



## Social Studies Department WORLD HISTORY HONORS

**Developed By:** Ms. Amy Gewecke

**Effective Date:** Fall 2021/2

### Scope and Sequence

Month	Unit Number	Unit Name
September	1	Emergence of the First Global Age
October	1, 2	Emergence of the First Global Age, Rise of Modern Society
November	2, 3	Rise of Modern Society, Reason and Revolution
December	3	Reason and Revolution
January	3, 4	Reason and Revolution, Industrialization, Imperialism, and Nationalism
February	4	Industrialization, Imperialism, and Nationalism
March	5	Era of the Great Wars
April	5	Era of the Great Wars
May	6	The Post-1945 and Contemporary World
June	6	The Post-1945 and Contemporary World

## Unit 1

### Emergence of the First Global Age

#### Summary and Rationale

This period is defined by the increasing interactions between civilizations. These increasingly frequent interactions had significant impacts – both positive and negative – on the areas of Asia, the Middle East, Europe, Africa, and the Americas. The growth of religion, as well as the movement of people and ideas through trade - both on land and by sea - resulted in cultural diffusion. Through trade, the spread of religion, and cultural diffusion, civilizations became increasingly interconnected and interdependent. As a result of increasingly frequent and impactful interactions, societies were forced to respond to new ideas that often led to changes and conflict within and between civilizations. The spread of ideas, religion, as well as diseases and conflict, helped bring about the end of the medieval period on the eve of the modern era.

Students will study the impact of these interactions and the changes that occurred within and across societies. Students will investigate the various different empires around from the mid-1300s to the 1500s, studying both unique cultural aspects of these empires and making connections as to the impact of cultural diffusion. Content will include empires such as the Ming, Japan, and various different European, African, and Muslim empires, the impact of European exploration around the globe, and the long-term effects of a new interconnected global system.

#### Recommended Pacing

20 days (56 minute periods)

#### Standards

NJSLS

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 trade has 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.
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).
CCSS-ELA - Literacy in History/Social Sciences	
CCSS.ELA-LITERACY.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-LITERACY.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-LITERACY.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CCSS.ELA-LITERACY.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CCSS.ELA-LITERACY.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CCSS.ELA-	Compare the point of view of two or more authors for how they treat the same or similar

LITERACY.RH.9-10.6	topics, including which details they include and emphasize in their respective accounts.
CCSS.ELA-LITERACY.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCSS.ELA-LITERACY.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
CCSS.ELA-LITERACY.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
CCSS.ELA-LITERACY.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.9-10.1.B	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-LITERACY.W.9-10.1.C	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-LITERACY.W.9-10.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.9-10.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable)	
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
ID.9-12.4	I express pride and confidence in my identity without perceiving or treating anyone else as inferior.
ID.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.
DI.9-12.7	I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their

	identity groups.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way
DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
JU.9-12.14	I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.
JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>
<ul style="list-style-type: none"> <li>● Geographic representations display cultural and environmental spatial patterns.</li> <li>● Geographic data can be used to analyze spatial patterns.</li> <li>● Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</li> <li>● Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</li> </ul>	<ul style="list-style-type: none"> <li>● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>● How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>● How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence</li> </ul>

- Spatial patterns and population movements impact climate, land use, and other environmental factors.
- Environmental and cultural characteristics of a place or region influence spatial patterns.
- Human and physical systems are in constant interaction and have a reciprocal influence on one another.
- Human settlement activities impact the environmental and cultural characteristics of specific places and regions.
- Political and economic decisions throughout time have influenced cultural and environmental characteristics.
- Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
- Changes in the environmental and cultural characteristics of a place or region influence spatial patterns.
- Resources impact what is produced and employment opportunities.
- Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.
- Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).
- Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
- Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
- Chronological sequencing serves as a tool for analyzing past and present events.

our beliefs and decisions about current public policy issues?

- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
- There are multiple and complex causes and effects of historical events.
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
- To better understand the historical perspective, one must consider historical context.
- Complex interacting factors influence people's perspective.
- Historical sources and evidence provide an understanding of different points of view about historical events.
- Determining the validity of sources is critical to analyzing historic events.
- Historical claims and arguments are based on multiple sources.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

**Unit Inquiry Question(s) →**

- **How do societies change and evolve over time as a result of cultural interactions?**
- **How do empires gain, maintain, and consolidate power?**

**Objectives (SLO)**

Students will know:

- Reasons for interactions between regions in Afroeurasia.
- How societies like the Ming, Qing, Spanish, Mughal, and/or Ottoman expanded and their methods of maintaining control of their empires.
- Motivations for European exploration around the globe.
- What technological and intellectual developments enabled European contact and interaction with other parts of the world.
- How a global economy emerged from European exploration.

Students will be able to:

- Analyze primary and secondary sources.
- Describe the interactions and exchanges that occurred between empires as a result of trade.
- Identify the major empires and city-states of Africa.
- Analyze the influence of Islam on the growth of trade networks and power relations in West African empires and Eastern city-states.
- Describe the impact and contributions of Islamic and African societies.
- Analyze how the Chinese government, industry, and trade changed after China overthrew its Mongol rulers and restored the Chinese empire.

- The effects and consequences of European exploration on societies and peoples around the world.
- The impact of the slave trade on African political structures and the lasting effects.

- Explain the impact China had on other societies in Asia.
- Describe Japanese society under the feudal and shogunate periods.
- Compare and contrast China and Japan's responses to outside influence.
- Examine the four social classes that existed within the Ottoman Empire and how this impacted the Islamic Empire.
- Examine the impact of religion on the colonists and the influence European culture had on the Americas.
- Analyze and trace the movement of goods around the world and the effects this had on societies.
- Describe the contributions of Afroeurasia and the Americas to the biological exchanges of plants, animals, humans, and germs initiated by the permanent linking of these two regions.
- Explain the consequences for global trade of linking America and Afroeurasia with each other.
- Evaluate the Native American and Black holocausts.
- Explain the economic systems of mercantilism and capitalism.
- Create an original claim using historical evidence.
- Write an informative response using historical evidence and documents as support.

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- ADD AS APPROPRIATE

#### Assessments:

- Fall SGO
- Written Response - DBQ

### Suggested Documents, Resources, & Technology Tools



Documents (Please provide embedded links to documents):

- [World History Honors Unit Documents](#)

Resources (ie - DBQ Project or specific textbooks or databases):

- ABC-CLIO Database
- New Visions for Public Schools
  - Units 9.4, 9.5, 9.6, 9.8, 9.9, 10.1
- DBQ Project
  - The Black Death: How Different Were Christian and Muslim Responses?
  - The Aztecs: What Should History Say?
  - What Drove the Sugar Trade?
  - Should We Celebrate the Voyages of Zheng He?
  - April 27, 1512: Was Magellan Worth Defending?
- Khan Academy - Art of the Islamic World
- Asia for Educators - Columbia University
- Internet History Sourcebook Project - Fordham University
- Reading Like a Historian - Stanford History Education Group

Technology Tools:

- Chromebooks
- LCD Projectors

### Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

Special Education -

- Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:
  - Group assignments
  - Use of scribe
  - Additional time and separate room for test taking
  - Additional time for in-class assignments
  - Computer with voice output, spelling and grammar checker
  - Seating in the front of the class
  - Assignments in electronic format
  - Individualized instruction
  - Use High Interest materials
  - Modeling
  - Provide Immediate Feedback
  - Relate learning to real life situations when possible
  - Use proximity changes about the room to keep students focused
  - Offer a printed copy or copy of teacher notes
  - Allow for spelling and grammar errors
  - Offer individual help throughout the lesson
  - Differentiated Instruction/Readings
  - Speech to Text
  - Modified Readings and Primary Source documents

## MLL

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

## Gifted and Talented -

- Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:
  - Interdisciplinary and problem-based assignments with planned scope and sequence
  - Advance, accelerated, or compacted content
  - Abstract and advanced higher-level thinking
  - Allowance for individual student interests
  - Assignments geared to development in areas of affect, creativity, cognition, and research skills
  - Complex, in-depth assignments
  - Civerse enrichment that broadens learning
  - Variety in types of resources
  - Internships, mentorships and independent study where applicable

## 504 -

- Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:
  - Group assignments
  - Use of scribe
  - Additional time and separate room for test taking
  - Additional time for in-class assignments
  - Computer with voice output, spelling and grammar checker
  - Seating in the front of the class
  - Assignments in electronic format
  - Individualized instruction
  - Use High Interest materials
  - Modeling
  - Provide Immediate Feedback
  - Relate learning to real life situations when possible
  - Use proximity changes about the room to keep students focused
  - Offer a printed copy or copy of teacher notes
  - Allow for spelling and grammar errors
  - Offer individual help throughout the lesson
  - Differentiated Instruction/Readings

- Speech to Text
- Modified Readings and Primary Source documents

## Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

## Unit 2

### Rise of Modern Society

#### Summary and Rationale

This period is defined by new political, economic, and cultural ideas that provided the foundation for the modern era and establishes the context for contemporary issues concerning globalization. While many of these new ideas emerged in Europe during the Renaissance, Reformation, Scientific Revolution, and the Enlightenment, these new ideas extended beyond just Europe. Changes in economics, government, society, and cultural interactions occurred across the globe and many of the institutions that define the current world order have their origins in the ideas that emerged during this period. The story of much of subsequent world history is connected to this period.

Students will continue their investigation of empires around the world and studies will include the transformation of Europe during the Renaissance, Reformation, and Scientific Revolution. Students will come to understand that while geography and population pressures contributed to European exploration and expansion, the most important source of European power was the unique synthesis of new ideas that fueled revolutions in science, technology, the arts, economics, and political organization. Students will also look at the expansion of empires in the Middle East and other empires during this time period and the impact of cultural interactions on the expansion, height, and fall of these empires.

#### Recommended Pacing

20 days (56 minute periods)

## Standards

NJSLS

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.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.

CCSS-ELA - Literacy in History/Social Sciences

CCSS.ELA-LITERACY.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-LITERACY.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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CCSS.ELA-LITERACY.RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
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CCSS.ELA-LITERACY.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
CCSS.ELA-LITERACY.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
CCSS-ELA - Writing	
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CCSS.ELA-LITERACY.W.9-10.1.C	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-LITERACY.W.9-10.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.9-10.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable) <a href="#">SEE HERE</a>	
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
ID.9-12.4	I express pride and confidence in my identity without perceiving or treating anyone else as inferior.
ID.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
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	different from me.
DI.9-12.7	I have the language and knowledge to accurately and respectfully describe how people (including myself ) are both similar to and different from each other and others in their identity groups.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way
DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
JU.9-12.14	I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.
JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>
<ul style="list-style-type: none"> <li>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protecting citizens' rights.</li> <li>Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</li> </ul>	<ul style="list-style-type: none"> <li>How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> </ul>

- Human and physical systems are in constant interaction and have a reciprocal influence on one another.
- Human settlement activities impact the environmental and cultural characteristics of specific places and regions.
- Political and economic decisions throughout time have influenced cultural and environmental characteristics.
- Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
- Changes in the environmental and cultural characteristics of a place or region influence spatial patterns.
- Governments and financial institutions influence monetary and fiscal policies.
- Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
- Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
- Chronological sequencing serves as a tool for analyzing past and present events.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
- There are multiple and complex causes and effects of historical events.
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
- To better understand the historical perspective, one must consider historical context.
- Complex interacting factors influence people's perspective.

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

- Historical sources and evidence provide an understanding of different points of view about historical events.
- Determining the validity of sources is critical to analyzing historic events.
- Historical claims and arguments are based on multiple sources.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

**Unit Inquiry Question(s) →**

- **How did increasing global connections create changes to societies and governments that brought about the beginnings of the modern era?**
- **How can the Renaissance, the Reformation, and the Scientific Revolution be seen as the beginnings of the modern era and in what ways are these influences still reflected in society today?**

**Objectives (SLO)**

Students will know:

- How the Renaissance, the Reformation, and the Scientific Revolution be seen as the beginnings of the modern era, and in what ways are these influences still reflected in society today.
- What ideas formed the foundation of the Renaissance.
- What were the features of Italian Renaissance humanism, and what impact did they have on European society, politics, ideas, and culture.
- How changes in art reflected the Renaissance ideals.
- How Islamic, Mughal, European, and Chinese art influenced each other.
- How did the humanist writers and philosophers challenge the status quo politically, intellectually, and socially.
- Who were the reformers of the Protestant Reformation?
- How did the Protestant Reformation change society?
- What is the scientific method?
- Who were the major scientists of the Scientific Revolution and how their ideas changed the understanding of our world.

Students will be able to:

- Explain the global effects of the printing press.
- Analyze the cultural and political changes that took place as the Renaissance spread across Europe and the Middle East.
- Formulate ideas on how the events of the 1000s-1350s led to the emergence of the Renaissance in Italy.
- Hypothesize how art and architecture are reflections of societal ideas and vice-versa.
- Describe humanism and humanist ideals.
- Compare and contrast humanist ideals of the Renaissance to ideals in today's society.
- Compare and contrast the artistic renaissances in Europe, the Ottoman Empire, and the Mughal Empire.
- Explain how the renaissances in Europe, the Ottoman Empire, and the Mughal Empire influenced one another.
- Evaluate the causes and effects of the Protestant Revolution.
- Analyze the effects of the Protestant Reformation on the Americas and other European-controlled areas.
- Explain the impact new technology during this time period had on society and its significance.



- The role women played in the development of science.

- Define the scientific method and how it changed the field of science.
- Identify some of the major scientific theories and breakthroughs of this period.
- Evaluate the contributions of women to the field of science during the Scientific Revolution.
- Analyze the role of women in society from the 1400s-1600s.
- Formulate connections between the Renaissance, Reformation, and Scientific Revolution and modern day society.
- Define revolution.
- Create an original project using research and skills learned in this unit.

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations

Assessments:

- Quarterly #1
- Renaissance, Reformation, and Scientific Revolution Self-Choice Project

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

### Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- [World History Honors Unit Documents](#)

Resources (ie - DBQ Project or specific textbooks or databases):

- ABC-CLIO Database
- New Visions for Public Schools
  - Units 9.6, 9.7, 10.1
- DBQ Project
  - How Did the Renaissance Change Man's View of the World?
  - What Was the Most Important Consequence of the Printing Press?
  - Exploration or Reformation: Which Was the More Important Consequence of the Printing Press?
- Khan Academy - Art of the Islamic World
- Asia for Educators - Columbia University
- Internet History Sourcebook Project - Fordham University
- Reading Like a Historian - Stanford History Education Group
- PBS' *Civilizations*, Episode 5 "Renaissances"

Technology Tools:

- Chromebooks
- LCD Projectors

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

### Special Education -

- Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:
  - Group assignments
  - Use of scribe
  - Additional time and separate room for test taking
  - Additional time for in-class assignments
  - Computer with voice output, spelling and grammar checker
  - Seating in the front of the class
  - Assignments in electronic format
  - Individualized instruction
  - Use High Interest materials
  - Modeling
  - Provide Immediate Feedback
  - Relate learning to real life situations when possible
  - Use proximity changes about the room to keep students focused
  - Offer a printed copy or copy of teacher notes
  - Allow for spelling and grammar errors
  - Offer individual help throughout the lesson
  - Differentiated Instruction/Readings
  - Speech to Text
  - Modified Readings and Primary Source documents

### MLL

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

### Gifted and Talented -

- Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Interdisciplinary and problem-based assignments with planned scope and sequence
- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking
- Allowance for individual student interests
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Civerse enrichment that broadens learning
- Variety in types of resources
- Internships, mentorships and independent study where applicable

504 -

- Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:
  - Group assignments
  - Use of scribe
  - Additional time and separate room for test taking
  - Additional time for in-class assignments
  - Computer with voice output, spelling and grammar checker
  - Seating in the front of the class
  - Assignments in electronic format
  - Individualized instruction
  - Use High Interest materials
  - Modeling
  - Provide Immediate Feedback
  - Relate learning to real life situations when possible
  - Use proximity changes about the room to keep students focused
  - Offer a printed copy or copy of teacher notes
  - Allow for spelling and grammar errors
  - Offer individual help throughout the lesson
  - Differentiated Instruction/Readings
  - Speech to Text
  - Modified Readings and Primary Source documents

### Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals

- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

## Unit 3

### Reason and Revolution

#### Summary and Rationale

Absolutism and centralized power dominated the globe during the 17th and 18th centuries. Despite numerous obstacles, absolute leaders succeeded in centralizing power during this period. However, the struggle for stability often came at a cost to the peoples living under these regimes. These struggles, the changing values and increased secularism of the previous centuries, plus the new notions of natural rights, all culminated in the Age of Enlightenment in Europe. The final decades of the 18th century were a time of great upheaval. A series of revolutions and revolutionary wars challenged the old order of absolutism and the aristocratic way of life and brought about new governments with roots in a democratic system. This revolutionary era began with the American Revolution, spread across Europe and extended to Latin America. People all over the world, each with varied interests, contributed to these revolutionary actions. Ultimately, these Enlightenment ideas of freedom and equality have not stopped shaping the world since that era, and have flourished and spread. This time period established many ideals that are still fundamental to our society today.

Students will initially examine and evaluate the world around the 1700s and gain an understanding of the absolute rulers and autocratic empires that engulfed the globe across the continents of Africa, Asia, and Europe and impacted other areas of the world. They will then study ideals of the Enlightenment and how the idea of natural rights provided a basis for political and civil rights in government, which, overtime, led to future developments in human rights. Students will also consider the concept of “revolution” as it applies to the enduring intellectual, social, political, and economic changes that emerged during this period and beyond. These revolutions will include the Atlantic Revolutions with connections to future political revolutions that impacted peoples around the world.

#### Recommended Pacing

20 days (56 minute periods)

#### Standards

NJSLS

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.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.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.
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.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.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.
CCSS-ELA - Literacy in History/Social Sciences	
CCSS.ELA-LITERACY.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-LITERACY.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-LITERACY.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CCSS.ELA-LITERACY.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CCSS.ELA-LITERACY.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CCSS.ELA-LITERACY.RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CCSS.ELA-LITERACY.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
CCSS.ELA-LITERACY.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
CCSS.ELA-LITERACY.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.9-10.1.B	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-LITERACY.W.9-10.1.C	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-LITERACY.W.9-10.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.9-10.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable)	
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
ID.9-12.4	I express pride and confidence in my identity without perceiving or treating anyone else as inferior.
ID.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.
DI.9-12.7	I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity groups.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way

DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
JU.9-12.14	I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.
JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
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Instructional Focus

Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> <li>• Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.</li> <li>• Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.</li> <li>• Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.</li> <li>• Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.</li> <li>• Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</li> </ul>	<ul style="list-style-type: none"> <li>• How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>• How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> <li>• How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>• How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</li> </ul>

- Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.
- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protecting citizens' rights.
- Human and civil rights support the worth and dignity of the individual.
- Human rights serve as a foundation for democratic beliefs and practices.
- Human and physical systems are in constant interaction and have a reciprocal influence on one another.
- Political and economic decisions throughout time have influenced cultural and environmental characteristics.
- Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.
- Governments and financial institutions influence monetary and fiscal policies.
- Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
- Chronological sequencing serves as a tool for analyzing past and present events.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
- There are multiple and complex causes and effects of historical events.
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?



- To better understand the historical perspective, one must consider historical context.
- Complex interacting factors influence people’s perspective.
- Historical sources and evidence provide an understanding of different points of view about historical events.
- Determining the validity of sources is critical to analyzing historic events.
- Historical claims and arguments are based on multiple sources.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

**Unit Inquiry Question(s) →**

- **What forms of government best serve basic human rights/needs/desires?**
- **How has the concept of human rights developed over time and how have human rights been violated in the past?**
- **What causes/provokes people to seek economic, political, social or religious change?**
- **What are the roles and responsibilities of governments?**

**Objectives (SLO)**

Students will know:

- The characteristics of absolutism, autocratic governments, and dictatorships.
- The origins of the Enlightenment and the different viewpoints on human nature and governments held by various different Enlightenment thinkers.
- The impact that Enlightenment ideas had on various different political revolutions.
- The different causes and effects of political revolutions.
- The effects of political revolutions on the development of government systems.

Students will be able to:

- Define absolutism and divine right.
- Explain the impact of absolutism in Europe.
- Compare and contrast autocracy, dictatorship, and absolute rule.
- Describe characteristics of European absolutism.
- Analyze how the emergence of the Enlightenment affects the changing values and ideas of the era.
- Explain how enlightened ideas can impact views of government, sovereignty, and entitled rights.
- Analyze policies of absolute leaders and evaluate primary source documents.
- Interpret the main ideas of the major writers of the Enlightenment (Ex. Locke, Hobbes, Rousseau, Montesquieu, Voltaire, Wollstonecraft, etc.) via close reading analysis.
- Hypothesize how Enlightenment concepts of natural rights and civil/political rights developed into our understanding of human rights today.

- Explain the ideas that took root during the scientific revolution and enlightenment planted the seeds of revolution.
- Identify the economic, social, and political conditions, some institutional and some imposed in the short term, were collectively the cause of revolutions.
- Describe new governments created by the Age of Revolutions reflect and values and philosophies of the Enlightenment.
- Explain that the American and French Revolutions inspired regions of Latin America to create their own independence movements to free people from European rule.
- Utilize databases and evaluate sources for use in a sustained research assessment.

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- ADD AS APPROPRIATE

#### Assessments:

- Quarterly #2 - Revolutions
- Human Rights Project (continuous project throughout the end of the year)

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

### Suggested Documents, Resources, & Technology Tools

#### Documents (Please provide embedded links to documents):

- [World History Honors Unit Documents](#)

#### Resources (ie - DBQ Project or specific textbooks or databases):

- ABC-CLIO Database
- New Visions for Public Schools
  - Units 9.7, 10.2
- DBQ Project
  - 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?

- Asia for Educators - Columbia University
- Internet History Sourcebook Project - Fordham University
- Reading Like a Historian - Stanford History Education Group

Technology Tools:

- Chromebooks
- LCD Projectors

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

Special Education -

- Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:
  - Group assignments
  - Use of scribe
  - Additional time and separate room for test taking
  - Additional time for in-class assignments
  - Computer with voice output, spelling and grammar checker
  - Seating in the front of the class
  - Assignments in electronic format
  - Individualized instruction
  - Use High Interest materials
  - Modeling
  - Provide Immediate Feedback
  - Relate learning to real life situations when possible
  - Use proximity changes about the room to keep students focused
  - Offer a printed copy or copy of teacher notes
  - Allow for spelling and grammar errors
  - Offer individual help throughout the lesson
  - Differentiated Instruction/Readings
  - Speech to Text
  - Modified Readings and Primary Source documents

MLL

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented -

- Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:
  - Interdisciplinary and problem-based assignments with planned scope and sequence
  - Advance, accelerated, or compacted content
  - Abstract and advanced higher-level thinking
  - Allowance for individual student interests
  - Assignments geared to development in areas of affect, creativity, cognition, and research skills
  - Complex, in-depth assignments
  - Civerse enrichment that broadens learning
  - Variety in types of resources
  - Internships, mentorships and independent study where applicable

504 -

- Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:
  - Group assignments
  - Use of scribe
  - Additional time and separate room for test taking
  - Additional time for in-class assignments
  - Computer with voice output, spelling and grammar checker
  - Seating in the front of the class
  - Assignments in electronic format
  - Individualized instruction
  - Use High Interest materials
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  - Provide Immediate Feedback
  - Relate learning to real life situations when possible
  - Use proximity changes about the room to keep students focused
  - Offer a printed copy or copy of teacher notes
  - Allow for spelling and grammar errors
  - Offer individual help throughout the lesson
  - Differentiated Instruction/Readings
  - Speech to Text
  - Modified Readings and Primary Source documents

### Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management

- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 4
<b>Industrialization, Imperialism, and Nationalism</b>
Summary and Rationale
<p>The Agricultural Revolution emerged from the new knowledge learned from the Scientific Revolution and the new products from the Age of Exploration. As populations began to grow, society began to shift and change. The Industrial Revolution created a fundamental shift in society and altered all aspects of life. The rapidly expanding cities and the intensification of capitalism led to many problems and helped develop the second wave of human rights - social, economic, and the rise of the welfare state. Although the Industrial Revolution and nationalism shaped European society in the 19th century, the expansion of Europe as a result of these changes, dramatically impacted Asia, Africa, and the Middle East during the latter half of the century. In the Age of New Imperialism that began in the 1870s, European states established vast empires mainly in Africa, but also in Asia and the Middle East. European nations pursued an aggressive expansion policy that was motivated by the economic needs created by the Industrial Revolution. The expansion policy was also motivated by political needs which associated empire-building with national greatness, and social and religious reasons that promoted the superiority of Western society and religion. Through the use of military force, economic spheres of influence, and annexation, European countries both dominated and devastated Africa and much of Asia which, over decades, inspired nationalist and independence movements within these regions. By 1914, imperialism had consequences that affected the colonial nations, Europe, and the world. The increased competition among nations would explode into the first world war, the Great War.</p> <p>Students will look at the origins and effects of industrialization and how this fundamentally changed the way the world worked. By studying the problems and social ills of the industrial era, students will continue to investigate how people and governments responded to new demands for further human rights. Following the Industrial Revolution, content will include the motivations for European imperialism and then the effects of these actions from the perspective of the imperialized regions of the world. Students will then make connections between the effects of imperialism and the rise of nationalism, the push for self-determination, and various methods of independence movements.</p>
Recommended Pacing
25 days (56 minute periods)
Standards

NJSLs	
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.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.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.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 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.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.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.
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.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.HistoryCA.4.a	Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
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.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.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.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.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.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.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.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.EconGE.5.a	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
CCSS-ELA - Literacy in History/Social Sciences	
CCSS.ELA-LITERACY.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-LITERACY.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CCSS.ELA-LITERACY.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CCSS.ELA-LITERACY.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CCSS.ELA-LITERACY.RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CCSS.ELA-LITERACY.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCSS.ELA-LITERACY.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
CCSS.ELA-LITERACY.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
CCSS.ELA-LITERACY.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.9-10.1.B	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-LITERACY.W.9-10.1.C	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-LITERACY.W.9-10.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.9-10.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable) <a href="#">SEE HERE</a>	
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
ID.9-12.4	I express pride and confidence in my identity without perceiving or treating anyone else as



	inferior.
ID.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.
DI.9-12.7	I have the language and knowledge to accurately and respectfully describe how people (including myself ) are both similar to and different from each other and others in their identity groups.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way
DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
JU.9-12.14	I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.
JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>
<ul style="list-style-type: none"> <li>Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international levels.</li> </ul>	<ul style="list-style-type: none"> <li>How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> </ul>

- Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.
- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protecting citizens' rights.
- Human and civil rights support the worth and dignity of the individual.
- Human rights serve as a foundation for democratic beliefs and practices.
- Human and physical systems are in constant interaction and have a reciprocal influence on one another.
- Human settlement activities impact the environmental and cultural characteristics of specific places and regions.
- Political and economic decisions throughout time have influenced cultural and environmental characteristics.
- Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales.
- Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
- Resources impact what is produced and employment opportunities.
- Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.

- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

- Incentives influence choices which result in policy changes.
- Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).
- Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost.
- The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.
- Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.
- Governments and financial institutions influence monetary and fiscal policies.
- Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
- Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
- Chronological sequencing serves as a tool for analyzing past and present events.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
- There are multiple and complex causes and effects of historical events.
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
- To better understand the historical perspective, one must consider historical context.

- Complex interacting factors influence people’s perspective.
- Historical sources and evidence provide an understanding of different points of view about historical events.
- Determining the validity of sources is critical to analyzing historic events.
- Historical claims and arguments are based on multiple sources.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

**Unit Inquiry Question(s) →**

- **What was the impact of industrialization and imperialism around the world?**
- **How has the concept of human rights developed over time and how have human rights been violated in the past?**

**Objectives (SLO)**

Students will know:

- The causes and effects of the Industrial Revolution.
- How the Industrial Revolution changed the economic, social, and political lives of people.
- The connections between the Industrial Revolution and imperialism.
- The causes and effects of imperialism.
- The connections between imperialism and the rise of nationalist movements in Asia, Africa, and the Middle East.
- The various different reasons for the rise of nationalist movements around the world.
- Motivations, characteristics, and tactics of nationalist movements varied around the world.
- Industrialization, imperialism, and nationalism helped set the stage for World War I.

Students will be able to:

- Analyze the changing conditions created by the Industrial Revolution in both Europe and the U.S..
- Explain how the agricultural revolution contributed to an industrial revolution.
- Describe how the Industrial Revolution brought about major changes to life, society, social classes, and the economy.
- Describe how individuals worked to rectify the violations to humans during this time period.
- Explain how the idea of human rights continued to develop during the Industrial Revolutions.
- Analyze primary source documents to understand how the Industrial Revolution impacted individuals.
- Compare and contrast child labor in the Industrial Revolution to problems of child labor in today's society.
- Compare and contrast capitalism, socialism, and communism.
- Define nation, state, nation-state, and nationalism.
- Evaluate the positive and negative uses of nationalism.
- Define imperialism.

- Explain and analyze the political, economic, and social roots of imperialism.
- Explain how imperialism was caused by political motivations such as nationalism, national rivalry, and a desire for overseas military bases.
- Analyze the spread of western values such as religion, customs, and ways of governing as a result of European imperialism.
- Explain how imperialism involved land acquisition, extraction of raw materials, spread western values and direct political control.
- Explain how racism intensified during this time period and the effects of race becoming a "biological science" rather than a social category.
- Explain the connections between the Industrial Revolution, imperialism, and nationalism.
- Describe the impact of imperialism on areas of the world such as Africa, India, China, Japan, and the Pacific.
- Analyze the common themes in the struggle for independence from imperial rule.
- Describe how African imperialism led to African nationalism.
- Describe imperialism in the Middle East.
- Explain how imperialism in the Middle East led to European actions (such as the Balfour Declaration, Skyes-Picot, the Durand Line, the partition of Pakistan and India, etc.) which still have impacts today.
- Assess the responses of India to growing Western influence (i.e. the Sepoy Rebellion, Gandhi's non-violence movement, the Quit India Movement).
- Assess the responses of China to growing Western influence (i.e. the Taiping Rebellion and the Boxer Rebellion).
- Evaluate the impact of Japan's decision to industrialize and then imperialize territories in Asia.
- Analyze the independence struggles of various "colonies", and debate the moral issues raised, particularly for "democratic" imperial powers - contradiction with democratic principles and self-determination.
- Analyze the world political map, and analyze competing imperial efforts as a precursor of global conflict.

- Trace the evolution of the “uneasy peace” in pre-war Europe, and the competing growth of imperialism, nationalism and militarism.
- Examine the geographic, political and economic rivalries, ethnic and ideological conflicts and domestic discontent and disorder that set the stage for war, and effected its course.
- Research the impact of the Industrial Revolution, imperialism, and the growth of nationalist movements around the world.
- Conduct sustained research.
- Create an original project relating to the topic of industrialization, imperialism, and nationalism.

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- ADD AS APPROPRIATE

#### Assessments:

- Imperialism & Nationalism Project
- Human Rights Project (continuous project throughout the end of the year)

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

### Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- [World History Honors Unit Documents](#)

Resources (ie - DBQ Project or specific textbooks or databases):

- ABC-CLIO Database
- New Visions for Public Schools
  - Units 10.3, 10.4, 10.7
- DBQ Project
  - Female Workers in Japanese Silk Factories: Did the Costs Outweigh the Benefits?
  - Female Mill Workers in England and Japan: How Similar Were Their Experiences?
  - What Was the Driving Force Behind European Imperialism in Africa?
  - How Did Colonialism Affect Kenya?
- Asia for Educators - Columbia University
- Internet History Sourcebook Project - Fordham University
- Reading Like a Historian - Stanford History Education Group

Technology Tools:

- Chromebooks
- LCD Projectors

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

### Special Education -

- Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:
  - Group assignments
  - Use of scribe
  - Additional time and separate room for test taking
  - Additional time for in-class assignments
  - Computer with voice output, spelling and grammar checker
  - Seating in the front of the class
  - Assignments in electronic format
  - Individualized instruction
  - Use High Interest materials
  - Modeling
  - Provide Immediate Feedback
  - Relate learning to real life situations when possible
  - Use proximity changes about the room to keep students focused
  - Offer a printed copy or copy of teacher notes
  - Allow for spelling and grammar errors
  - Offer individual help throughout the lesson
  - Differentiated Instruction/Readings
  - Speech to Text
  - Modified Readings and Primary Source documents

### MLL

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

### Gifted and Talented -

- Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Interdisciplinary and problem-based assignments with planned scope and sequence
- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking
- Allowance for individual student interests
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Civerse enrichment that broadens learning
- Variety in types of resources
- Internships, mentorships and independent study where applicable

504 -

- Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:
  - Group assignments
  - Use of scribe
  - Additional time and separate room for test taking
  - Additional time for in-class assignments
  - Computer with voice output, spelling and grammar checker
  - Seating in the front of the class
  - Assignments in electronic format
  - Individualized instruction
  - Use High Interest materials
  - Modeling
  - Provide Immediate Feedback
  - Relate learning to real life situations when possible
  - Use proximity changes about the room to keep students focused
  - Offer a printed copy or copy of teacher notes
  - Allow for spelling and grammar errors
  - Offer individual help throughout the lesson
  - Differentiated Instruction/Readings
  - Speech to Text
  - Modified Readings and Primary Source documents

### Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals



- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

## Unit 5

### Era of the Great Wars

#### Summary and Rationale

By 1914, increased competition among nations and the consequences of imperialism exploded into the first world war - the Great War. World War I was the culmination of all the tensions brought on by Europe's success: nationalism, imperialism, militarism, and a broken system of alliances. This war was long, indecisive, tremendously destructive, and unprecedented in scope and intensity and impacted nations around the globe. The Treaty of Versailles formally ended the war, but failed to address the deeper causes of the conflict. Out of the First World War, came the rise of dictators who implemented harsh policies and helped drive the world towards another global war. Dictators and World War II brought about unprecedented wartime casualties and a whole new wave of human rights violations, including one of the most deadly genocides in history, the Holocaust. Following the devastation of World War II, a new and different world emerged.

Students will study World War I from a variety of perspectives and evaluate the social, political, economic, and cultural ramifications of the First World War. Studies will connect back to the previous unit with the push for self-determination and independence in the Middle East, Africa, and Asia following their significant contributions to World War I. Students will also evaluate the failures of the Treaty of Versailles, which led to the rise of dictators, and then study authoritarian regimes of this time period and compare and contrast them to authoritarian regimes in the present day. The unit will culminate in the study of World War II from a global perspective, the Holocaust, and the aftermath of significant human rights violations, out of which came the United Nations, the Universal Declaration of Human Rights, and a world divided by political ideologies.

#### Recommended Pacing

30 days (56 minute periods)

#### Standards

NJSLS

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.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.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.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.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.
CCSS-ELA - Literacy in History/Social Sciences	
CCSS.ELA-LITERACY.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
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ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
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JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

JU.9-12.14	I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.
JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
<b>Instructional Focus</b>	
<b>Theme (If Applicable) →</b>	
<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>
<ul style="list-style-type: none"> <li>●</li> <li>● Chronological sequencing serves as a tool for analyzing past and present events.</li> <li>● Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</li> <li>● There are multiple and complex causes and effects of historical events.</li> <li>● Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</li> <li>● To better understand the historical perspective, one must consider historical context.</li> <li>● Complex interacting factors influence people’s perspective.</li> <li>● Historical sources and evidence provide an understanding of different points of view about historical events.</li> <li>● Determining the validity of sources is critical to analyzing historic events.</li> <li>● Historical claims and arguments are based on multiple sources.</li> <li>● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</li> </ul>	<ul style="list-style-type: none"> <li>● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>● How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> <li>● How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>● How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</li> <li>● How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</li> </ul>

**Unit Inquiry Question(s) →**

- **How did struggles for power shape the 20th century?**
- **How has the concept of human rights developed over time and how have human rights been violated in the past?**

**Objectives (SLO)**

Students will know:

- Industrialization, imperialism, and nationalism helped set the stage for World War I.
- The causes and effects of World War I and World War II.
- The impact that the Treaty of Versailles and the global depression had on the rise of dictators.
- Characteristics of dictators and authoritarian regimes.
- Characteristics of fascist and communist regimes.
- The impact that changing technology and warfare had on civilian populations.
- Severe human rights violations occurred during the Armenian Genocide and the Holocaust.
- The United Nations formed out of World War II and the failures of the League of Nations.

Students will be able to:

- Analyze how militarism, imperialism and nationalism caused WWI.
- Analyze how imperialism and competition for land around the world were important underlying causes that led to WWI.
- Analyze the world political map, and analyze competing imperial efforts as a precursor of global conflict.
- Define militarism, imperialism, nationalism, alliances, and assassination.
- Analyze primary and secondary sources in relation to the causes of World War I.
- Identify the major events at the start of the Great War (Schlieffen Plan, two-front war, trench warfare, new technology).
- Analyze the role colonial soldiers played in World War I and World War II.
- Explain how WWI led to the collapse of the Ottoman Empire, German, Austro-Hungarian, Russian empires and name the nations that replaced them.
- Explain and examine how the consequences of WWI and worldwide depression set the stage for the Russian Revolution, totalitarianism, appeasement and WWII.
- Analyze the Versailles Treaty and Wilson's 14 points, the perspectives of world leaders, and the effect on the prospects of the League of Nations.
- Assess how the failures of the Treaty of Versailles helped set the stage for World War II.
- Describe the effects of the peace treaties on the political borders, new nations, economies and populations of Europe and elsewhere.
- Examine the oppression and discrimination that led to the Armenian Genocide during WWI and the Holocaust during WWII.
- Compare and contrast fascism and communism.
- Evaluate how dictators were able to rise to power.

- Describe the effects of totalitarian dictatorships on various different nations.
- 
- Assess propaganda as a tool for promoting war.
- Examine and describe the human costs of war, and human rights violations/genocide committed in the context of war.
- Discuss the influence of WWI and WWII on the arts and intellectual life.
- Describe the causes and start of World War II.
- Identify the major events of World War II.
- Discuss the end of World War II in both the European and Pacific theaters.
- Evaluate both the Nuremberg and Tokyo Trials.

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- ADD AS APPROPRIATE

#### Assessments:

- Quarterly #3 - World War I and Interwar
- Human Rights Project (continuous project throughout the end of the year)

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

### Suggested Documents, Resources, & Technology Tools

#### Documents (Please provide embedded links to documents):

- [World History Honors Unit Documents](#)

#### Resources (ie - DBQ Project or specific textbooks or databases):

- ABC-CLIO Database
- New Visions for Public Schools
  - Units 10.5
- DBQ Project
  - What Were the Underlying Causes of World War I?
  - How Did the Versailles Treaty Help Cause World War II?
- Asia for Educators - Columbia University
- Internet History Sourcebook Project - Fordham University
- Reading Like a Historian - Stanford History Education Group

#### Technology Tools:

- Chromebooks
- LCD Projectors

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

### Special Education -

- Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:
  - Group assignments
  - Use of scribe
  - Additional time and separate room for test taking
  - Additional time for in-class assignments
  - Computer with voice output, spelling and grammar checker
  - Seating in the front of the class
  - Assignments in electronic format
  - Individualized instruction
  - Use High Interest materials
  - Modeling
  - Provide Immediate Feedback
  - Relate learning to real life situations when possible
  - Use proximity changes about the room to keep students focused
  - Offer a printed copy or copy of teacher notes
  - Allow for spelling and grammar errors
  - Offer individual help throughout the lesson
  - Differentiated Instruction/Readings
  - Speech to Text
  - Modified Readings and Primary Source documents

### MLL

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

### Gifted and Talented -

- Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:



- Interdisciplinary and problem-based assignments with planned scope and sequence
- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking
- Allowance for individual student interests
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Civerse enrichment that broadens learning
- Variety in types of resources
- Internships, mentorships and independent study where applicable

504 -

- Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:
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  - Seating in the front of the class
  - Assignments in electronic format
  - Individualized instruction
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  - Speech to Text
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### Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals

- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

## Unit 6

### The Post-1945 and Contemporary World

#### Summary and Rationale

Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources. Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.

Content in this unit will include:

United Nations and UDHR → Third Wave of Human Rights (rights of the individual/cultural rights), Cold War/Proxy Wars, Nationalism/Decolonization continued study, modern topics (student choice)

#### Recommended Pacing

20 days (56 minute periods)

#### Standards

NJSLS

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.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.CivicsPI.4.b	Assess government responses to incidents of ethnic cleansing and genocide.
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.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.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 the global economy.
6.2.12.HistoryCC.6.a	Evaluate the impact of terrorist movements on governments, individuals and societies.
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
CCSS-ELA - Literacy in History/Social Sciences	
CCSS.ELA-LITERACY.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-LITERACY.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-LITERACY.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CCSS.ELA-LITERACY.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CCSS.ELA-LITERACY.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CCSS.ELA-LITERACY.RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CCSS.ELA-LITERACY.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCSS.ELA-LITERACY.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
CCSS.ELA-LITERACY.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.9-10.1.B	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-LITERACY.W.9-10.1.C	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-LITERACY.W.9-10.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.9-10.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable)	
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
ID.9-12.4	I express pride and confidence in my identity without perceiving or treating anyone else as inferior.
ID.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.
DI.9-12.7	I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity groups.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way
DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
JU.9-12.14	I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.
JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
AC.9-12.20	I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
<b>Instructional Focus</b>	
<b>Theme (If Applicable) →</b>	
<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>
<ul style="list-style-type: none"> <li>● Chronological sequencing serves as a tool for analyzing past and present events.</li> <li>● Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</li> <li>● There are multiple and complex causes and effects of historical events.</li> <li>● Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</li> <li>● To better understand the historical perspective, one must consider historical context.</li> <li>● Complex interacting factors influence people's perspective.</li> </ul>	<ul style="list-style-type: none"> <li>● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>● How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> <li>● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>● How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</li> </ul>

- Historical sources and evidence provide an understanding of different points of view about historical events.
- Determining the validity of sources is critical to analyzing historic events.
- Historical claims and arguments are based on multiple sources.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

**Unit Inquiry Question(s) →**

- **How did struggles for power shape the second half of the 20th century?**
- **How has the concept of human rights developed over time and how have human rights been violated in the past?**

**Objectives (SLO)**

Students will know:

- The role of the United Nations in international affairs.
- The main ideas/concepts of the Declaration of Human Rights.
- The social and economic differences between the US and the USSR in the decades after World War II.
- The US and the USSR ideologies throughout the Cold War and how that impacted foreign policy.
- Key Cold War events such as the Space Race, Cuban Missile Crisis, and proxy wars.
- The effects that the Cold War had on regions outside of the United States and the USSR.
- The fight for independence and self-determination (through decolonization) continued throughout the second half of the 20th century.
- Instances of genocide and human rights violations continued to occur in the second half of the 20th century.
- The continual threat of and existence of genocide around the world is still present in today's world.
- How world geography has changed over the last 50 years.

Students will be able to:

- Compare the differing ideologies of the United States and the Soviet Union following WWII and provide examples of political conflicts between the two during this time.
- Explain how decolonization and nationalism after WWII in Asia, Africa, and the Caribbean affected the United States and Soviet rivalry.
- Analyze and explain how religious diversity, the end of colonial rule, and rising nationalism have led to regional conflicts in the Middle East.
- Describe the nationalist/self sovereignty movements in Africa and Asia.
- Explain how nationalism in Africa caused decolonization movements.
- Explain how the rights and treatments of women changed over time.
- Analyze challenges faced by women in certain cultures and countries as they attempted to gain educational opportunities, the right to vote, and positions in government.
- Explain how treaties and agreements at the end of WWII changed boundaries and created multinational organizations.

- The concept of a global community, how it developed, and what impact it has on international relations.
- The growth of technology has had a significant impact on societies around the world.

- Analyze how regional and ethnic conflicts resulted in acts of terrorism, genocide, and ethnic cleansing.
- Identify terrorist groups and explain their goals.
- Explain how nationalism has contributed to genocide.
- Explain how the advances in technology have contributed to the global economy and changed how the workplace functions.
- Explain how mass migration has impacted people economically and has posed challenges to governments and societies.

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- ADD AS APPROPRIATE

#### Assessments:

- Round Table Discussion - Post 1945 World
- Human Rights Project (continuous project throughout the end of the year)

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

### Suggested Documents, Resources, & Technology Tools

#### Documents (Please provide embedded links to documents):

- [World History Honors Unit Documents](#)

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- New Visions for Public Schools
  - Units 10.5
- DBQ Project
  - Gandhi, King and Mandela: What Made Non-Violence Work?
  - China's One-Child Policy: Was It a Good Idea?
  - Mini-Qs in Geography
- Asia for Educators - Columbia University
- Internet History Sourcebook Project - Fordham University
- Reading Like a Historian - Stanford History Education Group

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- Chromebooks
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## Modifications

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