, Atomic Bomb, Axis Powers, Blitzkrieg, Collective Farms, Communism, DMZ, Dictator, Fascism, Five

Year Plans, Genocide, Great Depression, Gulag, Holocaust, Kulaks, League of Nations, Manhattan Project, Munich Agreement, Naziism, Nazi-Soviet Non-Aggression Pact, Nuremberg Laws, Potsdam Conference, Propaganda, Purges, Remilitarize, Reparation, Scapegoat, Third Reich, Totalitarianism, War Guilt Clause, Yalta Conference

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies	CCSS
<p>New Governments Emerge</p> <ol style="list-style-type: none"> 1. Identify the short and long-term social, political, economical, environmental, and cultural effects The Great War had on the world. 2. Compare and contrast the creation of new and dissolved political boundaries by using a map of the world pre- and post-WWI. 3. Determine how the fall of the Ottoman Empire will lead to the rise of new regional powers and creation of new nations where it once ruled. 4. Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations. 5. Explain how internal and external factors contributed to changes in governments following WWI. 6. Investigate ways in which governments attempted to heal their countries following WWI. 7. Compare and contrast social programs created by countries after WWI. <p>Rise of Dictators</p> <ol style="list-style-type: none"> 1. Examine the factors that led to the rise of dictatorships in the Soviet Union, Italy, and Germany during the Interwar Years. 2. Explain how and why dictatorships flourish during times of depression. 3. Identify & analyze the role that propaganda plays in Fascist governments; as well as the use of scapegoats, media control, and rampant sexism. 4. Describe the political and ideological philosophies that impacted the Interwar Years politically, culturally, and economically. 5. Identify how women’s roles changed in the post war era in Italy, Germany, and the Soviet Union. 6. Analyze how the economy impacts the policies and procedures of a government/nation. 7. Determine how citizens view their country/government when the government is responding poorly to an economic crisis, and compare to recent events in World history. 8. Examine the actions taken by the League of Nations during the interwar 	<p>6.2.12.HistoryUP.4.a 6.2.12.HistoryCC.4.b 6.2.12.GeoSP.4.a; 6.2.12.GeoGI.4.a 6.2.12.HistoryCC.4.b 6.2.12.EconEM.4.a 6.2.12.HistoryUP.4.b 6.2.12.EconEM.4.a; 6.2.12.CivicsPI.4.a 6.2.12.CivicsHR.4.a 6.2.12.HistoryUP.4.c 6.2.12.HistoryUP.4.b 6.2.12.CivicsHR.4.a 6.2.12.CivicsPI.4.b 6.2.12.GeoSP.4.b 6.2.12.HistoryCC.4.b 6.2.12.HistoryCC.4.e 6.2.12.HistoryCC.4.f 6.2.12.HistoryCC.4.g 6.2.12.HistoryCC.4.h 6.2.12.HistoryUP.4.b 6.2.12.CivicsHR.4.a 6.2.12.HistoryUP.4.c 6.2.12.HistoryCA.4.c</p>	<p><i>Specific standards for literacy will be added to individual lesson plans.</i></p> <ul style="list-style-type: none"> • Literacy in History Standards • Writing in History Standards

- years, and determine whether appeasement was the right decision or not.
9. Compare and contrast government styles of the interwar period: democracy, fascism, communism.
 10. Analyze why dictators target minority groups during their rise to power.
 11. Analyze how the different forms of totalitarian governments promoted and refused civil, political, social, and economic rights for various groups within their country.

World War II

1. Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from Germany's loss in WWI on Germany, as well as in Europe.
2. Analyze the impact that technology propaganda had on the world during WWII.
3. Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political and economic rivalries caused World War II.
4. Evaluate the intended purposes of the Treaty of Versailles and how it subsequently led to WWII.
5. Explore the Potsdam Agreement and the ways in which it altered Europe.
6. Examine the strategy of blitzkrieg and determine why it was as successful as it was.
7. Examine different acts of resistance against Nazi Germany (ex: Willem Arondeus, Warsaw Uprising, Oskar Schindler, Rosenstrasse Protest, and etc.)
8. Determine why the achievements of LGBTQ+ individuals, African Americans, and other minorities in World War Two were not popularized and made known to the public (ex: Alan Turing)
9. Examine how various individuals were treated in Nazi Germany (Ex: Homosexuals, Jews, Roma Sinti, Political Opponents, Jews, African Americans, and disabled)
10. Assess government responses to incidents of ethnic cleansing and genocide.
11. Summarize the response of the Allies to the Holocaust.
12. 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.
13. Explore the importance of being an upstander.
14. Determine how geography impacted military strategies and major turning points during World War II.
15. Determine the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

<p>16. Analyze the motivations, causes, and consequences of the Holocaust and assess the responses by individuals, groups, and governments.</p> <p>17. Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.</p> <p>18. Examine the ways in which appeasement empowered Hitler.</p>		
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● (Close Read) Hyperinflation ● (Document Based Question) Appeasement ● (Sorting Activity) WWII Allied and Axis Powers ● (Close Read) WWII Alliances ● (Primary Source) Molotov-Ribbentrop Pact ● (Close Read) Surrender of France ● (Close Read) Battle of Stalingrad ● (Primary Source) Compare and Contrast Three Pearl Harbor Accounts ● (Sorting Activity) WWII Timeline ● (Socratic Seminar) How did Totalitarian leaders rise to power during the 1920s/30s and why does this still matter to us today? ● (Essay) Was the Treaty of Versailles a success or failure for the Allies? ● (Essay) Was the dropping of the atomic bomb justified? ● (Document Based Question) Evaluate the impact the Treaty of Versailles had on Germany. ● (Stations) Great Depression Primary Sources ● (Close Read) Why did people turn towards dictators after WWI? ● (Stations) Holocaust Primary Sources 	<ul style="list-style-type: none"> ● Selections from The Western Heritage since 1300; AP Edition; 12th Edition, Pearson: Kagan, Ozment, Turner, Viggiano ● Treaty of Versailles (Excerpts - 1918). ● Woodrow Wilson's Fourteen Points (Excerpts - 1918). ● Imagery from the Great Depression (1930s) ● <i>Adolf Hitler's Mein Kampf</i> (Excerpts - 1925). ● Nuremberg Laws (Excerpts - 1935). ● <i>Communist Manifesto</i> - Friedrich Engels and Karl Marx (Excerpts - 1848). ● "Holodomor Eyewitness and Survivor Accounts" - Holodomor Resource Library, Excerpts ● "I Will Never Forget": Voices of Survivors, Excerpts ● <i>FDR's Infamy Speech to Congress</i> (Excerpts - 1941). ● <i>I Didn't Speak Up</i> - Pastor Martin Niemöller ● One Day in Auschwitz Documentary (2015) ● Terrible Things, Eve Bunting (1980) ● <i>Atomic Bomb Survivor's Account</i> - Yoshitaka Kawamoto 	<ul style="list-style-type: none"> ● PBS Learning Material- Global Crisis and Acceleration (1900-1970) ● Stanford History Education Group- Invasion of Nanking ● U.K. National Archives Maps of pre- and post-WWI ● IWM: Lives of the First World War: Remembrance and Legacies ● C-SPAN Classroom: Dictatorships and Totalitarian Governments ● USHMM: Timeline of Events: Prior to WW2 ● Stanford History Education Group - Nagasaki ● Stanford History Education Group - Iwo Jima ● Stanford History Education Group - The Atomic Bomb ● Stanford History Education Group - Munich Conference ● Stanford History Education Group - Nazi Propaganda ● LGBTQ+ History: Dutch gay man defied the Nazis and saved thousands

<ul style="list-style-type: none"> • (Stations) Atomic Bomb Primary Sources • (Simulation) Dictator Election Activity • (Simulation) Farm Collectivization Activity • (Simulation) Blitzkrieg board game • (Map Activity) Pre- and Post WWI • (Map Activity) Hitler's aggression and alliances • (Documentary) One Day in Auschwitz - Kitty's Story • (Close Read) Terrible Things - Story and Discussion Questions • (Close Read) Story of the Real Hacksaw Ridge Soldier • (Primary Source)The Manhattan Project and the Atomic Bomb <p>Unit 3 Lessons Resources Folder</p>		
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<p>List of Accommodations and Modifications</p> <ul style="list-style-type: none"> • Special Education • 504 Students • At Risk Students • ELL • Gifted and Talented
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Assessments:	
Formative	Summative
<ul style="list-style-type: none"> • Vocabulary • Warm Up activities • Textbook readings and activities • Class discussion during content lectures • Note taking • EdPuzzles • Critical analysis of primary and secondary sources • Graphic organizers 	<ul style="list-style-type: none"> • Common Assessment Three • World War II Test • Holocaust Resistance Project • Rise of Dictators Essay • Great Depression Quiz • European Theatre Quiz • Rise of Dictators Research Group Project

- DBQ
- Exit Tickets

Interdisciplinary Connections

English Language Arts

- 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.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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- NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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- NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mathematics

- MP.1: Make sense of problems and persevere in solving them
- MP.3: Construct viable arguments and critique the reasoning of others

Science

- HS-ESS3-1: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

Art

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

Technology and 21st Century Themes & Skills

- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Computer Science

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

World History Cultures Honors
Unit # 4

Cold War through the Modern Era

Updated: August 2023

Unit Overview:

This unit is designed with respect to the modern day to educate students on the Cold War to the Modern Day from 1945 - present day. When World War Two ended, the allied bond that tied the United States and the Soviet Union together was severed. These two countries no longer put their economic or political differences aside, but instead confronted them on a worldly scale. Afraid of the deadly nuclear technology both had developed at the end of World War Two, the two countries never declared war on each other. Instead, both the U.S. and Soviet Union assembled massive stockpiles of nuclear weapons, causing panic about a global atomic war. Due to this fear, the Cold War became an indirect war with no direct military conflict. Instead of fighting each other directly, both nations settled into a pattern of fighting through proxies. Proxy Wars were not directly fought by the United States or the Soviet Union, but rather instigated by them and fought on their behalf by their alliances within that country. The U.S. and U.S.S.R. would support these proxy wars by providing money, military, technology, and intelligence. These wars took place where colonization happened during the Age of New Imperialism, such as Asia, Africa, and South America. The global competition between the United States and the Soviet Union was not just met on the battlefields of other countries, but also in a competition to be the best scientifically and culturally. As the Cold War tensions died down in the 1980s, the two governments began open discussions to work together and create international peace. Through various treaties, the Cold War became less prominent to the world. Under Mikhail S. Gorbachev, the Soviet Union will democratize. As the U.S.S.R. democratized, many Soviet-bloc countries obtained their independence and the Soviet Union would fall. With the collapse of the Soviet Union, the Cold War was over. The Modern Era began.

Technological advancements from the Cold War allowed the world to become more connected. This new technology helped nations' economies, culture, and communication transcend regional and national borders into the 21st century. This is known as globalization. Today, the world's nations are so tightly linked that the smallest actions of one nation can affect not only themselves, but other countries as well. This can include but not limited to increased wealth, providing goods and services at lower prices, better education, improved healthcare, and raising the standards of living.

However, globalization created many social, environmental, and security issues for the entire world. Globalization put an emphasis on Western Culture causing an increase in individualism, competition, and an emphasis on work and profit. This caused many social issues. These issues are worldly, but can be seen predominantly in weaker developing nations where workers are exploited for cheap labor, work in dangerous working conditions, and practice child labor. Due to globalization, improvements in technology, and growth in the world population threats to the environment have increased drastically. In recent years, some of the most extreme environmental issues have arose, such as climate change, deforestation, and pollution. Globalization also led to an increase in domestic and international security issues. The biggest threats to domestic and international security today are cyberattacks and terrorism. The internet is used by society to store, transfer, and send information from one location to another. For a government this could include money, military information, and infrastructure. If not protected against cyberattacks, a country's economy, military, and stability is at risk. However, terrorism is different from cyberattacks. Terrorism is the use of violence and fear, especially against civilians, by groups of extremists to achieve political goals. The greatest challenges for current and future generations is how to achieve necessary development while also protecting an individual's life, the environment, and the country.

Essential Questions

The Cold War

1. Did the Cold War superpowers keep the world in check or cause upheaval?
2. What were the steps in the outbreak and development of the Cold War, and what led to confrontation and conflict between the USSR & the West?

Enduring Understandings

The Cold War

1. Economic growth in the post WWII era was diverse and many rebuilt while reestablishing post war industry in countries with different economic philosophies (capitalism vs. communism).
2. The origins of socialism and communism as they are related and a response to monarchies, laissez-faire, mercantilism, and

3. Was the Cold War inevitable?
4. How did 20th Century conflicts (Cold War, Korea, Vietnam, etc) promote technological innovation? To what extent were these innovations productive or destructive?
5. Are Russian and Chinese communism more similar or different?
6. Overall has the Space Race and continued space exploration proven beneficial to the world?
7. Did the break-up of the Soviet Union produce positive or negative results?
8. What alternatives are there to war between two conflicting nations?
9. How does society react to an outside threat?
10. What were the short and long-term social, political, economic, environmental, and cultural impacts of the Cold War?
11. Were the goals of NATO & the Warsaw Pact truly peaceful?
12. Did the Cold War create a better world than that which it started with?

Globalization

1. How can inhabitants of the world meet the challenges of a global community?
2. What role did nationalism play in 20th Century conflicts?
3. Are international groups such as the European Union and NATO a good idea or bad idea today?
4. What factors led to increasing aspirations for self-determination among colonized peoples in Africa and Asia?
5. Is immigration into Europe creating diversity or causing unrest?
6. How is the technology explosion of the 21st century similar to and different from technological revolutions of the past?
7. How was globalization achieved?
8. What are the positives and negatives of globalization?
9. Can the environment be repaired and if so, by who?
10. Is it possible to fully evaluate the legacy of the recent past?
11. How do the wars of the 21st century differ from the conflicts of the 20th century?
12. How has terrorism impacted domestic and international security?

Modern Global Issues

1. How have international organizations responded to rising conflict?

capitalism.

3. Not all governments with socialists in positions of power were extreme and there are distinct comparisons to be made between those governments and those countries that were much more extreme such as the USSR & Cuba.
4. The Cold War highlights the highs and lows of international relations, as well as domestic policies, when viewing potential breaking points during this 45 year time period.
5. The Soviet Union utilized satellite states during the Cold War, which can be compared to the relationship between "big" and "little" countries of the world today.
6. Mao & the Communists were able to take control of China, transforming it into a military power & an important ally up for grabs during this time.
7. The causes of the nuclear arms race and the motives for the build-up of arms were due to the perceived threat of each other; this was then followed by the determination and cooperation of the USA & USSR to reduce and end the arms race.
8. Conflict between two opposing international ideologies is not always fought through military battles, but can be fought by showing military strength, worldly accomplishments, economic stability, and the formation of alliances.
9. War has both positive and negative immediate and long-term effects on a country's economy, government, environment, resource allocation, and culture.
10. International peace organizations successfully and unsuccessfully address social, political, and humanitarian problems in distinct ways at the national and international level.
11. Economic conditions, authoritative regimes, and ongoing pressure from democratic nations contributed to the downfall of the Soviet Union and brought an end to the Cold War.
12. There are multiple and complex causes and effects of historical events.

Globalization

1. International migration and scientific and technological improvements in the second half of the 20th Century resulted in an increasingly global economy and society that are challenged by limited natural resources.
2. Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development,

2. Why does Genocide continue to occur throughout the world?
3. Can there be a peaceful resolution to the Arab-Israeli conflict?
4. Is the conflict in the Middle East connected to the traditional story of Abraham, or are there other factors contributing?
5. Is democracy compatible with Islam and/or Middle Eastern culture and traditions?
6. What is the solution to nationalism vs. tribalism conflict in Africa?
7. Has Africa truly moved beyond its imperialistic past, or are they still feeling its effects?
8. Can a peaceful resolution be found between Muslim and non-Muslim areas?

- distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.
3. Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.
 4. Stunning developments in science, technology, industry, and agriculture have brought political, economic, and environmental benefits and costs around the world.
 5. New types of organizations have given governments and people new ways to respond to the many challenges of the modern world.
 6. By examining multiple perspectives it allows for a clearer understanding of the significance of the events in history for certain individuals and/or groups of people.
 7. It is difficult to evaluate an event's historical legacy without substantial time passing.
 8. Wars are not always fought on battlefields, but rather through various means to damage your enemy's economy, culture, and sense of security.

Modern Global Issues

1. Terrorism is a tool used by various people to try and bring about change. One man's freedom fighter is another man's terrorist.
2. Genocides are the result of government decisions, compliance of citizens, and the lack of interference from other nations. These events bring out the best and worst in humanity.
3. When the state of Israel was created, the people of Palestine were impacted and the conflicts that have resulted due to its creation and the displacement and occupation of the Palestine people have created a global issue.
4. Self-determination and independence led to both conflicts as well as the spread of democratic principles around the world (i.e. South Africa & apartheid, China & Tiananmen Square, Cambodia & Khmer Rouge, Rwandan Genocide).
5. Global events and issues of today have causes and effects mirrored in historical events and patterns.
6. Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.

Vocabulary (Key Terms) - Tier 2 and 3

African National Congress, Arms Race, Bay of Pigs, Berlin Airlift, Berlin Wall, Containment, Cold War, Cuban Missile Crisis, Decolonization, De-Stalinization, Escalation, Ethnic Cleansing, European Union, Female Infanticide, Glasnost, Globalization, "Hot Wars", Indian National Congress, Iron Curtain, Marshall Plan, NATO, One Child Policy, Perestroika, Reunification, Rwandan Genocide, Soviet Bloc, Space Race, Sputnik, Terrorism, Vietnamization, Warsaw Pact

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies	CCSSu
<p>The Cold War</p> <ol style="list-style-type: none"> 1. Analyze the political, social, and economic outcomes of WWII leading to, and during, the Cold War. 2. Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism. 3. Analyze the impact of communism in various areas of the world, Europe, Asia, and Latin America. 4. Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives. 5. Compare the imperialism of the 19th and early 20th Centuries to the building of the Soviet empire post-WWII. 6. Investigate the role of countries in the Middle East with regard to natural resources and the nuclear arms race. 7. Define socialism, democracy, communism, and capitalism and compare and contrast these theories of economics and government with the emerging powerful nations following WWII. 8. Determine through primary and secondary source readings, the causes of the Cold War and the actions that are taken on both sides to limit and exceed competing countries' power and influence globally. 9. List and describe the factors and events that led to the decline of the USSR and communism in their areas of influence. 10. Research and identify the causes of the nuclear arms race and the motives for the build-up of arms followed by the determination of cooperation of the USA and USSR to reduce and end the arms race. 11. Summarize how the outcome of World War II contributed to the development of the Cold War. 12. Analyze China's role in the Cold War, and compare it to their role in events of today. 	<p>6.2.12.GeoGI.5.a 6.2.12.HistoryCC.5.e 6.2.12.EconET.5.a 6.2.12.HistoryCC.5.h 6.2.12.CivicsPI.5.a; 6.2.12.CivicsHR.5.a 6.2.12.HistoryCC.5.a 6.2.12.HistoryCC.5.c 6.2.12.HistoryCC.5.a 6.2.12.HistoryCC.5.d; 6.2.12.EconGE.6.c 6.2.12.HistoryCC.5.d 6.2.12.EconGE.6.c 6.2.12.EconGE.6.a 6.2.12.CivicsHR.6.a; 6.2.12.EconGE.6.a 6.2.12.GeoPP.5.a 6.2.12.CivicsPI.6.a; 6.2.12.CivicsHR.6.a; 6.2.12.EconGE.6.a 6.2.12.EconGE.5.a 6.2.12.GeoPP.6.a 6.3.12.CivicsPD.1 6.2.12.HistoryCC.5.b; 6.2.12.HistoryCC.6.a 6.3.12.HistoryCA.1</p>	<p><i>Specific standards for literacy will be added to individual lesson plans.</i></p> <ul style="list-style-type: none"> ● Literacy in History Standards ● Writing in History Standards

13. Compare and contrast the methods used by African and Asian countries to achieve independence.
14. Compare and contrast the United Nations goals and structure compared to its predecessor the League of Nations.
15. Examine how the fall of the Soviet Union impacted politics, national identity, and self-determination in Eastern Europe and Asian countries.
16. Determine how NATO and the Warsaw Pact were formed in response to political and economic ideological differences between the two spheres of influence.
17. Examine how the conditions of the Cold War led to the criminalization of lesbian, gay, bisexual, transgender and queer Americans.
18. Analyze how Mao Zedong turned China into a communist state.
19. Analyze post-WWII economic aid to determine how the United States and the Soviet Union expanded and protected their spheres of influence.
20. Analyze the causes and effects of Proxy Wars due to the political and economic ideological differences in the developing countries.

Globalization

1. Judge the effectiveness of the transition from colonized to independent nations (Middle East, Africa, and Asia).
2. Analyze the trends in the direction of a global economy and culture.
3. Analyze the impact of the creation of the existence of Israel in world geo-politics.
4. Determine how the 21st century technology explosion connects countries economically, politically, and culturally.
5. Identify the importance of natural resources and the global interest in various regions in the world as new technologies of the world require resources with limited availability.
6. Analyze how the internet and social media impact national and global economies.
7. Analyze how globalization has positively and negatively impacted the world today, as well as costs.
8. Assess how the internet, television, and social media impact the creation and diffusion of cultural and political information worldwide.
9. Examine the role racial and ethnic bias plays when developing international security policies.
10. Describe global efforts to protect human rights internationally.
11. Explain the impact of poverty, disasters, and disease on nations around the world.
12. Evaluate the effectiveness of policies by governments and international organizations (ex: UN) on social and environmental issues

<p>Modern Global Issues</p> <ol style="list-style-type: none"> 1. Describe historical examples of prejudice and genocide based on religious and cultural differences. 2. Evaluate the impact of terrorism on world stability and the prospect of peace. 3. Identify the political organizations that have at differing times worked toward and against the possibility of peace and fair land distribution in Israel and Palestine. 4. Identify terrorist acts and organizations as well as locations where they operate. 5. Analyze how modern genocides and other atrocities cause mass migration and impact the social, economic, and political structures of the country of origin and the new country. 6. Describe and compare the changing dependency on particular natural resources and the results of attempts to preserve and explore alternative energy sources. 7. Determine the similarities and differences between 21st century wars and 20th century wars. 8. Determine how terrorist acts and the fear of terrorism impacts a government's policies, individual's actions, and international relationships. 		
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> • (Socratic Seminar) What were the promises and dangers of the development of nuclear energy production during the Cold War? Compare and Contrast to today. • (Debate) Who caused the Cold War? • (Essay) Was the Cold War truly a “Cold War”? • (Close Read) How was life different in East and West Berlin? • (Close Read) Why did Proxy Wars take place in developing countries? • (Essay) Evaluate how the U.S. and their allies attempted to contain 	<ul style="list-style-type: none"> • Selections from <i>World History: Modern</i> - Pearson 2016 • Winston Churchill’s Iron Curtain Speech (Excerpts - 1956) • Telegram sent by Soviet Ambassador Nikolai Nivikov to Soviet Leadership (Excerpts - 1946) • Truman Doctrine (Excerpts - 1947) • George C. Marshall’s, Marshall Plan Speech (Excerpts - 1947) • Brezhnev Doctrine (Excerpts - 1948) • Armistice Agreement for the Restoration of the South Korean State (Excerpts - 1953) 	<ul style="list-style-type: none"> • Stanford History Education Group: Cold War • PBS Learning Material- Globalization (1970-Present) • PBS Learning Material- The Cold War Videos • United Nations: Teach the U.N. • Nuke Map: Visualize Nuclear War and M.A.D • Interactive Map and Charts during The Cold War • Interactive Timeline: Cold War • NATO: Interactive Map of Today • Facing History and Ourselves:

<p>communism.</p> <ul style="list-style-type: none"> • (Primary Source) Letters From Vietnam • (Debate) Who won the Cold War? • (Close Read) How does globalization impact the environment? • (Close Read) How does the internet impact the economy and security of a country? • Essay) Evaluate the extent international organizations and governments react to ethnic, territorial, religious, and/or nationalist differences? • (Stations) Compare and contrast positive and negative depictions of the Cold War from different perspectives. • (Simulation) Creation of the Berlin Wall • (Simulation) Destruction of the Berlin Wall • (Simulation) Security Council Simulation • (Map Activity) NATO vs. Warsaw Pact • (Map Activity) Pre- and Post Soviet Union • (Map Activity) Change in Climate <p>Unit 4 Lessons Resources Folder</p>	<ul style="list-style-type: none"> • Loung Ung's, <i>First They Killed My Father</i> • Fidel Castro's letter to Khrushchev (Excerpts - 1962) • Paris Peace Accords (Excerpts - 1973) • Ronald Reagan "Remarks on East-West Relations" Speech 1987 • Various Political Cartoons produced by the Soviet Union and the United States during the Cold War • "Living in a Global Economy" Scholastic Magazine by Herbert Buchsbaum • <i>Globalization and its disconnects</i> by Joseph Stiglitz (Excerpts - 2002) • Globalization Political Cartoons • <i>International Security: The Contemporary Agenda</i> by Roland Dannreuther (Excerpts - 2007) • NASA: Global Climate Change Articles (Excerpts - 2008) • United Nations: Climate Action Articles (Excerpts, 2022) 	<ul style="list-style-type: none"> • Resources for Teaching with Current Events in Your Classroom • PBS Learning Material- Globalization (1970-Present) • Climate.gov: Climate Change Statistics • United Nations: Teach the U.N. • Teaching LGBTQ History - The AIDS Epidemic • Teaching LGBTQ History - The AIDS Quilt Project • Teaching LGBTQ History - To what extent was the movement for LGBT rights part of the broader movement for civil rights? • Teaching LGBTQ History - The Lavendar Scare • Teaching LGBTQ History - How did LGBT Americans respond to the Vietnam War?
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<p>List of Accommodations and Modifications</p> <ul style="list-style-type: none"> • Special Education • 504 Students • At Risk Students • ELL • Gifted and Talented
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Assessments:	
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- Vocabulary
- Warm Up activities
- Textbook readings and activities
- Class discussion during content lectures
- Note taking
- EdPuzzles
- Critical analysis of primary and secondary sources
- Graphic organizers
- DBQ
- Exit Tickets

- Museum of the Cold War Project
- Cold War Test
- Travel Project
- Berlin Wall Art and Analysis
- Korean War Quiz
- Vietnam War Quiz
- Current Events Project
- Where is my Stuff From?, Research Project
- Nuclear Energy - From the Cold War to Today, Socratic Seminar
- "You Be the Teacher" Project (Modern Issues Presentations)

Interdisciplinary Connections

English Language Arts

- 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.
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- NJSLSA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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- NJSLSA.W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mathematics

- MP.1: Make sense of problems and persevere in solving them
- MP.3: Construct viable arguments and critique the reasoning of others

Science

- HS-PS4-2 Evaluate questions about the advantages of using a digital transmission and storage of information.
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

Art

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

Technology and 21st Century Themes & Skills

- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Computer Science

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)