



**World History**  
**June 2021**

*This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Educational Plan (IEP)*

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 9 World History
<b>Unit Plan Title:</b>	1: BEING AN EFFECTIVE SOCIAL STUDIES STUDENT
<b>Time Frame</b>	5 Days
<b>Anchor Standards/Domain*</b>	<b>*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.

**8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Reading and Writing Companion Anchor Standards](#)

### Unit Summary

This unit will help students transition to high school by teaching what will be expected of them as high school social studies students, specifically focusing on the NJSLS Social Studies Practices. This unit will also provide instruction on the reading and study skills necessary to be a successful student. Finally, teachers will provide students with instructions on how to best utilize their textbooks and supplemental resources available to them.

### Standard Number(s)

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- **Social Studies Practices**

- Developing Questions and Planning Inquiry
- Gathering and Evaluating Sources
- Seeking Diverse Perspectives
- Developing Claims and Using Evidence
- Presenting Arguments and Explanations
- Engaging in Civil Discourse and Critiquing Conclusions

- **6.2.12.GeoSV.1.a:** Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
- **6.2.12.GeoPP.1.a:** Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- **6.2.12.GeoGE.1.a:** Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
- **6.2.12.GeoGE.1.b:** Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society.
- **6.2.12.GeoGE.1.c:** Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- **6.2.12.GeoGE.1.d:** Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
- **6.2.12.HistoryCC.1.a:** Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
- **6.2.12.HistoryCC.1.b:** Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
- **6.2.12.HistoryCC.1.c:** Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
- **6.2.12.HistoryCC.1.d:** Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
- **6.2.12.HistoryCC.1.e:** Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
- **6.2.12.HistoryCC.1.f:** Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
- **6.2.12.HistoryCC.1.g:** Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
  
- **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
  
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).
- **9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

- **9.4.12.CT.4:** Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
- **9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

### Essential Question(s)

1. What skills are necessary for a high school student to be successful in social studies?

### Enduring Understandings

1. In order for high school students to be successful in social studies they must perform the following Social Studies Practices as defined by the NJSLs:

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims and Use Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

2. Additionally, high school students should:

- Read for meaning
- Utilize the resources provided in the online textbook platform (review videos, note-taking, comprehension checks)
- Take clear notes on relevant material
- Think critically
- Communicate effectively (both oral and written communication)
- Analyze primary and secondary resources effectively
- Ask meaningful questions
- Make relevant connections
- Complete assignments on time
- Study diligently
- Ask for help when they do not understand the material or experience challenges

### Student Learning Targets/Objectives (Students will know/Students will understand)

Students will be able to:

- Read a non-fiction text for meaning
- Take clear and meaningful notes
- Communicate effectively in written and oral form
- Utilize the online resources provided for the textbook and other supplemental resources
- Explain the potential benefits of collaborating to enhance critical thinking and problem solving

- Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society
- Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- Evaluate media sources for point of view, bias, and motivations
- Analyze the decisions creators make to reveal explicit and implicit messages within information and media

**Assessments (Pre, Formative, Summative, Other)**

*Denote required common assessments with an \**

Formative:

Note check

Textbook Tools Analysis

Summative:

Mini Quiz on textbook resources

**Teaching and Learning Activities**

<i>Activities</i>	<p>Introduction to the 7 Social Studies Practices identified by the NJSLS in Social Studies</p> <p>Introduction to the textbook and its resources</p> <p>The teacher helps students access the supplementary textbook materials</p>
<i>Differentiation Strategies</i>	<p>Textbook based on skill level</p> <p>Craft additional prompts to support reading and writing comprehension and extension</p> <p>Additional readings and resources provided for support and extension</p> <p>Guided reading questions</p> <p>Flexible groups based on formative assessment or student choice</p> <p>One: One conferring with teacher</p> <p>Choice of reading, when appropriate</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Level of independence</p> <p><a href="#">Differentiation Strategies for Special Education Students</a></p> <p><a href="#">Differentiation Strategies for Gifted and Talented Students</a></p> <p><a href="#">Differentiation Strategies for ELL Students</a></p> <p><a href="#">Differentiation Strategies for At Risk Students</a></p>

**Resources**

- Honors Text: *Voyages in World History, Third Edition, AP Edition*; Valerie Hansen and Kenneth R. Curtis, Cengage, 2017
- Enriched Text: *Voyages in World History, Third Edition*, Valerie Hansen and Kenneth R. Curtis, Cengage, 2017
- Regular Text: *World History and Geography*; Jackson Spielvogel, McGraw Hill, 2014
- OCR Text: *Pacemaker World History*, Timothy Shanahan, Pearson, 2008
- District Databases
- [Choices.edu](http://Choices.edu)
- [DBQ Project](#) (through [Classlink](#))
- Stanford History Education Group, Civic Online Reasoning, [Intro Lessons](#)
- [Internet History Sourcebook](#)
- [Social Studies Practices \(page 20-21\)](#)

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 9 World History
<b>Unit Plan Title:</b>	2: The Emergence of the First Global Age: Global Interactions and Colonialism
<b>Time Frame</b>	13 days

**Anchor Standards/Domain\***      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.

**8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Reading and Writing Companion Anchor Standards](#)

### Unit Summary

In this unit, students will examine the methods of and motivations for exploration and conquest. They will also analyze how exploration and conquest led to increased global interactions, varied patterns of trade, colonization, and conflict.

Students will also learn that colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

**\*This unit includes instruction that fulfills the NJ Holocaust Education Law**

**\*This unit includes instruction that fulfills the NJ Amistad Education Law**

## **Standard Number(s)**

- **Social Studies Practices**
  - Developing Questions and Planning Inquiry
  - Gathering and Evaluating Sources
  - Seeking Diverse Perspectives
  - Developing Claims and Using Evidence
  - Presenting Arguments and Explanations
  - Engaging in Civil Discourse and Critiquing Conclusions
  
- **6.2.12.CivicsPR.2.a:** Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.
- **6.2.12.CivicsPR.2.b:** Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
- **6.2.12.GeoPP.2.a:** Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
- **6.2.12.EconGE.2.a:** Relate the development of more modern banking and financial systems to European economic influence in the world.
- **6.2.12.HistoryCC.2.a:** Determine the factors that led to the Reformation and the impact on European politics.
- **6.2.12.HistoryCC.2.b:** Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
- **6.2.12.HistoryCC.2.c:** Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
- **6.2.12.HistoryUP.2.a:** Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
  
- **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
  
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).
- **9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.CT.4:** Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
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- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

### Essential Question(s)

- 1.What were the motivations behind and methods used by various empires to expand (e.g., Middle East, Asia, and Europe) beyond their established borders during the first Global Age?
- 2.Why were some groups more effective than others in building empires?
- 3.What political, social, and economic impact did exploration and conquest have on the colonizers and the colonized?

### Enduring Understandings

1.The motivations for why various empires expanded include:

- Gain access to resources
- To bring prestige to their country
- Spread their religion and culture

The methods for how various empires expanded include:

- Technological innovation
- Military force
- Coercion and/or alliance-building

2.Some groups were able to build empires more effectively due to:

- Geography/access to natural resources
- Centralized political institutions
- Technology
- Spread of biological diseases

3.The following are political, social, and economic impacts of exploration and conquest:

- Extraction of resources and wealth-building (e.g., mercantilism)
- Spread of religion
- Cultural assimilation
- Genocide
- Exchange of ideas
- Exchange of biological/natural resources
- Geographical knowledge
- Changes of political boundaries
- Labor systems (e.g., slavery)
- Migration (e.g., including slavery)
- Establishment of new social hierarchies (e.g., race-based)
- Modern global trading system, globalization

### Student Learning Targets/Objectives (Students will know/Students will understand)

**Students will be able to:**

- Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
- Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.



- Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
- Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society.
- Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- 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.
- Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
- Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
- Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
- Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
- Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
- Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, the slave trade and slavery practices, spread of disease, lingering effects on cultures).
- Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

**Assessments (Pre, Formative, Summative, Other) assessments with an \***

***Denote required common***

**Pre:**

Informal check-in on content knowledge (evolution of human rights, UN, UDHR) from the previous unit  
K-W-L Chart

**Formative:**

Writing prompts on current events and connected topics  
Assessments on key terms and concepts from section  
Oral and online discussions and debates on concepts and events discussed throughout the sections

**Summative:**

In-class unit assessment which assesses student knowledge of key concepts, ideas, and skills discussed in class, with application of content to a contemporary issue

Benchmark: DBQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

**Teaching and Learning Activities**

Lecture

<i>Activities</i>	Class & small group discussion Socratic Seminar Debate Grading/ranking/ of items Review Games Video clip viewing Document Analysis
<i>Differentiation Strategies</i>	Textbook based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions Flexible groups based on formative assessment or student choice One: One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence <a href="#">Differentiation Strategies for Special Education Students</a> <a href="#">Differentiation Strategies for Gifted and Talented Students</a> <a href="#">Differentiation Strategies for ELL Students</a> <a href="#">Differentiation Strategies for At Risk Students</a>

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- District Databases
- Choices Program
  - Unit on “Racial Slavery in the Americas: Resistance, Freedom, and Legacies”
    - While the entire unit can be used, these are the suggested sections:
      - Video on the “[Evolution of Slavery](#)” (Located in the intro of the unit)
      - I. COLONIZATION AND THE CREATION OF RACIAL SLAVERY: Colonization of the Americas, Cash Crops and the Plantation System, and Labor
      - II. THE SLAVE TRADE: European and African Involvement, The Middle Passage, Arrival in the Americas, The Slave Trade within the Americas
      - III. LIFE IN THE AMERICAS: Enslaved Labor, Methods of Domination and Control, Gendered Experiences of Enslavement, Free People of Color
- [Internet History Sourcebook](#)
- [NJ Amistad Commission](#)

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 9 World History
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<b>Unit Plan Title:</b>	3: Renaissance, Reformation, Scientific Revolution and Enlightenment (1350-1700)
<b>Time Frame</b>	18 days

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

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[Reading and Writing Companion Anchor Standards](#)

**Unit Summary**

In this unit, students will examine how ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to the political, economic, and cultural changes that helped shape the modern world.

**Standard Number(s)**

- **Social Studies Practices**
  - Developing Questions and Planning Inquiry
  - Gathering and Evaluating Sources
  - Seeking Diverse Perspectives
  - Developing Claims and Using Evidence
  - Presenting Arguments and Explanations

- Engaging in Civil Discourse and Critiquing Conclusions

- **6.2.12.CivicsPI.3.a:** Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- **6.2.12.CivicsPD.3.a:** Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
- **6.2.12.CivicsDP.3.a:** Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
- **6.2.12.CivicsDP.3.b:** Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
- **6.2.12.HistoryCC.3.a:** Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
- **6.2.12.GeoGI.3.a:** Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
- **6.2.12.EconGI.3.a:** Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
- **6.2.12.EconGI.3.b:** Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
- **6.2.12.EconGI.3.c:** Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
- **6.2.12.EconET.3.a:** Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
- **6.2.12.EconET.3.b:** Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
- **6.2.12.HistoryCC.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- **6.2.12.HistoryUP.3.a:** Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
- **6.2.12.HistoryCC.3.c:** Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.
  
- **8.2.12.EC.3:** Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
  
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).
- **9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.CT.4:** Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
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- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

### Essential Question(s)

1. What issues prompted challenges to traditional sources of power and authority?
2. What political, social, or cultural developments allowed for large-scale, transformative challenges to traditional sources of authority?
3. What were the political, social, and/or cultural impacts of challenging the status quo and traditional sources of authority?

### Enduring Understandings

1. The following are issues that prompted challenges to traditional sources of power and authority:
  - A shift in the balance of power (land-based gentry to secular rulers and individual wealth)
  - Abuse of power in religious and secular institutions (e.g., Catholic Church, absolute monarchies, inc. England)
  - Black Death
  - Shift in the way individuals viewed themselves (e.g., humanism/secularism)
2. The political, social, and/or cultural developments that allowed for challenges to traditional sources include:
  - Exploration/exchange of ideas (Asian and Islamic contributions to Renaissance)
  - Technological and language developments printing press/access to information /vernacular language
  - New forms of cultural expression (e.g., art, literature)
  - Infrastructure /establishment of institutions for intellectual inquiry (e.g., royal academies, universities, coffeehouses/salons)
3. The political, social, and/or cultural impacts of challenging the status quo and traditional sources of authority include:
  - Religious conflict and establishment of new religious groups
  - Establishment of new political boundaries (religious to secular)
  - Philosophical Developments:
    - Individualism
    - Scientific/empirical thinking
    - Political and social theories (e.g., social contract)
    - Economic theories

### Student Learning Targets/Objectives (Students will know/Students will understand)

#### Students will be able to:

- Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.
- 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).
- Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.

- Relate the development of more modern banking and financial systems to European economic influence in the world.
- Determine the factors that led to the Reformation and the impact on European politics.
- Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
- Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
- Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

**Assessments (Pre, Formative, Summative, Other) assessments with an \***

***Denote required common***

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

Summative: Student Presentations, Essay or DBQ, Test

Benchmark: DBQ

Alternative: Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

**Teaching and Learning Activities**

<p><i>Activities</i></p>	<p>Lecture            Class &amp; small group discussion            Socratic Seminar            Debate            Grading/ranking/ of items            Review Games            Video clip viewing            Document Analysis</p>
<p><i>Differentiation Strategies</i></p>	<p>Textbook based on skill level            Craft additional prompts to support reading and writing comprehension and extension            Additional readings and resources provided for support and extension            Guided reading questions            Flexible groups based on formative assessment or student choice            One: One conferring with teacher            Choice of reading, when appropriate            Differentiated checklists and rubrics (if appropriate)            Level of independence  <a href="#">Differentiation Strategies for Special Education Students</a>  <a href="#">Differentiation Strategies for Gifted and Talented Students</a>  <a href="#">Differentiation Strategies for ELL Students</a>  <a href="#">Differentiation Strategies for At Risk Students</a></p>

**Resources**

- Honors Text: *Voyages in World History, Third Edition, AP Edition*; Valerie Hansen and Kenneth R. Curtis, Cengage, 2017
- Enriched Text: *Voyages in World History, Third Edition*, Valerie Hansen and Kenneth R. Curtis, Cengage, 2017
- Regular Text: *World History and Geography*; Jackson Spielvogel, McGraw Hill, 2014
- OCR Text: *PaceMaker World History*, Timothy Shanahan, Pearson, 2008
- District Databases
- DBQ Online (suggested resources):
  - “How Did the Renaissance Change Man’s View of the World?”
  - “The Enlightenment Philosophers: What Was Their Main Idea?”
- [Internet History Sourcebook](#)

## **Wayne School District Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 9 World History
<b>Unit Plan Title:</b>	4: Age of Revolutions: Political Revolutions, Reforms, and Global Impact (1750- 1914)
<b>Time Frame</b>	15 Days

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.

**8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

## Unit Summary

In this unit, students will examine why the discontent with prevailing economic, political, and social conditions resulted in revolution or reform around the globe. Students will also analyze the significant worldwide impacts of these political revolutions and reforms.

## Standard Number(s)

- **Social Studies Practices**
  - Developing Questions and Planning Inquiry
  - Gathering and Evaluating Sources
  - Seeking Diverse Perspectives
  - Developing Claims and Using Evidence
  - Presenting Arguments and Explanations
  - Engaging in Civil Discourse and Critiquing Conclusions
  
- **6.2.12.CivicsPI.4.a:** Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world
- **6.2.12.CivicsHR.4.a:** Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
- **6.2.12.CivicsPI.4.b:** Assess government responses to incidents of ethnic cleansing and genocide
- **6.2.12.GeoSP.4.a:** Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
- **6.2.12.GeoSP.4.b:** Determine how geography impacted military strategies and major turning points during World War II.
- **6.2.12.GeoGI.4.a:** Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
- **6.2.12.EconEM.4.a:** Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
- **6.2.12.HistoryCC.4.a:** Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
- **6.2.12.HistoryCC.4.b:** Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- **6.2.12.HistoryCC.4.c:** Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- **6.2.12.HistoryCC.4.d:** Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
- **6.2.12.HistoryCC.4.e:** Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
- **6.2.12.HistoryCC.4.f:** Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
- **6.2.12.HistoryCC.4.g:** Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”



- **6.2.12.HistoryCC.4.h:** Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- **6.2.12.HistoryUP.4.a:** Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
- **6.2.12.HistoryUP.4.b:** Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- **6.2.12.HistoryUP.4.c:** Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
- **6.2.12.HistoryCA.4.a:** Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India. • **6.2.12.HistoryCA.4.b:** Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
- **6.2.12.HistoryCA.4.c:** Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
- **6.2.12.CivicsPI.5.a:** Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.
- **6.2.12.CivicsHR.5.a:** Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
- **6.2.12.HistoryCC.5.a:** Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
- **6.2.12.GeoPP.5.a:** Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- **6.2.12.GeoSV.5.a:** Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
- **6.2.12.GeoGI.5.a:** Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
- **6.2.12.EconET.5.a:** Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.
- **6.2.12.EconET.5.b:** Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
- **6.2.12.EconGE.5.a:** Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- **6.2.12.HistoryCC.5.a:** Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
- **6.2.12.HistoryCC.5.b:** Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
- **6.2.12.HistoryCC.5.c:** Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- **6.2.12.HistoryCC.5.d:** Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- **6.2.12.HistoryCC.5.e:** Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
- **6.2.12.HistoryCC.5.f:** Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.
- **6.2.12.HistoryCC.5.g:** Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
- **6.2.12.HistoryCC.5.h:** Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

- **6.2.12.CivicsPI.6.a:** Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
  - **6.2.12.CivicsHR.6.a:** Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
  - **6.2.12.CivicsHR.6.b:** Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
  - **6.2.12.GeoPP.6.a:** Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
  - **6.2.12.EconGE.6.a:** Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
  - **6.2.12.EconGE.6.b:** Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
  - **6.2.12.EconGE.6.c:** Relate the rise of the Internet and social media to global economy.
  - **6.2.12.HistoryCC.6.a:** Evaluate the impact of terrorist movements on governments, individuals and societies.
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- **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).
  - **9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
  - **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
  - **9.4.12.CT.4:** Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
  - **9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.
  - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
  - **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
  - **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

### Essential Question(s)

1. What political, economic, and social circumstances prompted demands for a transformation of political power and social hierarchy?
2. What major movements and revolutions were inspired by Enlightenment ideals?
3. How did traditional sources of authority respond to challenges to their power?
4. What were the impacts of these political revolutions?

### Enduring Understandings

1. The political, economic, and social circumstances that prompted demands for a transformation of political power and social hierarchy were:
  - Political representation and neglect

- Taxation
  - Corruption
  - Wealth/land inequality
  - Social hierarchy (e.g., three estates, Haiti, Latin American revolutions)
  - Structural economic issues (e.g., distribution of resources/food, etc.)
  - Environmental/climate issues (e.g., farming, proximity issues between government and governed?)
2. The Enlightenment served as a driving force for self-government and revolution in the following events:
- American Revolution
  - French Revolution
  - Haitian Revolution
  - Latin American Revolutions
  - Nationalist movements and unifications (e.g., French Revolutions of the 19th century, Italy, Germany)
3. Traditional sources of authority responded to the challenges to their power through:
- Concert of Europe (e.g., Metternich, Congress of Vienna, and the move to conservatism)
  - Responses to nationalist movements: Austria-Hungary, Russia, Ottoman Empire
4. The impacts of these political revolutions were:
- Constitutional republics
  - Liberal democratic order (e.g., universal male suffrage, women's suffrage, abolition of slavery and issues related to race)
  - New ideas: nationalism, conservatism, realpolitik, liberalism
  - Cultural developments (e.g., romanticism, realism)

### **Student Learning Targets/Objectives (Students will know/Students will understand)**

#### **Students will be able to:**

- Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
- Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
- Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
- Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
- Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
- Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

#### **Assessments (Pre, Formative, Summative, Other) assessments with an \***

***Denote required common***

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

Summative: Student Presentations, Essay or DBQ, Test

Benchmark: DBQ

Alternative: Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

## Teaching and Learning Activities

<i>Activities</i>	Lecture Class & small group discussion Socratic Seminar Debate Grading/ranking/ of items Review Games Video clip viewing Document Analysis
<i>Differentiation Strategies</i>	Textbook based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions Flexible groups based on formative assessment or student choice One: One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence <a href="#">Differentiation Strategies for Special Education Students</a> <a href="#">Differentiation Strategies for Gifted and Talented Students</a> <a href="#">Differentiation Strategies for ELL Students</a> <a href="#">Differentiation Strategies for At Risk Students</a>

## Resources

- Honors Text: *Voyages in World History, Third Edition, AP Edition*; Valerie Hansen and Kenneth R. Curtis, Cengage, 2017
- Enriched Text: *Voyages in World History, Third Edition*, Valerie Hansen and Kenneth R. Curtis, Cengage, 2017
- Regular Text: *World History and Geography*; Jackson Spielvogel, McGraw Hill, 2014
- OCR Text: *Pacemaker World History*, Timothy Shanahan, Pearson, 2008
- District Databases
- Choices Program (suggested readings)
  - Unit on “The French Revolution”
  - Unit on “The Haitian Revolution”
- DBQ Online (suggested resources):
  - “Latin American Independence: Why Did the Creoles Lead the Fight?”
- [Internet History Sourcebook](#)

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 9 World History
<b>Unit Plan Title:</b>	5: Age of Revolutions: Agricultural and Industrial Revolutions, Reforms, and Global Impact (1750- 1914)
<b>Time Frame</b>	5 days

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.

**8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Reading and Writing Companion Anchor Standards](#)

### Unit Summary

In this unit, students will learn that the Agricultural and Industrial Revolutions were consequences of technological innovation and expanding economic activity and markets. Additionally, students will analyze the significant social, economic, and political effects of these revolutions around the globe.

\* This unit includes instruction that fulfills the NJ Amistad Education Law

## Standard Number(s)

- **Social Studies Practices**
  - Developing Questions and Planning Inquiry
  - Gathering and Evaluating Sources
  - Seeking Diverse Perspectives
  - Developing Claims and Using Evidence
  - Presenting Arguments and Explanations
  - Engaging in Civil Discourse and Critiquing Conclusions
  
- **6.2.12.CivicsPI.3.a:** Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- **6.2.12.CivicsPD.3.a:** Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
- **6.2.12.CivicsDP.3.a:** Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
- **6.2.12.CivicsDP.3.b:** Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
- **6.2.12.HistoryCC.3.a:** Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
- **6.2.12.GeoGI.3.a:** Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
- **6.2.12.EconGI.3.a:** Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
- **6.2.12.EconGI.3.b:** Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
- **6.2.12.EconGI.3.c:** Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
- **6.2.12.EconET.3.a:** Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
- **6.2.12.EconET.3.b:** Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
- **6.2.12.HistoryCC.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- **6.2.12.HistoryUP.3.a:** Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
- **6.2.12.HistoryCC.3.c:** Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.
  
- **8.2.12.EC.3:** Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).
- **9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.CT.4:** Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
- **9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.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.

### Essential Question(s)

1. What were the causes and factors of the Agricultural and Industrial Revolutions?
2. What methods and practices were used to bring about industrialization?
3. What were the effects of the Agricultural and Industrial Revolutions, and the responses to these developments?

### Enduring Understandings

1. The causes and factors of the Agricultural and Industrial Revolutions include:
  - Geography
  - Technology and innovation
  - Access to natural resources
  - Population (e.g., Urbanization)
  - Access to new markets
  - Political stability
  - Economic system
2. The methods and practices used to bring about industrialization include:
  - Technology and productivity
  - Manufacturing/centralization (e.g., cottage to factory)
  - Capital investment (e.g., stocks, corporations)
  - Urban development
3. The effects of the Agricultural and Industrial Revolutions and the responses to these developments include:
  - Working conditions and change in the nature of work (e.g., artisans to mass production), and class structure
  - Urbanization
  - Environmental
  - Consumerism
  - New social movements/philosophies: labor movement, socialism, communism
  - Reforms and regulations

## Student Learning Targets/Objectives (Students will know/Students will understand)

### Students will be able to:

- Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
- Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
- Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
- Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
- Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
- Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
- Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

### Assessments (Pre, Formative, Summative, Other) assessments with an \*

*Denote required common*

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

Summative: Student Presentations, Essay or DBQ, Test

Benchmark: DBQ

Alternative: Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

### Teaching and Learning Activities

<p><i>Activities</i></p>	<p>Lecture Class &amp; small group discussion Socratic Seminar Debate Grading/ranking/ of items Review Games Video clip viewing Document Analysis</p>
<p><i>Differentiation Strategies</i></p>	<p>Textbook based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension</p>



	<p>Guided reading questions</p> <p>Flexible groups based on formative assessment or student choice</p> <p>One: One conferring with teacher</p> <p>Choice of reading, when appropriate</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Level of independence</p> <p><a href="#">Differentiation Strategies for Special Education Students</a></p> <p><a href="#">Differentiation Strategies for Gifted and Talented Students</a></p> <p><a href="#">Differentiation Strategies for ELL Students</a></p> <p><a href="#">Differentiation Strategies for At Risk Students</a></p>
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- OCR Text: *Pacemaker World History*, Timothy Shanahan, Pearson, 2008
- District Databases
- [Internet History Sourcebook](#)
- [NJ Amistad Commision](#)

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 9 World History
<b>Unit Plan Title:</b>	6: Age of Revolutions: Imperialism, Reforms, and Global Impact (1750- 1914)
<b>Time Frame</b>	12 Days

**Anchor Standards/Domain\*    \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

### **New Jersey Student Learning Standards:**

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

### **[ELA Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)**

#### **Social Studies Practices**

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

## Unit Summary

In this unit, students will analyze how industrialized nations embarked on a competitive race for global resources and markets. They will also examine the social, political, and economic impacts of imperialism around the world.

**\* This unit includes instruction that fulfills the NJ Amistad Education Law**

**\* This unit includes instruction that fulfills the Asian American and Pacific Islanders Law**

## Standard Number(s)

6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.

6.2.12.EconGI.3.b: Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.

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

6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

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

6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

[ELA Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

## Essential Question(s)

1. What underlying developments and motivations contributed to the “new imperialism”?
2. What processes did imperial nations use to effectively control others?
3. What were the overall social, economic, and political effects of imperialism?

## Enduring Understandings

1. The underlying developments and motivations that contributed to “new imperialism” were:
  - Industrialization of European nations
  - Access to resources and markets
  - Philosophical ideas and religion (e.g., Social Darwinism, racism, nationalism)
2. The processes that imperial nations used to effectively control others were:
  - Industrial weaponry and technology
  - Modes of conquest and colonization: (e.g., direct rule, indirect rule, etc.)
  - Cultural transformation and religious conversion
3. The overall social, economic, and political effects of imperialism were:
  - Spread of Western culture and political institutions
  - Scientific gains, geographic awareness
  - New political boundaries that benefited colonizing powers at the expense of indigenous populations (e.g., ethnic divisions, access to resources, political representation, Berlin Conference)
  - Creation of new ethnic identities
  - Anti-colonial movements

## Student Learning Targets/Objectives (Students will know/Students will understand)

Students will be able to:

- Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
- Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
- Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
- Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
- Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
- Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

**Assessments (Pre, Formative, Summative, Other) assessments with an \***

***Denote required common***

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

Summative: Student Presentations, Essay or DBQ, Test

Benchmark: DBQ

Alternative: Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

**Teaching and Learning Activities**

*Activities*

- Lecture
- Class & small group discussion
- Socratic Seminar
- Debate
- Grading/ranking/ of items
- Review Games
- Video clip viewing
- Document Analysis

*Differentiation Strategies*

- Textbook based on skill level
- Craft additional prompts to support reading and writing comprehension and extension
- Additional readings and resources provided for support and extension
- Guided reading questions
- Flexible groups based on formative assessment or student choice
- One: One conferring with teacher
- Choice of reading, when appropriate
- Differentiated checklists and rubrics (if appropriate)
- Level of independence

[Differentiation Strategies for Special Education Students](#)  
[Differentiation Strategies for Gifted and Talented Students](#)  
[Differentiation Strategies for ELL Students](#)  
[Differentiation Strategies for At Risk Students](#)

## Resources

- Honors Text: *Voyages in World History, Third Edition, AP Edition*; Valerie Hansen and Kenneth R. Curtis, Cengage, 2017
- Enriched Text: *Voyages in World History, Third Edition*, Valerie Hansen and Kenneth R. Curtis, Cengage, 2017
- Regular Text: *World History and Geography*; Jackson Spielvogel, McGraw Hill, 2014
- OCR Text: *Pacemaker World History*, Timothy Shanahan, Pearson, 2008
- District Databases
- Choices Program (suggested readings)
  - Unit on “Colonization and Independence in Africa”
- DBQ Online (suggested resources):
  - “What Was the Driving Force Behind European Imperialism in Africa?”
- [Internet History Sourcebook](#)

## **Wayne School District Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 9 World History
<b>Unit Plan Title:</b>	7: Half-Century of Crisis and Achievement: World War I
<b>Time Frame</b>	6 Days

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.

**8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering

literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Reading and Writing Companion Anchor Standards](#)

### Unit Summary

In this unit, students will examine the factors that led to World War I. Students will also study the strategies and methods used during World War I. To conclude this unit, students will analyze the short and long term political, economic, and social consequences of World War I.

### Standard Number(s)

6.2.12.GeoSP.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.

6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.

6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.

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

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

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

6.2.12.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.

6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”

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

6.2.12.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

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

[ELA Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

## Essential Question(s)

1. What were the underlying factors that contributed to and caused World War I?
2. What were the strategies and methods used in World War I?
3. What were the short-term and long-term effects of World War I?

## Enduring Understandings

1. The factors that contributed to and or caused World War I were:
  - Nationalism/Social Darwinism
  - Imperialism
  - Political alliances and disputes
  - Industrialization
  - Militarism
2. The strategies and methods include:
  - Schlieffen Plan
  - Unrestricted submarine warfare
  - Trench warfare
  - Industrial weaponry and technology
  - Conscription
  - Zimmerman Telegram
  - Total war
  - Propaganda
  - Role of women in helping the war effort
3. The short and long term effects of World War I included:
  - New international system based on nationality (e.g., self-determination, League of Nations)
  - Treaty of Versailles
  - Economic problems related to interconnected financial systems
  - The collapse of traditional empires (e.g., Ottomans, Austro-Hungarian, Russia, Germany)

## Student Learning Targets/Objectives (Students will know/Students will understand)

### Students will be able to:

- Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
- Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
- Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
- Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- 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.
- 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.
- Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

- 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.
- Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
- 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).
- Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
- Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- Evaluate media sources for point of view, bias, and motivations
- Analyze the decisions creators make to reveal explicit and implicit messages within information and media

**Assessments (Pre, Formative, Summative, Other)  
assessments with an \***

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Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

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Benchmark: DBQ

Alternative: Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

**Teaching and Learning Activities**

<p><i>Activities</i></p>	<p>Lecture Class &amp; small group discussion Socratic Seminar Debate Grading/ranking/ of items Review Games Video clip viewing Document Analysis</p>
<p><i>Differentiation Strategies</i></p>	<p>Textbook based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions Flexible groups based on formative assessment or student choice One: One conferring with teacher Choice of reading, when appropriate</p>

	Differentiated checklists and rubrics (if appropriate) Level of independence <a href="#">Differentiation Strategies for Special Education Students</a> <a href="#">Differentiation Strategies for Gifted and Talented Students</a> <a href="#">Differentiation Strategies for ELL Students</a> <a href="#">Differentiation Strategies for At Risk Students</a>
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## Resources

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- Regular Text: *World History and Geography*; Jackson Spielvogel, McGraw Hill, 2014
- OCR Text: *Pacemaker World History*, Timothy Shanahan, Pearson, 2008
- District Databases
- [Internet History Sourcebook](#)

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 9 World History
<b>Unit Plan Title:</b>	8: Half- Century of Crisis and Achievement: Early 20th Century Revolutions
<b>Time Frame</b>	10 Days

**Anchor Standards/Domain\***     **\*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.

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**9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Reading and Writing Companion Anchor Standards](#)

### Unit Summary

In this unit, students will study the early 20th century revolutions and their impact locally and around the globe. Students will examine the factors that caused these revolutions and the tactics that the early 20th Century revolutionaries used. Finally, students will analyze the political, social, and economic consequences of these revolutions.

**\*This unit includes instruction that fulfills the NJ Holocaust Education Law**

### Standard Number(s)

- **Social Studies Practices**
  - Developing Questions and Planning Inquiry
  - Gathering and Evaluating Sources
  - Seeking Diverse Perspectives
  - Developing Claims and Using Evidence
  - Presenting Arguments and Explanations
  - Engaging in Civil Discourse and Critiquing Conclusions
  
- **6.2.12.CivicsPI.4.a:** Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world
- **6.2.12.CivicsHR.4.a:** Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
- **6.2.12.CivicsPI.4.b:** Assess government responses to incidents of ethnic cleansing and genocide
- **6.2.12.GeoSP.4.a:** Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
- **6.2.12.GeoSP.4.b:** Determine how geography impacted military strategies and major turning points during World War II.
- **6.2.12.GeoGI.4.a:** Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
- **6.2.12.EconEM.4.a:** Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
- **6.2.12.HistoryCC.4.a:** Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
- **6.2.12.HistoryCC.4.b:** Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- **6.2.12.HistoryCC.4.c:** Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.

- **6.2.12.HistoryCC.4.d:** Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
- **6.2.12.HistoryCC.4.e:** Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
- **6.2.12.HistoryCC.4.f:** Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
- **6.2.12.HistoryCC.4.g:** Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
- **6.2.12.HistoryCC.4.h:** Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- **6.2.12.HistoryUP.4.a:** Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
- **6.2.12.HistoryUP.4.b:** Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- **6.2.12.HistoryUP.4.c:** Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
- **6.2.12.HistoryCA.4.a:** Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India. • **6.2.12.HistoryCA.4.b:** Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
- **6.2.12.HistoryCA.4.c:** Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
- **6.2.12.CivicsPI.5.a:** Analyze the structure and goals of the United Nations and evaluate the organization’s ability to protect human rights, to mediate conflicts, and ensure peace.
- **6.2.12.CivicsHR.5.a:** Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
- **6.2.12.HistoryCC.5.a:** Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
- **6.2.12.GeoPP.5.a:** Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- **6.2.12.GeoSV.5.a:** Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
- **6.2.12.GeoGI.5.a:** Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
- **6.2.12.EconET.5.a:** Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.
- **6.2.12.EconET.5.b:** Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
- **6.2.12.EconGE.5.a:** Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- **6.2.12.HistoryCC.5.a:** Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
- **6.2.12.HistoryCC.5.b:** Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
- **6.2.12.HistoryCC.5.c:** Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- **6.2.12.HistoryCC.5.d:** Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

- **6.2.12.HistoryCC.5.e:** Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
- **6.2.12.HistoryCC.5.f:** Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.
- **6.2.12.HistoryCC.5.g:** Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
- **6.2.12.HistoryCC.5.h:** Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- **6.2.12.CivicsPI.6.a:** Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
- **6.2.12.CivicsHR.6.a:** Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- **6.2.12.CivicsHR.6.b:** Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
- **6.2.12.GeoPP.6.a:** Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- **6.2.12.EconGE.6.a:** Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
- **6.2.12.EconGE.6.b:** Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- **6.2.12.EconGE.6.c:** Relate the rise of the Internet and social media to global economy.
- **6.2.12.HistoryCC.6.a:** Evaluate the impact of terrorist movements on governments, individuals and societies.
  
- **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
  
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).
- **9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.CT.4:** Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
- **9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

### Essential Question(s)

1. What factors drove the early 20th Century revolutions?
2. What tools and tactics did 20th Century revolutionaries use to establish their ideologies and what was the response?
3. What were the consequences of these early 20th Century revolutions?

### **Enduring Understandings**

1. The factors that drove the early 20th Century revolutions included:
  - Lack of economic development
  - Social issues
  - Lack of government competence
  - Imbalance of power
  - Imperialism and the reaction to it (e.g., Industrial-era philosophies: liberal-democratic ideas, nationalism, socialism, Marxism)
2. The tools and tactics used by 20th Century revolutionaries included:
  - Spread of post-industrial ideas such as nationalism, Marxism, communism
  - Guerrilla tactics
  - Nonviolence and civil disobedience
  - Modern media and propagandaThe response to these tools and actions were:
  - Liberal democratic ideas, nationalism, Marxism, communism, etc.
3. The consequences of these early 20th Century revolutions included:
  - Transformation of women's roles in society
  - Reorganization of class structures and new communist states
  - Continued Western influence in the colonized world
  - Rise of authoritarianism
  - Communism vs. capitalism
  - Genocide

### **Student Learning Targets/Objectives (Students will know/Students will understand)**

#### **Students will be able to:**

- Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
- Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th-century massacres in China.
- Assess government responses to incidents of ethnic cleansing and genocide.
- Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
- Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- 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.
- 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.

- Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- 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.
- Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
- Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.

**Assessments (Pre, Formative, Summative, Other) assessments with an \***

*Denote required common*

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

Summative: Student Presentations, Essay or DBQ, Test

Benchmark: DBQ

Alternative: Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned\*

Common Final Exam\*

**Teaching and Learning Activities**

*Activities*

- Lecture
- Class & small group discussion
- Socratic Seminar
- Debate
- Grading/ranking/ of items
- Review Games
- Video clip viewing
- Document Analysis

*Differentiation Strategies*

- Textbook based on skill level
- Craft additional prompts to support reading and writing comprehension and extension
- Additional readings and resources provided for support and extension
- Guided reading questions
- Flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of reading, when appropriate
- Differentiated checklists and rubrics (if appropriate)
- Level of independence
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

**Resources**

- Honors Text: *Voyages in World History, Third Edition, AP Edition*; Valerie Hansen and Kenneth R. Curtis, Cengage, 2017
- Enriched Text: *Voyages in World History, Third Edition*, Valerie Hansen and Kenneth R. Curtis, Cengage, 2017
- Regular Text: *World History and Geography*; Jackson Spielvogel, McGraw Hill, 2014
- OCR Text: *Pacemaker World History*, Timothy Shanahan, Pearson, 2008
- District Databases
- [Internet History Sourcebook](#)

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 9 World History
<b>Unit Plan Title:</b>	9: Half-Century of Crisis and Achievement: Interwar and World War II
<b>Time Frame</b>	14 Days
<b>Anchor Standards/Domain*     *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>	

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.

**8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Reading and Writing Companion Anchor Standards](#)

## Unit Summary

In this unit, students will examine the social, economic, and political ideals globally during the interwar years. Students will also study the factors that started WWII and focus on how people and governments systematically destroyed ethnic/racial, political, and cultural groups and the devastating effects of these actions. Finally, students will analyze the new balance of power and world order established as a result of World War II.

**\*This unit includes instruction that fulfills the NJ Holocaust Education Law**

## Standard Number(s)

- **Social Studies Practices**
  - Developing Questions and Planning Inquiry
  - Gathering and Evaluating Sources
  - Seeking Diverse Perspectives
  - Developing Claims and Using Evidence
  - Presenting Arguments and Explanations
  - Engaging in Civil Discourse and Critiquing Conclusions
  
- **6.2.12.CivicsPI.4.a:** Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world
- **6.2.12.CivicsHR.4.a:** Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
- **6.2.12.CivicsPI.4.b:** Assess government responses to incidents of ethnic cleansing and genocide
- **6.2.12.GeoSP.4.a:** Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
- **6.2.12.GeoSP.4.b:** Determine how geography impacted military strategies and major turning points during World War II.
- **6.2.12.GeoGI.4.a:** Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
- **6.2.12.EconEM.4.a:** Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
- **6.2.12.HistoryCC.4.a:** Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
- **6.2.12.HistoryCC.4.b:** Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- **6.2.12.HistoryCC.4.c:** Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- **6.2.12.HistoryCC.4.d:** Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
- **6.2.12.HistoryCC.4.e:** Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

- **6.2.12.HistoryCC.4.f:** Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
- **6.2.12.HistoryCC.4.g:** Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
- **6.2.12.HistoryCC.4.h:** Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- **6.2.12.HistoryUP.4.a:** Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
- **6.2.12.HistoryUP.4.b:** Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- **6.2.12.HistoryUP.4.c:** Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
- **6.2.12.HistoryCA.4.a:** Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India. • **6.2.12.HistoryCA.4.b:** Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
- **6.2.12.HistoryCA.4.c:** Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
- **6.2.12.CivicsPI.5.a:** Analyze the structure and goals of the United Nations and evaluate the organization’s ability to protect human rights, to mediate conflicts, and ensure peace.
- **6.2.12.CivicsHR.5.a:** Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
- **6.2.12.HistoryCC.5.a:** Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
- **6.2.12.GeoPP.5.a:** Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- **6.2.12.GeoSV.5.a:** Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
- **6.2.12.GeoGI.5.a:** Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
- **6.2.12.EconET.5.a:** Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.
- **6.2.12.EconET.5.b:** Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
- **6.2.12.EconGE.5.a:** Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- **6.2.12.HistoryCC.5.a:** Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
- **6.2.12.HistoryCC.5.b:** Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
- **6.2.12.HistoryCC.5.c:** Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- **6.2.12.HistoryCC.5.d:** Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- **6.2.12.HistoryCC.5.e:** Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
- **6.2.12.HistoryCC.5.f:** Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.



- **6.2.12.HistoryCC.5.g:** Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.
- **6.2.12.HistoryCC.5.h:** Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- **6.2.12.CivicsPI.6.a:** Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
- **6.2.12.CivicsHR.6.a:** Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- **6.2.12.CivicsHR.6.b:** Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
- **6.2.12.GeoPP.6.a:** Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- **6.2.12.EconGE.6.a:** Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
- **6.2.12.EconGE.6.b:** Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- **6.2.12.EconGE.6.c:** Relate the rise of the Internet and social media to global economy.
- **6.2.12.HistoryCC.6.a:** Evaluate the impact of terrorist movements on governments, individuals and societies.
  
- **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.
  
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).
- **9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.CT.4:** Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
- **9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

### Essential Question(s)

1. What developments defined the interwar period and how did they lead to a Second World War?
2. What were the social, economic, and political impacts of the post-World War I developments?
3. What were the consequences of World War II?

### Enduring Understandings

1. The following were developments that defined the interwar period and led to a Second World War:

- Widespread discontent with new liberal, democratic order (e.g., Europe, Africa, Asia)
- Social and economic conditions after World War I
- Modern cultural developments (e.g., avant-garde art, women's rights, etc.)
- Failure of international bodies, peace treaties, and national governments to address issues that provide collective security (e.g., appeasement, etc..)
- Extreme nationalism
- Rise of authoritarianism and totalitarianism (communism and fascism)

2. The social, economic, and political impacts of the post-World War I developments include:

- Rise of extremist politics (e.g., fascism and communism)
- Gradual removal of rights from dissenters and minority groups (e.g., scapegoating)
- Mass politics, modern media, and propaganda
- Modern technology and weapons of mass destruction
- Participation of colonized peoples in world conflict
- Genocide (e.g. Armenian, Roma (gypsies), Jews, Ukrainians, and Chinese)

3. The consequences of World War II include:

- Displacement and refugee crisis
- Establishment of United Nations, human rights framework, defining genocide
- New tension between communist and capitalist systems
- New world order
- Self-rule and sovereignty in Asia and Africa

### **Student Learning Targets/Objectives (Students will know/Students will understand)**

#### **Students will be able to:**

- Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
- Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th-century massacres in China.
- Assess government responses to incidents of ethnic cleansing and genocide.
- Determine how geography impacted military strategies and major turning points during World War II.
- Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
- 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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- Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

- 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.
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- Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
- Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- 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.
- Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

**Assessments (Pre, Formative, Summative, Other) assessments with an \***

***Denote required common***

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

Summative: Student Presentations, Essay or DBQ, Test

Benchmark: DBQ

Alternative: Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned\*

Common Final Exam\*

**Teaching and Learning Activities**

<p><i>Activities</i></p>	<p>Lecture            Class &amp; small group discussion            Socratic Seminar            Debate            Grading/ranking of items            Review Games            Video clip viewing            Document Analysis</p>
<p><i>Differentiation Strategies</i></p>	<p>Textbook based on skill level            Craft additional prompts to support reading and writing comprehension and extension            Additional readings and resources provided for support and extension            Guided reading questions            Flexible groups based on formative assessment or student choice            One: One conferring with teacher            Choice of reading, when appropriate            Differentiated checklists and rubrics (if appropriate)</p>

Level of independence

[Differentiation Strategies for Special Education Students](#)

[Differentiation Strategies for Gifted and Talented Students](#)

[Differentiation Strategies for ELL Students](#)

[Differentiation Strategies for At Risk Students](#)

## Resources

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- Regular Text: *World History and Geography*; Jackson Spielvogel, McGraw Hill, 2014
- OCR Text: *Pacemaker World History*, Timothy Shanahan, Pearson, 2008
- District Databases
- Choices Program
  - Unit on “Confronting Genocide: Never Again?”
    - While many parts of the unit can be used, these are the suggested sections:
      - I. DEFINING GENOCIDE: Introduction, World War II, The Genocide Convention
      - II. SIX CASE STUDIES: The Holocaust
- [Internet History Sourcebook](#)

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 9 World History
<b>Unit Plan Title:</b>	10: 20th Century Since 1945: Challenges for the Modern World- Cold War
<b>Time Frame</b>	10 Days

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

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**9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Reading and Writing Companion Anchor Standards](#)

## Unit Summary

In this unit, students will examine the origins of the Cold War and how the Cold War manifested itself around the globe, including military conflict and human rights violations. Students will also analyze the short and long-term consequences of the Cold War and their impact today.

**\*This unit includes instruction that fulfills the NJ Holocaust Education Law**

## Standard Number(s)

- **Social Studies Practices**
  - Developing Questions and Planning Inquiry
  - Gathering and Evaluating Sources
  - Seeking Diverse Perspectives
  - Developing Claims and Using Evidence
  - Presenting Arguments and Explanations
  - Engaging in Civil Discourse and Critiquing Conclusions
  
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- **6.2.12.GeoSP.4.b:** Determine how geography impacted military strategies and major turning points during World War II.
- **6.2.12.GeoGI.4.a:** Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
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- **6.2.12.HistoryCC.4.c:** Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- **6.2.12.HistoryCC.4.d:** Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
- **6.2.12.HistoryCC.4.f:** Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.

- **6.2.12.HistoryCC.4.g:** Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
- **6.2.12.HistoryUP.4.b:** Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- **6.2.12.HistoryUP.4.c:** Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
- **6.2.12.HistoryCA.4.a:** Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
- **6.2.12.HistoryCA.4.b:** Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
- **6.2.12.CivicsHR.5.a:** Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
- **6.2.12.HistoryCC.5.a:** Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
- **6.2.12.GeoPP.5.a:** Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- **6.2.12.GeoSV.5.a:** Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
- **6.2.12.GeoGI.5.a:** Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
- **6.2.12.EconET.5.a:** Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.
- **6.2.12.EconET.5.b:** Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
- **6.2.12.EconGE.5.a:** Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- **6.2.12.HistoryCC.5.a:** Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
- **6.2.12.HistoryCC.5.b:** Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
- **6.2.12.HistoryCC.5.c:** Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- **6.2.12.HistoryCC.5.d:** Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- **6.2.12.HistoryCC.5.e:** Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
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- **6.2.12.HistoryCC.5.g:** Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.
- **6.2.12.HistoryCC.5.h:** Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- **6.2.12.CivicsPI.6.a:** Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
- **6.2.12.CivicsHR.6.a:** Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

- **6.2.12.CivicsHR.6.b:** Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
- **6.2.12.GeoPP.6.a:** Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- **6.2.12.EconGE.6.a:** Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
- **6.2.12.EconGE.6.b:** Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- **6.2.12.EconGE.6.c:** Relate the rise of the Internet and social media to global economy.
- **6.2.12.HistoryCC.6.a:** Evaluate the impact of terrorist movements on governments, individuals and societies.
  
- **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
  
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).
- **9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.CT.4:** Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
- **9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

### Essential Question(s)

- 1.What were the origins of the Cold War?
- 2.How did the ideological tensions of the Cold War manifest themselves around the globe?
- 3.What were the consequences of the Cold War?

### Enduring Understandings

- 1.The origins of the Cold War include:
  - Ideological tension between global superpowers
  - Failure of diplomacy between global superpowers after WWII
  - The desire for influence on geopolitics in developing nations
  - Need for economic and physical recovery and development after WWII
  
2. The ideological tensions of the Cold War manifested themselves through:
  - New alliances (e.g., NATO, Warsaw Pact, etc.)
  - Propaganda campaigns
  - Arms race and space race

- Proxy wars (e.g., Korean War, the Vietnam War, Middle East)
- Dissent and state responses to dissent (e.g., civil rights movement, anti-war movements, democratic movements)
- Policies (e.g., Containment)
- Role of international institutions (ie.g., UN and international framework for geopolitics and human rights)
- The collapse of communist systems and transition to capitalism (ie.g., Gorbachev, Deng Xiaoping)

3. The consequences of the Cold War include:

- Rise of global capitalism
- Rise of liberal democracy
- New political and economic challenges within the former communist bloc
- Changing national boundaries

### **Student Learning Targets/Objectives (Students will know/Students will understand)**

#### **Students will be able to:**

Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.

Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.

Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.

Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).

Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.

Compare and contrast free-market capitalism and Western European democratic socialism with Soviet communism.

Articulate a point of view that assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.

Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.

Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.

Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.

Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).

Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.



**Assessments (Pre, Formative, Summative, Other)  
assessments with an \***

**Denote required common**

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

Summative: Student Presentations, Essay or DBQ, Test

Benchmark: DBQ

Alternative: Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned\*

Common Final Exam\*

**Teaching and Learning Activities**

*Activities*

Lecture  
Class & small group discussion  
Socratic Seminar  
Debate  
Grading/ranking of items  
Review Games  
Video clip viewing  
Document Analysis

*Differentiation Strategies*

Textbook based on skill level  
Craft additional prompts to support reading and writing comprehension and extension  
Additional readings and resources provided for support and extension  
Guided reading questions  
Flexible groups based on formative assessment or student choice  
One: One conferring with teacher  
Choice of reading, when appropriate  
Differentiated checklists and rubrics (if appropriate)  
Level of independence  
[Differentiation Strategies for Special Education Students](#)  
[Differentiation Strategies for Gifted and Talented Students](#)  
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**Resources**

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- Regular Text: *World History and Geography*; Jackson Spielvogel, McGraw Hill, 2014
- OCR Text: *Pacemaker World History*, Timothy Shanahan, Pearson, 2008
- District Databases
- [Internet History Sourcebook](#)

## Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 9 World History
<b>Unit Plan Title:</b>	11: 20th Century Since 1945: Challenges for the Modern World- Decolonization and Neocolonialism
<b>Time Frame</b>	12 Days

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.

**8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Reading and Writing Companion Anchor Standards](#)

### Unit Summary

In this unit, students will study decolonization and other independence movements. Students will compare the various decolonization and independence movements around the world and assess their consequences both locally and globally using different perspectives.

**\*This unit includes instruction that fulfills the NJ Holocaust Education Law**

### Standard Number(s)

- 6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, mediate conflicts, and ensure peace.
- 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
- 6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
- 6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- 6.2.12.GeoSV.5.a: Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
- 6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- 6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
- 6.2.12.HistoryCC.5.c: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- 6.2.12.HistoryCC.5.e: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
- 6.2.12.HistoryCC.5.f: Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.
- 6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
- 6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- 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

### [ELA Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

#### **Essential Question(s)**

1. What led to decolonization and other independence movements?
2. How did decolonization unfold around the world?
3. What were the consequences of decolonization?

#### **Enduring Understandings**

1. Decolonization and other movements began due to the following:
  - Collapse or decline of colonial powers after World War II
  - Establishment of a new international framework to support sovereignty and self-determination for colonized people
  - Nationalist movements (e.g., inspired by liberal democracy, and Marxism)
  - Role of natural resources and geography in decolonization and intervention
2. Decolonization unfolded around the world in the following ways:
  - Nonviolence and civil disobedience campaigns

- Guerrilla warfare tactics
- Pan-national and anti-colonial movements and politics
- The intervention of Cold War superpowers
- Articulation of new identity-based politics (e.g., black nationalism)
- Territorial, political, ethnic tensions and disputes (e.g., Kashmir, Middle East)

3. The consequences of decolonization were:

- New nation-states and borders
- Remaining tensions within formerly colonized nations (Algeria, Congo, etc.) and between developed and developing nations
- The emergence of authoritarian states
- Destabilizing process of decolonization sometimes resulting in Genocide (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan)
- Economic disparity between developed and developing nations

### **Student Learning Targets/Objectives (Students will know/Students will understand)**

#### **Students will be able to:**

- Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, mediate conflicts, and ensure peace.
- Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
- Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
- Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
- Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
- Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
- Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.
- Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
- Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- Evaluate media sources for point of view, bias, and motivations
- Analyze the decisions creators make to reveal explicit and implicit messages within information and media

**Assessments (Pre, Formative, Summative, Other)  
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Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

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Note at the end of the MP, Unit Test Assigned\*

Common Final Exam\*

**Teaching and Learning Activities**

*Activities*

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Class & small group discussion  
Socratic Seminar  
Debate  
Grading/ranking of items  
Review Games  
Video clip viewing  
Document Analysis

*Differentiation Strategies*

Textbook based on skill level  
Craft additional prompts to support reading and writing comprehension and extension  
Additional readings and resources provided for support and extension  
Guided reading questions  
Flexible groups based on formative assessment or student choice  
One:One conferring with teacher  
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- Regular Text: *World History and Geography*; Jackson Spielvogel, McGraw Hill, 2014
- OCR Text: *Pacemaker World History*, Timothy Shanahan, Pearson, 2008
- District Databases
- Choices Program (suggested readings)
  - Unit on “Indian Independence and the Question of Partition”
- [Internet History Sourcebook](#)

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 9 World History
<b>Unit Plan Title:</b>	Unit 12: Contemporary Issues
<b>Time Frame</b>	11 Days

**Anchor Standards/Domain\*    \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

### **New Jersey Student Learning Standards:**

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

### **9.4 Career Readiness, Life literacies, and Key Skills**

Career Readiness, Life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

### **[ELA Anchor Companion Standards Reading and Writing Grades 9-10](#)**

#### **Social Studies Practices**

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions
7. Taking Informed Actions

### **Unit Summary**

In this unit, students study contemporary issues facing the globe today, ways these issues are being addressed, and what citizens can do to help solve these challenging issues. Students also examine ways that they can be active citizens in the 21st century.

**\*This unit includes instruction that fulfills the NJ Holocaust Education Law**

Standard Number(s)

- **Social Studies Practices**
  - Developing Questions and Planning Inquiry
  - Gathering and Evaluating Sources
  - Seeking Diverse Perspectives
  - Developing Claims and Using Evidence
  - Presenting Arguments and Explanations
  - Engaging in Civil Discourse and Critiquing Conclusions
  
- **6.2.12.HistoryCC.5.g:** Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.
- **6.2.12.HistoryCC.5.h:** Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- **6.2.12.CivicsPI.6.a:** Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
- **6.2.12.CivicsHR.6.a:** Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- **6.2.12.CivicsHR.6.b:** Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
- **6.2.12.GeoPP.6.a:** Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- **6.2.12.EconGE.6.a:** Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
- **6.2.12.EconGE.6.b:** Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- **6.2.12.EconGE.6.c:** Relate the rise of the Internet and social media to global economy.
- **6.2.12.HistoryCC.6.a:** Evaluate the impact of terrorist movements on governments, individuals and societies.
  
- **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.
  
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).
- **9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.CT.4:** Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
- **9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.

- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

### Essential Question(s)

1. What are the contemporary issues facing people around the world?
2. To what extent and in what ways are contemporary issues being addressed?
3. How can people participate as global citizens in the 21st century?

### Enduring Understandings

1. Contemporary issues facing the world today include:
  - Global security (e.g., terrorism, nuclear proliferation)
  - Global economic issues (e.g., IMF, WTO, developing nations)
  - Women's issues and Feminist movements
  - LGBT issues and movements
  - Environmental issues, including climate change and discussions/ policies
  - Electronic Communication (e.g., television, Internet, social media)
  - Political globalization and International institutions (e.g., European Union)
  - Territorial issues and role in the international community
  - Religious and ethnic disputes within nations
  - Population growth and migration/refugees
  - Technological, scientific and medical advances
  - Cultural globalization
2. The following organizations, actors, and methods play an integral role in addressing global contemporary issues:
  - International institutions and frameworks (United Nations, etc.)
  - State actors
  - Non-Government Organizations
  - Grassroots movements and mobilization of people
  - Social media
3. The following methods and processes are significant to the participation of a global citizenry in the 21st century:
  - Develop plans, campaigns
  - Vote (and other forms of political participation)
  - Volunteer in community
  - Be informed and media literacy

### Student Learning Targets/Objectives (Students will know/Students will understand)

#### Students will be able to:

- Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
- Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.



- Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
- Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
- Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- Relate the rise of the Internet and social media to the global economy.
- Evaluate the impact of terrorist movements on governments, individuals and societies.
- Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others
- Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem
- Evaluate media sources for point of view, bias, and motivations
- Analyze the decisions creators make to reveal explicit and implicit messages within information and media
- Explain the potential benefits of collaborating to enhance critical thinking and problem solving

**Assessments (Pre, Formative, Summative, Other) assessments with an \***

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Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

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Benchmark: DBQ

Alternative: Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned\*

Common Final Exam\*

**Teaching and Learning Activities**

<p><i>Activities</i></p>	<p>Lecture            Class &amp; small group discussion            Socratic Seminar            Debate            Grading/ranking of items            Review Games            Video clip viewing            Document Analysis</p>
<p><i>Differentiation Strategies</i></p>	<p>Textbook based on skill level            Craft additional prompts to support reading and writing comprehension and extension</p>

Additional readings and resources provided for support and extension  
Guided reading questions  
Flexible groups based on formative assessment or student choice  
One: One conferring with teacher  
Choice of reading, when appropriate  
Differentiated checklists and rubrics (if appropriate)  
Level of independence  
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- Regular Text: *World History and Geography*; Jackson Spielvogel, McGraw Hill, 2014
- OCR Text: *Pacemaker World History*, Timothy Shanahan, Pearson, 2008
- District Databases
- Choices Program (suggested readings)
  - Unit on “Climate Change and Questions of Justice”
- Lesson Plan on LGBT / Persons with Disabilities Education Law Lesson: [Social Movements of the Post-War Period \(1950s - 1990s\)](#)
- [Internet History Sourcebook](#)

## Supplemental Resources

### Choices Program

- Climate Change and Questions of Justice
- The Challenge of Nuclear Weapons
- Between Two Worlds: Mexico at the Crossroads
- China on the World Stage: Weighing the U.S. Response
- The Civil War and the Meaning of Liberty

- The American Revolution: Experiences of Rebellion
- Colonization and Independence of Africa
- Brazil: A History of Change
- Between Two Worlds: FDR and the Age of Isolationism
- Competing Visions of Human Rights: Questions for US policy
- Confronting Genocide: Never Again
- Dilemmas of Foreign Aid: Debating U.S. priorities
- Empire, Republic, Democracy: Turkey's Past and Future
- A Global Controversy: U.S. Invasion of Iraq
- Freedom Now: Civil Rights Movement in Mississippi
- Freedom in our Lifetime: South Africa's Struggle
- The French Revolution
- Cuban Missile Crisis: Considering its place in Cold War History
- The Haitian Revolution
- Japanese Americans Incarceration in WWII
- The Middle East: Questions for U.S. Policy
- International Trade in a Globalized World
- History, Revolution and Reform: New Directions for Cuba
- Nigeria: History, Identity and Change
- Immigration and the US policy debate
- Racial Slavery in the Americas: Resistance, Freedom and Legacies
- Indian Independence and the Question of Partition
- The Iranian Revolution
- Responding to Terrorism: Challenges for Democracy
- The United Nations: Challenges and Change
- Russia's Transformation: Questions for U.S. Policy
- The U.S. Role in a Changing World
- The United States in Afghanistan
- The Syrian Civil War
- We the People: A New Nation
- The Russian Revolution
- Westward Expansion: A New History

### **DBQ Project**

- Gandhi, King, and Mandela: What made non-violence work?

### **Document-Based Questions in World History**

- What Was the Most Important Consequence of the Printing Press?
- What Drove the Sugar Trade?
- Female Mill Workers in England and Japan: How Similar Were Their Experiences?
- How Did Colonialism Affect Kenya?
- What Were the Underlying Causes of World War I
- Gandhi, King and Mandela: What Made Non-Violence Work?

### **Document-Based Questions in World History**

- Black Death: How different were the Christian and Muslim Responses?
- The Aztecs: What should history say?
- The Printing Press
- What drove the sugar trade?
- Female Mill Workers in England and Japan: How Similar were their Experiences?
- How did colonialism affect Kenya?
- What were the underlying causes of World War I?

### **Mini-Qs in World History - Volume 2**

- Samurai and Knights: Were the Similarities Greater than the Differences?
- Should We Celebrate the Voyages of Zheng He?
- The Aztecs: Should Historians Emphasize Agriculture or Human Sacrifice?
- April 27, 1521: Was Magellan Worth Defending?
- How Did the Renaissance Change Man's View of the World?
- Exploration or Reformation: Which Was the More Important Consequence of the Printing Press?

### **Mini-Qs in World History - Volume 3**

- The Enlightenment Philosophers: What Was Their Main Idea?
- The Reign of Terror: Was It Justified?
- How Should We Remember Toussaint Louverture?
- Latin American Independence: Why Did the Creoles Lead the Fight?
- Female Workers in Japanese Silk Factories: Did the Costs Outweigh the Benefits?
- What Was the Driving Force Behind European Imperialism in Africa?
- What Was the Underlying Cause of World War I?
- How Did the Versailles Treaty Help Cause World War II?
- The Soviet Union: What Should Textbooks Emphasize?
- What Made Gandhi's Nonviolent Movement Work?
- China's One-Child Policy: Was It a Good Idea?

### **LGBT + Persons with Disabilities Education Law and Topic**

#### [Social Movements of the Post-War Period \(1950s - 1990s\)](#)

### **NJSLS- Social Studies Practices**

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

Practice	Description
<b>Developing Questions and Planning Inquiry</b>	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real-world issues. Inquiries incorporating questions from various social science disciplines build an understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
<b>Gathering and Evaluating Sources</b>	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of the information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
<b>Seeking Diverse Perspectives</b>	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into

	specific people, places, and events, as well as national, regional, and global trends.
<b>Developing Claims and Using Evidence</b>	Developing claims requires careful consideration of the evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
<b>Presenting Arguments and Explanations</b>	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in a civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
<b>Engaging in Civil Discourse and Critiquing Conclusions</b>	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improve thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus
<b>Taking Informed Action</b>	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategies to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.