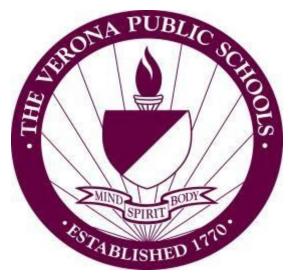# Verona Public School District
Curriculum Overview

<u>Modern World History CP</u>

Curriculum Committee Members:
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Supervisor:
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Curriculum Developed:
June 2014
July 2017

Board Approval Date:
October 21, 2014
August 29, 2017

Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The major focus of this course is to expand awareness and critical thinking while increasing knowledge about the modern world . The class scope will encompass world activities from the Renaissance epoch to the late 20th century. The course will promote world citizenship with a study of historical, geographical, political, social, and economic aspects of life around the world. By reading about world histories and cultures , students will learn to recognize and analyze patterns of continuity and change. This course places an emphasis upon challenging activities and questions that promote critical thinking.

Prerequisite(s):

None

Standard 8: Technology Standards

8.1: Educational Technology: *All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.*	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: *All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.*
A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration **X** D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making	A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: *These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities*	Career Ready Practices: *These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.*
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	**X** CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	**X** CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	**X** CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. **X** CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. **X** CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

MODERN WORLD HISTORY CP

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: *This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.*	9.2: Career Awareness, Exploration & Preparation: *This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.*	9.3: Career and Technical Education: *This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.*
A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting	A. Career Awareness (K-4) B. Career Exploration (5-8) **X** C. Career Preparation (9-12)	A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: *These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.*	Differentiated Resources: *These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.*
● History of the World: The Modern Era. Houghton Mifflin (1994)	1. Holt McDougal Modern World History Patterns of Interaction Textbook 2. *Global History and Geography: Readings and Documents*, Norman Lunger, 2003 3. *Documents in World History: The Modern Centuries From 1500 to the Present*, 2006 4. The DBQ Project Renaissance Mini-Q – "How Did the Renaissance Change Man's View of Man?" 5. Excerpts from *The Prince*, Niccolo Machiavelli 6. Excerpts from *Utopia* Sir Thomas More 7. Excerpts from *The Italian Renaissance*, J.H. Plumb 8. Reading Like a Historian activity – Why did Luther Challenge the Catholic Church? 9. Luther's letter to the Archbishop of Mainz, 1517 10. Luther's Table Talk, 1535 11. Luther's 95 Theses

MODERN WORLD HISTORY CP

12. The DBQ Project – Exploration or Reformation: Which was the More Important Consequence of the Printing Press?
13. Calls for Reform – comparing the teachings of Luther and Calvin
14. *Report on the English Reformation*, Thomas Cromwell
15. DBQ – Was the Catholic Reformation a success or failure?
16. Excerpt *Memoirs*, Louis de Rouvroy, Duke of Saint-Simon
17. Selection from *The Cat and the King*, Louis Auchincloss
18. Excerpt from Imperial Russia: A Sourcebook on Peter the Great's reforms
19. English Bill of Rights
20. "The Glorious Revolution and the English Bill of Rights"
21. "Letter to the Grand Duchess Christina of Tuscany," Galileo Galilei, 1615
22. "Letter on Galileo's Theories," Cardinal Robert Bellarmine, 1615
23. "The Crime of Galileo: Indictment and Abjuration of 1633"
24. "Vatican Science Panel Told By Pope: Galileo Was Right," New York Times, Nov 1992
25. Social Contract Theory – PBS" Liberty Series
26. Excerpt from *Two Treatises of Government*, John Locke
27. Excerpt from *Leviathan*, Thomas Hobbes
28. Excerpt from *The Social Contract*, Jean Jacques Rousseau
29. Excerpt from *The Spirit of Laws*, Baron de Montesquieu
30. DBQ – Causes of the French Revolution
31. French Revolution Under Siege document and map analysis
32. Declaration of the Rights of Man
33. Preamble of the Declaration of Independence and Bill of Rights
34. Excerpts from the Universal Declaration of Human Rights
35. Excerpt from *A Tale of Two Cities*, Charles Dickens
36. Excerpt from *Decree Against Profiteers*, July 1793
37. Excerpt from *Law of Suspects*, September 1793
38. *The Execution of Louis XVI*, Henry Essex Edgeworth de Firmont, 1793
39. DBQ – Impact of the French Revolution and Reign of Napoleon
40. "Before the Industrial Revolution"
41. "Great Britain: First to Industrialize"
42. "The Textile Industry"
43. DBQ – Why did the Industrial Revolution Begin in England?
44. House of Lords Committee Interview with Michael, W., 1819
45. House of Lords Committee Interview with Holmes, E. (1818)
46. Excerpt from *The Life of John Birley*, The Ashton Chronicle, May 1849
47. Excerpts from *History of the Cotton Manufacture in Great Britain*, 1835
48. Excerpt from *Signs of the Times: The "Mechanical Age*, Thomas Carlyle, 1829
49. Excerpt from *The Philosophy of Manufactures*, Andrew Ure, 1835
50. Excerpt from "The Opening of the Liverpool to Manchester Railway", Frances Ann Kemble, 1830
51. DBQ – Evaluate the positive and negative effects of the Industrial Revolution
52. Excerpt from *Report of Parliamentary Committee on the Bill to Regulate the Labour of Children in Mills and Factories*, Elizabeth Bentley, 1832

MODERN WORLD HISTORY CP

53. Excerpt from *The Wealth of Nations*, Adam Smith
54. Excerpt from *The Communist Manifesto*, Karl Marx
55. Excerpt from *Principles of Communism*, Friedrich Engels
56. "Letter from China: The Great Leap" Scenes from China's Industrial Revolution", Bill McKibben, *Harper's Magazine*, December 2005
57. Excerpt *Does Germany Need Colonies*, Frederich Fabri, 1879
58. Excerpt "The Predominance of the Anglo-Saxon Race" Josiah Strong, 1891
59. Choices Curriculum – Colonization and Independence in Africa
60. "Imperialism and Colonialism in Africa, 1880-1914"
61. "Imperialism and Colonialism in Africa, 1914-1945"
62. DBQ – Evaluate the positive and negative effects of imperialism
63. "Letter Opposing The English," Moulavy Syad Kutb Shah Sahib, 1870
64. "Ghandi Introduces Civil Disobedience to India"
65. "The Geography of the Middle East," PBS
66. Media Construction of the Middle East, Project Look Sharp
67. "Explaining Islam" The Center for Learning
68. "Muslim women uncover myths about the hijab," John Blake, CNN, August 12, 2009
69. "The Age-Old Modesty of the Veil: Banning the Veil in Iran," Sattareh Farman Farmaian, 1993
70. "My Body is My Own Business," Naheed Mustafa, 1992
71. Article 22 of the Covenant of the League of Nations, June 28, 1919
72. Choices Curriculum – The Middle East in Transition: Questions for U.S. Policy
73. "Revolution in the Middle East," *Global Political Survey*
74. Hussein-McMahon Letters 1915-1916
75. The Balfour Declaration, 1917
76. The Sykes-Picot Agreement, 1916
77. President Wilson's 14 Points, 1918
78. Excerpts from The General Syrian Congress, 1919
79. DBQ – To what extent do you agree that land was and is the main argument in the Palestinian-Israeli Conflict?
80. DBQ – Explain the cause of WWI
81. Letter from German Government to Belgian Government, August 1914
82. Battle of the Somme Article, Phillips, P. *The Daily Express*, July 3, 1916
83. Excerpt from *With a Machine Gun to Cambrai*, George Coppard, 1916
84. Memoir excerpt. Lais, U.O. (date unknown). In Sheldon, J. (2007). *The German Army on the Somme: 1914-1916*.
85. Germany Justifies the Sinking, 1915
86. The Zimmerman Note, 1917
87. The Treaty of Versailles, 1919
88. Excerpt from reactions to the Treaty of Versailles, 1919
89. Choices Curriculum – Weimar Germany and the Rise of Hitler
90. Weimar Stations Exploration – Facing History and Ourselves
91. "Germany Emerges from World War I"
92. The Weimer Constitution, 1919

MODERN WORLD HISTORY CP

Unit Title / Topic: Renaissance and Reformation	Unit Duration: 3 Weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:

6.2.12.B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.C.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization

6.2.12.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

6.2.12.B.2.a Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

6.2.12.C.2.a Relate the development of more modern banking and financial systems to European economic influence in the world.

6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.

6.2.12.D.2.b Determine the factors that led to the Reformation and the impact on European politics

6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds

6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas

New Jersey Student Learning Standards (NJSLS) for Literacy:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

MODERN WORLD HISTORY CP

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Transfer

Transfer Goal:

Students will be able to <u>independently</u> use their learning to…

1. Evaluate the impact of cultural interactions, cultural diffusion and globalization on ꟼcultures, institutions and societies. ☐

Meaning

Students will understand that:	**Essential Questions:**
Students will understand that: ● Culture is a set of beliefs, traditions, institutions of a group of people ● Cultural diffusion is the process by which a cultural trait, material object, idea, or behavior pattern is spread from one society to another. ● The interpretation of humanity varies based on cultural and time periods. ● Major social, political, and economic changes occur as a result of a perceived hardship by individuals, groups, or governments. ● Religion serves as a moral and legal guide, and thus is a tool of social control. People guide the teachings and policies of the Church. ● Leaders must balance their authority with service to the needs of people and groups.	● To what extent does the acceptance or rejection of new ideas affect communities? ● Are the outcomes of cultural diffusion more beneficial or detrimental? ● What causes major social, political, and economic change? ● How does religion impact individuals and society (and vice-versa)? ● How do the arts impact the times (and vice-versa)? ● Why do people seek power? ● What must government do in order to maintain support of the people?

Acquisition of Knowledge & Skills

Students will know:	**Students will be able to:**
● The means through which culture is diffused ● Cultural diffusion had both positive and negative effects on societies ● The impact classical ideas had on humanist theories ● The main ideals emphasized by Humanists	● Define culture ● Identify different methods of cultural diffusion ● Investigate specific examples of positive and negative effects of cultural diffusion ● Explain why the Renaissance began in Italy and not elsewhere in Europe

MODERN WORLD HISTORY CP

- The main theories and works put forth by the noted scholars/writers of the Renaissance
- The characteristics that made the Renaissance different than the Middle Ages
- Key elements of Renaissance art
- Key differences between the Italian Renaissance and the Northern Renaissance
- The problems within the Catholic Church leading into the 1500s
- The key ideas contained within the 95 Theses
- The differences the Reformation took in each country
- The impact that Henry VIII and his children had on the English Reformation
- The different changes the Catholic Church put in place as part of the Catholic Reformation
- The long term effects of the Renaissance and Reformation

- Explain the role that the city state system played in the Renaissance and the patronage system
- Analyze how secularism changed the attitudes and lifestyles of those in Europe
- Analyze how humanism changed the role of man in society
- Evaluate whether More's concept of a Utopia is feasible
- Analyze today's leaders within the framework of Machiavelli's The Prince
- Identify the differences between Medieval and Renaissance art
- Identify new Renaissance techniques in examples of Renaissance art
- Analyze how patronage could be used as a political strategy
- Analyze why there were significant differences between the Italian Renaissance and the Northern Renaissance
- Evaluate the problems within the Church the 95 Theses attacked and what solutions Luther proposed
- Analyze why different countries had different religious reforms and how they compared to each other
- Evaluate how the English Reformation was significantly different from the other religious reformations
- Evaluate the effectiveness of the Catholic Reformation

Stage 2: Acceptable Evidence

Transfer Task

Students will create a gallery walk poster presentation with a partner that describing and evaluating the impact of a particular Renaissance or Reformation thinker on the world today providing numerous specific examples. Students will use this information to write an essay evaluating the impact of historical events on modern culture.

Stage 3: Activities

1. Unit PowerPoints
2. Textbook chapter readings
3. Renaissance Italy map activity
4. Dawn of a New Age guided reading
5. Geography of the Renaissance guided reading
6. City States in Italy guided reading
7. Venice, Queen of the Adriatic guided reading
8. Dawn of the Renaissance chapter reading and analysis questions
9. Humanism guided reading #1
10. Humanism guided reading #2
11. DBQ – How Did the Renaissance Change Man's View of Man
12. DBQ – Middle Ages or Early Renaissance? Differing Interpretations
13. The Prince excerpt and questions
14. Renaissance Writers and Literature Document Analysis
15. Utopia excerpt and questions
16. Renaissance Art guided reading
17. Medieval v Renaissance Art comparison activity
18. Renaissance acrostic poem
19. PBS Medici series and guided questions
20. Trade in Renaissance Europe map activity
21. Similar but Different comparison activity
22. The Spread of the Renaissance book chapter and analysis questions
23. Renaissance Artist portfolio
24. Selling indulgences guided reading
25. What if Martin Luther had Twitter
26. Reading Like a Historian - Why Did Luther Challenge the Catholic Church?
27. DVD – Luther with guiding questions
28. Martin Luther guided reading
29. The Reformation in Europe picture analysis
30. Luther's 95 Theses with guiding questions
31. Johannes Gutenberg guided reading
32. Printing Press and Cultural Diffusion skill builder
33. DBQ – Exploration or Reformation: Which was the more important consequence of the printing press?
34. Lutheranism and Calvinism map analysis
35. Call for Reform
36. The Reformation Spreads Throughout Europe
37. I, Elizabeth reading with guided questions
38. DVD – Elizabeth (brief clips)
39. The Reformation document packet

MODERN WORLD HISTORY CP

40. The Catholic Church's response to the Reformation
41. Protestant v Catholic Belief Systems comparison
42. Success of the Reformation map activity
43. Renaissance and Reformation timeline
44. Defeat of the Spanish Armada primary source
45. DVD – Elizabeth the Golden Age (brief clips)
46. DBQ – Should the Catholic Reformation be considered a success or a failure?
47. Protestant Reformation document analysis
48. Leaders of the Protestant Reformation Project

Unit Title / Topic: Revolutionary Progress	Unit Duration: 10 Weeks
Stage 1: Desired Results	
Established Goals:	

New Jersey Student Learning Standards (NJSLS) for Social Studies:

6.2.12.A.2.b Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).

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

6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government

6.2.12.A.3.d Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals

6.2.12.C.3.a Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding.

6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

6.2.12.C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.

6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

New Jersey Student Learning Standards (NJSLS) for Literacy:

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RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

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RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

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  C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  E. Provide a concluding paragraph or section that supports the argument presented.

MODERN WORLD HISTORY CP

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Transfer

Transfer Goal:

Students will be able to <u>independently</u> use their learning to…

1. Compare and contrast how past and present political, economic and social ideas, systems and practices have been utilized by world societies and evaluate the success of those societies.
2. Identify, analyze, and argue different revolutionary perspectives and create an understanding of what revolutionary success is.
3. Analyze the (historic and/or contemporary) circumstances beneficial for the introduction of products to markets and the impact on the labor force.
4. Analyze the lasting impact of innovation and social changes with particular focus upon the implications on present day society.

Meaning

Students will understand that:

Students will understand that:

- Society can be defined by its political, social, and economic structures.
- The easiest governments to rule are not always best for the people.
- Transformative change results from social, political, and economic problems.
- Revolutions occur as the result of major social, political, economic, and cultural issues.
- Societies can be revolutionized through the application of philosophical beliefs.
- Power can both improve and corrupt individuals and groups.
- Leaders can fall as a result of extremism and failure to meet objectives of the people.
- Competing political philosophies develop and sustain as a result of instability.
- Growth of business often has negative social consequences.
- Widening economic gaps lead to political movements.
- There are both intended and unintended results of technology.
- Changes in economic conditions lead to social, political, and cultural evolution.
- People seek change when they suffer injustice or have compounding factors of needs
- There are benefits and drawbacks of different economic systems

Essential Questions:

- How has the role of government evolved over time?
- What are the attributes of a fair and effective government?
- What causes countries and/or people to demand transformative change?
- To what extent can philosophical and scientific theories impact human life?
- To what extent is revolutionary action necessary to promote change?
- How does power change people?
- What causes the downfall of popular leaders?
- Why do political philosophies develop?
- What are the effects of business and industrial growth?
- Why do new economic, social, cultural, and political philosophies and movements evolve or develop?
- What is the price of progress?
- What are the results of technological innovations on a local and global scale?
- How do economic changes impact social, political, and cultural institutions?

Acquisition of Knowledge & Skills

MODERN WORLD HISTORY CP

Students will know:	Students will be able to:
- The common forms of government (monarchy, aristocracy, oligarchy, theocracy, democracy, autocracy, etc.) - The definition and characteristics of a revolution - The examples of philosophical revolutionary movements (Scientific and Enlightenment) - The Scientific Revolution was a theoretical precursor to the Enlightenment - The application of the scientific method to government and social issues transformed social, political, economic, and cultural structures in Europe - The Enlightenment was influential in establishing the modern role of government - Modern views and systems of government were developed out of the concepts from the Enlightenment - The French Revolution was a direct outcome of the Enlightenment - The means by which Napoleon was able to rise to power and then fell - The Industrial Revolution represented a radical change in how goods were produced and sold - The Industrial Revolution was an indirect result of the Scientific Revolution - The impact of the Industrial Revolution on various members of society - There are competing theories on how to organize economic activity - Industrialization required globalization - Socialism and communism were borne of thinkers responding to industrial revolution conditions - Success required understanding of markets and consumers - Communism has never been practiced in its purest form - Findings in physical science influenced the study of human society and behavior	- Define Revolution - Describe the philosophical changes needed for the Scientific Revolution and Enlightenment to occur. - Measure the success of different revolutionary movements. - Examine the role of absolute rulers in building early modern states, and the failures of such a system. - Explain why social class structure was responsible for so much upheaval. - Apply the scientific method to social, political, economic, and cultural issues. - Evaluate the influence of Enlightenment philosophers on the establishment of modern political thought. - Trace the events of the French Revolution as they relate to the philosophical beliefs of the Enlightenment - Compare the different groups in the political spectrum/how factions divided France - Analyze the pros/cons of different forms of government (absolute monarchy, constitutional monarchy, republic, dictatorship) - Explain how the Revolution evolved from monarchy, to republic, to dictatorship in regards to people's' civil liberties - Analyze the legacy of Revolution and Napoleon's reign - Examine the role of the Renaissance, Scientific Revolution and Enlightenment in the advancement of commercial and industrial progress - Evaluate the role of the Industrial Revolution on the development of economic systems and philosophes - Compare and contrast capitalism, socialism, and communism - Analyze the successes and failures of reform movements - Describe the scientific advances that were made in Europe during this time period. - Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. - Assess the impact of the printing press and other technologies developed on the dissemination of ideas. - Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.

Stage 2: Acceptable Evidence

Transfer Task

Comparison Essay – The student will choose two of the revolutions we've studied in class and compare the successes and failures of each revolution. The student must include the context for each revolution, the causes, effect and impact on other revolutions of the two that are compared. Opposing perspectives within each revolution must be addressed and compared.

Stage 3: Activities

1. PowerPoint notes/presentation on the French Revolution and Napoleon Bonaparte
2. Daily Do/Now and Exit tickets
3. PowerPoint notes/presentations on Absolutism, the Scientific Revolution, and the Enlightenment
4. Comparing European Rulers reading and graphic organizer
5. "The Reign of Louis XIV" introductory packet and analysis questions (chronology, making inferences, recognizing effects, interpreting visuals, and explaining overarching concepts)
6. "Life at Versailles" primary source and document based questions
7. "Absolute Rulers of Russia" introductory packet and analysis questions (chronology, making inferences, recognizing effects, interpreting visuals, and explaining overarching concepts)
8. Evaluating Decisions activity on Peter the Great's changes to cultural norms in Russia
9. Paired assignment – what makes an absolute ruler?
10. Quote analysis "Power corrupts, absolute power corrupts absolutely." Using evidence from class, students must explain what Acton means in this quote.
11. Analysis of possible absolute rulers activity – use contextual evidence to explain conclusions
12. "The Scientific Revolution" introductory reading (chronology, making inferences, recognizing effects, interpreting visuals, and explaining overarching concepts)
13. Social Contract Theory secondary source and analysis questions
14. Primary source comparison (Locke and Hobbes) – modeling with class assistance
15. Comparing political philosophes jigsaw activity
16. Exit Tickets on days 1 and 2 of jigsaw activity
17. Day 1: Concepts from documents that you understood and concepts that are still confusing to you
18. Three analysis questions: what similarities are there, what differences are there, how would an absolute ruler refute these ideas?
19. Modern political comparison – students will have to explain how Hobbes, Locke, and Montesquieu would propose dealing with the financial shutdown of the U.S. economy
20. Enlightenment Quiz on Absolutism – Hobbes
21. Creation of a study guide- students will be required to a complete a study guide for their unit test to facilitate proper study skills
22. Unit Test: multiple choice questions, modified true/false, and open-ended responses.
23. "The French Revolution Begins" introductory packet and analysis questions (chronology, making inferences, recognizing effects, interpreting visuals, and explaining overarching concepts)
24. History Channel Instant Expert documentary "A Quick Guide to The French Revolution" - each film chapter will be accompanied by movie questions
25. "Causes of the French Revolution" primary and secondary source document analysis
26. "In The Tennis Court" quote analysis worksheet (assign quotes to different groups in the Third Estate)
27. "Actions of a Revolution" worksheet – students will analyze the actions taken, the desired changes, public reaction to actions, and whether or not the actions were successful
28. Comparing National Documents jigsaw activity – students will compare Declaration of the Rights of Man to the U.S. Bill of Rights
29. Declaration of the Rights of Man analysis activity – students will put the articles into their own words and assess whether the articles contain Enlightenment ideas
30. "The Execution of Louis XVI" reading – primary source analysis of the day of Louis' execution
31. "Revolution Brings Reform and Terror" guided reading activity
32. "Revolution Brings Reform and Terror" introductory packet and analysis questions (chronology, making inferences, recognizing effects, interpreting visuals, and explaining overarching concepts)
33. Reading Like a Historian Document Analysis: was the main goal of the Committee of Public Safety to 'protect the Revolution from its enemies'?
34. Compare and Contrast reading on the American versus French Revolutions
35. Guillotine Game review activity

MODERN WORLD HISTORY CP

36. The French Revolution introduction quiz
37. French Revolution study guide completion
38. The French Revolution Unit Test – multiple choice, matching, short answers
39. "Napoleon Bonaparte: The Glory of France" Biography documentary and analysis questions
40. PowerPoint notes/presentation on Napoleon Bonaparte
41. "How did France Change Under Napoleon" reading and analysis tasks
42. "Napoleon Forges an Empire" introductory packet and analysis questions (chronology, making inferences, recognizing effects, interpreting visuals, and explaining overarching concepts)
43. "Napoleon's Empire Collapses" introductory packet and analysis questions (chronology, making inferences, recognizing effects, interpreting visuals, and explaining overarching concepts)
44. Creating Napoleon Bonaparte Political Cartoons
45. Napoleon Bonaparte - students will be required to a complete a study guide for their unit quiz to facilitate proper study skills
46. Napoleon Bonaparte Quiz
47. Watch and analyze BBC documentary on why the IR began in England
48. PowerPoint notes/presentation on the IR
49. Reading: "Before the Industrial Revolution" with analysis questions
50. Reading: "Great Britain: First to Industrialize" with analysis questions
51. Reading "The Textile Industry" with analysis questions
52. Reading: The life of a Textile Worker with analysis questions
53. Comparing primary source viewpoints on Industrialization activity
54. Urbanization in England Map Analysis Activity
55. Writing an Editorial Activity
56. IR Quiz Study Guide
57. Industrial Revolution Unit Quiz
58. New Economic Theories Jigsaw
59. Comparison Chart on Socialism versus Capitalism
60. Comparison Chart on Communism versus Capitalism
61. Communist Manifesto excerpt text analysis
62. New Economic Theories Quiz
63. Article on IR in China with analysis questions
64. Comparing images activity – 1800s IR versus modern-day China IR
65. Modern-Day Industrialization Jigsaw
66. The Vaccination Debate (PBS Frontline Special)
67. Analyzing the Evolution Debate activity

MODERN WORLD HISTORY CP

Unit Title / Topic: Imperialism	Unit Duration: 4 weeks
Stage 1: Desired Results	

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:

6.2.12.B.1.a 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.

6.2.12.B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.C.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

6.2.12.A.3.e Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.

6.2.12.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.

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

6.2.12.D.3.c Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century. each country in the 20th century.

each country in the 20th century.

6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.

6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

6.2.12.B.4.a Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.

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

New Jersey Student Learning Standards (NJSLS) for Literacy:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

   A.   Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

MODERN WORLD HISTORY CP

B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Transfer

Transfer Goal:
Students will be able to independently use their learning to…

1. Make educated strategic decisions with respect to past and present imperialism.
2. Analyze how historic and modern imperialism has impacted the current state of affairs in affected countries.
3. Examine the ways in which societies are shaped and transformed by internal and external forces such as colonization, revolution, nationalism, imperialism and self-determination.
4. Evaluate the ways in which religious, cultural, and ethnic diversity have contributed to the success or failure of various societies.

Meaning

Students will understand that:
Students will understand that:
- Ethnocentrism and race fuel imperialist tendencies.
- Countries expand to gain multiple advantages in the global system.
- Colonized people suffer dehumanizing treatment, but are exposed to increased nationalism and industrial development.
- Natural resources are necessary for economic and political advancement.
- Imperialism had a deleterious effect on colonized people.

Essential Questions:
- What motives did Western nations have in gaining colonial empires?
- How did national rivalries impact the quest for colonial empires?
- How did 19th century European imperialism impact non-Western societies?
- What are the positive and negative impacts of imperialism for the affected country?
- What political, economic and social systems and institutions did the Europeans implement and why?
- Why can cultural interactions lead to in increased racism, prejudice, intolerance, and discrimination?
- How does imperialism result in the development of new/changed cultures?
- How has the colonial legacy shaped the modern world?

Acquisition of Knowledge & Skills

MODERN WORLD HISTORY CP

Students will know:	Students will be able to:
- Imperialism is the policy of building an empire or extending a nation's control over another nation to gain economic and political advantages. - Imperialism is often sparked by racism and lack of knowledge of foreign cultures. - Motives for Imperialism; resources & markets to fuel industrialization, Social Darwinism & bringing "civilization" to native peoples, & national glory and competition. - Scramble for Africa; Berlin Conference, European rivalries, Belgian Congo, & Boer War. - Colonial Legacy and the contemporary world; ethnic rivalries, environmental destruction, & economic imperialism today. - The First World War's impact on Europe and its Colonial Possessions; the Paris Peace Conferences, the Mandate System and broken promises, racism and ethnocentrism. - The Founding of the State of Israel; Balfour Declaration, the British and UN Mandate, impact of the Holocaust and War for Independence.	- Analyze primary documents that depict how European nations viewed other areas of the world. - Compare and contrast the differences in how certain countries in Asia dealt with imperialism. - Compare and contrast the colonial experience from two different regions. - Examine the role of Social Darwinism, ethnocentrism, and racism in imperialism and colonial rule. - Analyze how Imperialism often causes the emergence of Nationalism and later leads to new political systems and eventually the independence of nations. - Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions. - Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution. - Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities. - Describe the basis for the Mandate system, how it was implemented in the Middle East, and the lasting ramifications of those decisions. - Identify and examine the fundamental claims of Arabs and Jews in Palestine. - Describe how the Age of Imperialism and colonial legacy contributed to the contemporary world.

Stage 2: Acceptable Evidence

Transfer Task

DBQ Prompt: Given the political, social, economic and religious impact on various cultures as a result of colonialism, is the colonization of external groups ever justified? Are the benefits of imperialism worth the costs? Explain your answer using specific examples from your prior knowledge and the documents.

Stage 3: Activities

1. PowerPoint on Imperialism in Africa and Asia
2. Scramble for Africa introductory activity
3. Scramble for Africa Exit Ticket
4. Evolution of African Maps activity
5. "David Livingstone Explores Southern Africa" reading and map analysis
6. "Imperialism and Colonialism in Africa: part 1" reading and questions
7. "The Scramble for Africa" textbook chapter and guided reading chart
8. Choice Curriculum – Colonization and Independence in Africa background reading and study guide
9. Causes and Effects of Colonization graphic organizer
10. Imperialism Case Study: Nigeria textbook chapter
11. Systems of Government reading and questions
12. Foreign views on imperialism primary source analysis activity
13. Analyzing Imperialist Motives Picture Gallery activity
14. Analyzing European Bias reading
15. Case Studies analysis and presentations – how did imperialism impact the people of Africa? (Ghana, Congo, Algeria, Kenya)
16. Primary/Secondary source analysis – What do Europeans gain?
17. Analyzing education policies in Africa (primary sources)
18. Africa Resistance Grows reading and study guide
19. Imperialism in Africa study guide
20. Map Activity – The Middle East
21. Confronting Stereotypes survey
22. Identifying Islam picture activity
23. The "Magic" of Stereotypes
24. Article 22 of the Covenant of the League of Nations
25. Choices – The Middle East in the World reading and questions
26. Middle East primary source document analysis
27. Create Your Own Gallery Walk activity using primary and secondary sources
28. Choices - Resolving the Arab Israeli Conflict reading and graphic organizer
29. Middle East map analysis
30. Designing a Partition Plan activity
31. Frontline Episode – Battle in the Holy land
32. British Imperialism in India textbook chapter and graphic organizer
33. "Letter Opposing the English" reading and questions
34. Gandhi introduces civil disobedience to India reading and questions
35. Imperialism in Southeast Asia textbook chapter and graphic organizer

MODERN WORLD HISTORY CP

Unit Title / Topic: World War I and its Aftermath	**Unit Duration:** 6 weeks
Stage 1: Desired Results	
Established Goals:	

New Jersey Student Learning Standards (NJSLS) for Social Studies:

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

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

6.2.12.C.4.c Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

6.2.12.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.

6.2.12.D.4.a Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.

6.2.12.D.4.b Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.

6.2.12.D.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.

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

6.2.12.D.4.g Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".

6.2.12.D.4.h Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.

6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.

6.2.12.D.4.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.

New Jersey Student Learning Standards (NJSLS) for Literacy:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

    A.   Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

MODERN WORLD HISTORY CP

B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Transfer

Transfer Goal:

Students will be able to independently use their learning to…

1. Analyze wartime literature and accounts from past and present to identify enduring themes in the experience of war.
2. Predict the political situation that will arise in Europe and the world in the wake of the Treaty of Versailles.
3. Assess the validity of justifications for war by historical and modern day leaders

Meaning

Students will understand that:	Essential Questions:
Students will understand that: ● Conflict is a result of social, political, cultural, and economic differences. ● Conflict is a product of the inability to resolve disputes peacefully. ● Technology increases lethality and efficiency. ● Alliances can both increase and decrease security. ● Progress can increase the quality of life, but also magnify the potential for ham. ● Economic instability gives rise to demagoguery. ● Wars alter the social, political, economic, and social structures of individual countries, often in a negative sense. ● Military force is justified as an act of defense or in furtherance of nationalist ideals.	● How is power gained, used, and justified? ● When does conflict come to a point of no return? ● How does technology impact the course and outcome of war? ● To what extent is war justifiable? ● How does economic instability contribute to political upheaval? ● Is the administration of communism consistent with its stated goals? ● How did the treaties that followed the First World War impact various regions of the world throughout the 20th century? ● Can lasting peace ever be achieved?

Acquisition of Knowledge & Skills

Students will know:	**Students will be able to:**
● WWI was a war of the Industrial Revolution where old world fighting tactics met new world technology. ● Anti-German propaganda spread through the US pushing them into the war. ● The League of Nations was set up to help nations settle disputes peacefully. ● The Treaty of Versailles set harsh penalties on Germany, which will lead to WWII ● Communism is a form of government that stresses government control over means of production. ● A totalitarian state is a country where all aspects of the lives of people is controlled by the government ● Following WWI both Italy and Germany faced harsh economic depressions. ● Fascism is the political system characterized by extreme nationalism and where the interests of state are placed over the individual. ● The Weimar Republic failed due to various political groups vying for power. ● Under Hitler, Germany would transform into a totalitarian state.	● Debate when war is a "just cause" ● Describe how ideological differences can foster warfare ● Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I. ● Analyze the role propaganda played during WWI to foster support amongst the civilian population. ● Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period. ● Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars. ● Analyze the Treaty of Versailles and understand what affects it had on the losing countries, especially Germany. ● Analyze the effects (social, political and economic) of WWI on the rest of the world. ● Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1918 ● Evaluate the reasons why the Weimar Republic failed ● Analyze the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice. ● Determine if Italy and Germany were justified in their reactions to the Treaty of Versailles. ● Analyze the alternative options to the Nazi party

Stage 2: Acceptable Evidence

Transfer Task

Treaty of Versailles Editorial

Congratulations! You've just been promoted to Chief Political Correspondent! Your first assignment: cover the signing of the Treaty of Versailles. Using your notes on the Paris Peace Conference and the Treaty of Versailles, as well as your primary sources, you will write a newspaper headline and article assessing how the Allied Powers handled this new peace.

USHMM Picture Project analyzing Jewish Life before WWII

Stage 3: Activities

MODERN WORLD HISTORY CP

1. PowerPoint on World War I
2. A Reason for War? Activity
3. "What were the underlying causes of WWI" Reading and questions
4. "Size of Colonial Empires" chart analysis
5. "The Crime of the Ages" political cartoon analysis
6. "Marching Toward War" textbook chapter (taking notes, analyzing issues, vocabulary)
7. "The Assassination of Archduke Franz Ferdinand" primary source analysis
8. "Letter from German Government to Belgian Government" primary source analysis
9. War in the Trenches reading
10. The Trenches: A Symbol of Stalemate song creation
11. A Letter from the Trenches creative writing assignment
12. WWI Terrifying New Technology web-quest
13. The Battle of the Somme map activity
14. "Europe Plunges into War" textbook chapter (taking notes, geography skillbuilder, recognizing effects, synthesizing)
15. "A Global Conflict" textbook chapter (recognizing effects, geography skillbuilder, summarizing, comparing, interpreting graphs)
16. Germany Justifies the Sinking primary source analysis
17. The Zimmerman Note primary source analysis
18. What should the U.S. do group activity
19. Political Cartoon analysis – gallery walk of WWI political cartoons
20. "A Flawed Peace" textbook chapter (taking notes, interpreting maps, interpreting charts, analyzing issues)
21. The Peace Settlement reading and primary source analysis
22. Evaluating Wilson's 14 Points activity
23. Reactions to the Treaty primary source activity
24. Europe in 1918 map activity
25. WWI Unit Test study guide
26. Creating a WWI Newspaper
27. PowerPoint – Europe Between the Wars
28. Map Analysis – Europe before and after WWI
29. "Germany's Proud Heritage" reading and questions
30. Weimar Republic Stations Exploration
31. Failure of the Weimar Republic Exit Ticket
32. German Territorial Loses map activity
33. German Loses Overseas map activity
34. "Germany Emerges from WWI" reading and questions
35. Understanding the Weimar Republic – key term definitions
36. Weimar Republic Timeline
37. Weimar Republic Constitution analysis
38. Hyperinflation primary source analysis
39. Weimar Republic biographies – what role did the individual play?

MODERN WORLD HISTORY CP

40. Choices Reading and Study Guide "The Troubled Infancy of the Weimar Republic"
41. "A Worldwide Depression" textbook chapter and guided reading graphic organizer
42. The Moment of Decision – Mock Reichstag Election
43. Mystery Files episode: Hitler (with questions)
44. "The NSDAP and Totalitarian Rule" reading and study guide
45. "Fascism Rises in Europe" textbook chapter and graphic organizer
46. Fascism background reading and analysis questions
47. What did the Nazis believe activity
48. Do You Take the Oath? Activity
49. Analyzing *Mein Kampf* activity
50. Nazi Propaganda Gallery Walk
51. Aftermath of WWI Quiz
52. Rise of Hitler Quiz
53. History Channel World Wars documentary (episode 1) with questions
54. USHMM Picture Project
55. Excerpts describing Jewish life before WWII

Unit Title / Topic: World War II and its Aftermath	Unit Duration: 6 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:

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

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

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

6.2.12.B.4.b Determine how geography impacted military strategies and major turning points during World War II.

6.2.12.B.4.d Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.

6.2.12.C.4.b Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).

6.2.12.C.4.c Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

6.2.12.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.

6.2.12.D.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.

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

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

6.2.12.D.4.g Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".

6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.

6.2.12.D.4.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.

New Jersey Student Learning Standards (NJSLS) for Literacy:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

MODERN WORLD HISTORY CP

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Transfer

Transfer Goal:
Students will be able to independently use their learning to…

1. Hypothesize how the course of the war would have differed had the democracies acted earlier, and, ultimately, synthesize effective strategies for political leaders to act upon.
2. Evaluate the impact the Second World War had on European colonial powers and non-Western peoples.
3. Assess the validity of justifications for war by historical and modern day leaders.

Meaning

Students will understand that:	**Essential Questions:**
Students will understand that:	● Why does armed conflict occur?
● Armed conflict is a result of social, political, cultural, and economic differences than cannot be solved through diplomacy.	● What are the roots of genocide and race-based ideologies?
● Acts of genocide can increase in scale as a result of industrial advancement for efficiency.	● When can war be ended?
● The possibility of wars no longer occurring relies on a level of stability that does not exist in current human condition.	● Can lasting peace be achieved?
● Weapons of mass destruction can both embolden and dissuade possible belligerents.	● How can weapons of mass destruction be both positive and negative?
● Colonialism has fostered in widespread poverty and political strife.	● What are the ongoing effects of colonialism?
● Regional difficulties have a worldwide "ripple effect.	● How do occurrences in specific regions impact the global system?

Acquisition of Knowledge & Skills

MODERN WORLD HISTORY CP

Students will know:
- World War II was a result of policies intended to respond to World War I
- European nations wished to avoid war following the devastation of World War I.
- European nations were unprepared for war due to disarmament
- The annexation of the Sudetenland changed the political landscape of Europe
- The Nazi-Soviet Pact allowed overt Germany to invade Poland
- The invasion of Poland was a joint venture of the Germans and Soviets
- Vichy France was a puppet government of Germany
- British island geography made it difficult for German invaders
- Winston Churchill was credited with maintaining the unity of the English
- Soviet scorched earth policies hurt both the German invasion and the people of Russia
- Japanese Imperialism encouraged participation in the war
- The victory in Europe presented the Allies challenges with respect to how to deal with the German People
- The Japanese military ethos prevented surrender
- The use of the atomic bomb on civilian populations remains a debated issue
- The United Nations was put in place to prevent future wars
- The Holocaust was designed to purify Europe, and eliminate Jews, political prisoners, homosexuals, gypsies, and "asocial people."
- Hitler wanted to erase Jewish culture from existence, not just the people.

Students will be able to:
- Debate when was is a "just cause"
- Describe how ideological differences can foster warfare
- Explain the spread of communism in Europe and Asia.
- Analyze the motivations, causes, and consequences of the genocides of Roma (gypsies) and Jews.
- Determine how geography impacted military strategies and major turning points during World War II.
- Explain the effects of the Treaty of Versailles on the outbreak of WWII
- Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- Interpret primary source materials including journals and letters
- Use maps to analyze key social, political, and economic trends in settlements
- Construct timelines with cause and effect relationships
- Apply historical concepts to current events
- Apply historical concepts and analysis to their own lives

Stage 2: Acceptable Evidence

Transfer Task

Atomic Bomb Position Essay

"Was the United States justified in dropping atomic bombs on Hiroshima and Nagasaki in August 1945"

Students will use three different historical and modern day interpretations of the dropping of the bomb, their in class silent debate, and class notes to answer the above question, taking one side or the other.

Stage 3: Activities

MODERN WORLD HISTORY CP

1. Aggression in Europe PowerPoint
2. WWII PowerPoint
3. Holocaust PowerPoint
4. Timeline of world events 1918-1941
5. Expansion in Europe map activity
6. Reading Like a Historian analysis: Was appeasement the right policy?
7. Road to War Graphic Organizer
8. "Berlin Diary" primary source and questions
9. "Hitler's Lightning War" textbook chapter and graphic organizer
10. Nazi Propaganda analysis – How did they convince people to vote to annex Austria?
11. "Triumph of the Will" documentary and analysis
12. Battle of Britain map activity
13. D-Day background reading and questions
14. "A Picture's Worth 1000 Words" D-Day primary source activity
15. "The Stakes of D-Day" reading and questions
16. Yalta Conference background reading and questions
17. Debate: Was the Yalta Agreement the best the West could have negotiated?
18. "War on a Global Scale" primary source analysis
19. "A Long Way From Home" – WWII geography lesson
20. "Japan's Pacific Theatre" textbook chapter and graphic organizer
21. The Doolittle Raid primary source account
22. The Battle of Midway background information
23. The Bloody Battle of Tarawa primary source account
24. "My dear little boys" letter analysis from Iwo Jima
25. WW2 From Space history channel documentary
26. "The Allied Victory" textbook chapter and graphic organizer
27. World War II from world textbooks – compare and contrasting history
28. Letter from Albert Einstein analysis
29. The Dropping of the Atomic Bomb – comparing Japanese and American perspectives
30. Comparing perspectives silent debate activity
31. Atomic Bomb Essay
32. Analyzing political cartoons gallery walk
33. "The Holocaust" PollEverywhere activity
34. Hitler's War Against the Jews reading
35. The Rape of Europa documentary and viewing guide
36. Comparing Perspectives (Eisenhower v Hitler) primary source activity
37. Erasing Culture reaction paper
38. Is history modern? Evaluating the looting of the Iraqi National Museum in 2003
39. History Channel documentary "World Wars" episodes 2 and 3 with guided questions

MODERN WORLD HISTORY CP

40. The Historical Origins of Antisemitism background reading and guided questions
41. USHMM Holocaust PowerPoint
42. The Night of Broken Glass reading and questions
43. Refuse Heap is Archive for Night of Hatred NYT article and questions
44. Night excerpt and guided questions
45. Excerpts from "Salvaged Pages"
46. *I'm Still Here* MTV Video

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