



Nutley Public Schools

Social Studies 9th Grade World History

Unit 1: The Emergence of the First Global Age (1350-1770)

Summary and Rationale

The Emergence of the First Global Age: Global Interactions and Colonialism

The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.

This unit should set the context of the pre-modern world on the eve of the Renaissance. The focus is on the traditional societies and empires that were in communication through trade, the Crusades, etc. This communication spread ideas, and the Plague, helping to end the medieval period.

Recommended Pacing

24 Days (56 minutes per period)

Standards

2014 NJ Social Studies Student Learning Standards

<i>CPI</i>	<i>CPI Description</i>
6.2.12.A.1.a	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
6.2.12.B.1.b	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
6.2.12.C.1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society
6.2.12.B.1.a	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.C.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.C.1.e	Determine the extent to which various technologies, (e.g., printing, the 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.D.1.b	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

C3 Framework Inquiry Arc

Dimension 1 – Developing Questions and Planning Inquiries

Dimension 2 – Applying Disciplinary Concepts

<ul style="list-style-type: none"> • How do questions reflect enduring issues in a particular field? • How do supporting questions contribute to inquiries? How do sources help new supporting and compelling questions emerge? • Determine the kinds of sources that will help to answer compelling and supportive questions. 	<ul style="list-style-type: none"> • What is the relationship between humans and the environment? What affects does human settlement have on the environment? <ul style="list-style-type: none"> ○ Economics: Use of resources/trade ○ Politics ○ Society ○ Geography
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<ul style="list-style-type: none"> • Why is it important to use multiple sources when researching a period or event in history? • What do various sources indicate about the bias of the writers? 	<ul style="list-style-type: none"> • How can sources and data be used to aid in writing explanations in a way that demonstrates sound reasoning, correct sequence while identifying weaknesses in argument?
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<i>C3 Indicator</i>	<i>C3 Indicator Description</i>
(Indicator #)	
D1.1.9-12	<ul style="list-style-type: none"> • Explain how a question reflects an enduring issue in the field.
D1.4.9-12	<ul style="list-style-type: none"> • Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge
D1.5.9-12	<ul style="list-style-type: none"> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available and the potential uses of the sources
D1.5.9-12	<ul style="list-style-type: none"> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Eco.13.9-12.	<ul style="list-style-type: none"> • Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
D2.Eco.14.9-12.	<ul style="list-style-type: none"> • Analyze the role of comparative advantage in international trade of goods and services.
D2.Eco.15.9-12.	<ul style="list-style-type: none"> • Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
D2.Geo.4.9-12	<ul style="list-style-type: none"> • Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
D2.Geo.6.9-12	<ul style="list-style-type: none"> • Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.Geo.12.9-12	<ul style="list-style-type: none"> • Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
D2.His.1.9-12	<ul style="list-style-type: none"> • Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D3.1.9-12	<ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.3.9-12	<ul style="list-style-type: none"> • Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. •
D4.2.9-12	<ul style="list-style-type: none"> • Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while

	acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
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Common Core Standards	
<i>CCR</i>	<i>CCR Description</i>
CCR #	CCR text
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
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.
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
WHST.9-10.2 a-f	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
WHST.9-10.9	<i>Draw evidence from informational texts to support analysis, reflection, and research</i>

Interdisciplinary Connections	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

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Instructional Focus

Enduring Understanding(s)
<ul style="list-style-type: none"> • The centuries at the end of the first millennium CE were characterized by exchanges of trade, ideas, and diseases between traditional kingdoms and empires. • Devastating events do not have to define an era of time or a culture. It is those people that rise up from what looks like utter defeat and make changes that we are to remember and have inspired us. There will be times of conflict during changes in culture and society, but if we stay true to our beliefs, all will come out better.

Essential Questions
<ul style="list-style-type: none"> • What is necessary for a civilization to flourish? • What aspects of the Qing Empire helped them to be successful? • What made Asian Empires some of the most successful from the 1400-1700s? • How advanced was Islamic civilization?

- How did the disasters that afflicted European society in the 14th century set the stage for the Renaissance?
- What factors cause change in the political, economic, and demographic structures of a society?

Themes

- Interaction between humans and the environment
- Development and Interaction of Cultures
- Global Exchanges between Pre-Modern Civilizations
- Development and transformation of Social Structures
- Calamity and Recovery

Suggested Inquiries:

- Who was more justified in fighting the Crusades, the Pope or the Muslim armies? Why?
- What is the best explanation for the end of the European medieval period?
- How did the rise of the Ottoman Empire lead to the fall of the Byzantine Empire?
- How do empires respond to adversity?
- Did the Mongol method of creating empire result in more good than harm or vice versa? How?
- How did the empire of the Mongols expand to its greatest extents, and what factors limited its expansion?
- How is the Black Death an example of “movement”?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Ex. Capstone Project (Communication – Expression of Self)

Objectives

Students will know or learn:

- Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Mughal, with Spanish and Ottoman) maintained control and expanded their economies by examining the role of government, regulation of trade, and farming practices.
- Conduct short research to identify the factors leading to the rise and fall of the Ming, Qing, Mughal, with Spanish and Ottoman empires.
- Use quantitative and qualitative analysis to demonstrate an understanding of the changes in political boundaries as a result of the rise and fall of empires (e.g., Mongols, Ottoman), impact of treaties (e.g., Treaty of Paris), and impact of Europeans in West Africa.
- Draw evidence from informational text to compare and contrast the influence of economic policies in China (e.g., Ming rulers) with Japan (e.g., isolationism) and their relationship with European colonization in the Americas (e.g., Joint Stock Companies).
- Use technical analysis (e.g., diagrams, maps, charts) to trace the movement of essential commodities from the East Indies to Europe (e.g., spices, linens, precious gems) and West Indies to Europe (e.g., sugar, rice, tobacco).

Students will be able to:

- Explain what features of the Mongols’ pastoral nomadic way of life were favorable to their creation of an empire.
- Analyze the impact of the imperial conquests on both Mongol society and on the societies they conquered.
- Describe the ways that Mongol actions promoted the exchange of goods and ideas within and beyond their empire.
- Assess the significance of particular individuals and historical processes.
- Analyze historical documents for reliability.

Modifications

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration

Technology Integration and Use of Data

- iPad Research
- Chromebook/MacBook Collaboration/Research
- Google Classroom Connectivity

- Presentation Technologies
- Performance Matters Writing skill analysis

Writing Integration

- Informative writing
- Research Based writing

Competencies

- Collaboration
- Communication
- Research
- Problem Solving
- Self and Global Awareness

Suggested Resources

- Integration of primary and secondary source documents in classroom instruction. Resources are digital (ex. Stanford History Education Group – *Read Like a Historian*), Fordham University digital archives.



Nutley Public Schools

Social Studies Grade 9 World History

Unit 2: Birth of Modern Nations	
Summary and Rationale	
<p>An important theme in modern world history that establishes the context for contemporary issues concerning globalization is the transformation of Europe from a medieval culture to perhaps the world’s first “modern” society. This was accompanied by a rapid expansion of Europe into the world that foreshadowed several centuries of European imperialism and colonization. Many of the institutions that define the current world order have their origins in the ideas that emerged in Europe during this period, and the story of much of subsequent world history is how other cultures reacted to the European incursion into their realms.</p> <p>Students will investigate the transformation of Europe during the Renaissance and Reformation, the emergence of powerful centralized nation-states capable of sponsoring voyages of exploration, and the immediate consequences of European contact with other cultures. 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.</p>	
Recommended Pacing	
20 Days (56 minutes per period)	
Standards	
2014 NJ Social Studies Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.2.12.A.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
6.2.12.B.1.a	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.B.1.b	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
6.2.12.B.2.a	Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
6.2.12.C.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
6.2.12.C.1.e	Determine the extent to which various technologies, (e.g., printing, the 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.C.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
6.2.12.D.1.a	Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.
6.2.12.D.1.b	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.D.1.c	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
6.2.12.D.1.d	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.D.1.e	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.D.1.f	Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.
6.2.12.D.2.a	Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
6.2.12.D.2.b	Determine the factors that led to the Reformation and the impact on European politics.
6.2.12.D.2.c	Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.
6.2.12.D.2.d	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.D.2.e	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
C3 Framework Inquiry Arc	
<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<ul style="list-style-type: none"> Students choose the sources that will be of most help to them in answering important questions, taking bias and author purpose into consideration. How do compelling and supporting questions reflect issues in the field of study? 	<ul style="list-style-type: none"> How can maps, satellite images and other media be used to help explain relationships between places and their political, economic and social dynamics What is the impact of personal interests and perspectives on the application of civic virtues and human rights? In given historical eras, what changes and what stays the same? Analyze causes and effects of historical events
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<ul style="list-style-type: none"> Why is it important to use multiple sources when researching a period or event in history? What do various sources indicate about the bias of the writers? 	<ul style="list-style-type: none"> How can sources and data be used to aid in writing explanations in a way that demonstrates sound reasoning, correct sequence while identifying weaknesses in argument?
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<u><i>C3 Indicator</i></u>	<u><i>C3 Indicator Description</i></u>
(Indicator #)	<ul style="list-style-type: none"> Indicator Text
D1.1.9-12	<ul style="list-style-type: none"> Explain how a question reflects and enduring issue in the field
D1.5.9-12	<ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Geo.2.9-12	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

D2.Civ.10.9-12	<ul style="list-style-type: none"> Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights and human rights
D2.His.2.9-12	<ul style="list-style-type: none"> Analyze change and continuity in historical eras
D2.His.14.9-12	<ul style="list-style-type: none"> Analyze multiple and complex causes and effects of the events in the past?
D2.Eco.13.9-12.	<ul style="list-style-type: none"> Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
D2.Eco.14.9-12.	<ul style="list-style-type: none"> Analyze the role of comparative advantage in international trade of goods and services.
D2.Eco.15.9-12.	<ul style="list-style-type: none"> Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
D3.1.9-12	<ul style="list-style-type: none"> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D4.2.9-12	<ul style="list-style-type: none"> Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

Common Core Standards

<u>CCR</u>	<u>CCR Description</u>
CCR #	CCR text
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.
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
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

Interdisciplinary Connections

Standard x.x

CPI #	Cumulative Progress Indicator (CPI)
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Integration of Technology

- iPads
- Chrome books
- Google Classroom
- Video Clips

Standard x.x

CPI #	Cumulative Progress Indicator (CPI)
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Instructional Focus

Enduring Understanding(s)

- A complex of ideas arose from the Renaissance and Reformation in Europe that would eventually allow a small percentage of the global population to dominate the world during the next several centuries. This is the birth of “modernity”.
- The exchange of ideas between Europe, Asia, and Africa led to the advancement of technology, art, and

conquest.

- The Renaissance was a rebirth of values from the ancient world that would lead to amazing human achievement in the arts and culture.
- Indigenous groups may have experienced limited benefits but are more often devastated when outside groups took over.
- Christianity became an increasingly diverse religion as a result of the Protestant Reformation.
- Inventions and innovations of this period such as the printing press led to an increase in human knowledge.

Essential Questions

- How does an area rebuild after a devastating event and inspire a culture of not only artistic creativity but religious and social as well?
- How do the changes in art reflect the changes in society?
- How did the Age of Exploration reflect the changes in society that occurred during the Renaissance?
- What impact does religion have on society and how can changes within society impact religion?
- Was the Protestant Reformation a beneficial or harmful event in the history of Europe and the rest of the world?
- In a world of many different cultures and people, how does one person stand up and take control?
- What events told us that we needed to change what we were doing?
- How can one man control a continent and yet lose it all?

Themes

- State-building
- Expansion
- Conflict

Suggested Inquiries:

- How did the Renaissance change man's view of man?
- Was the Renaissance a "rebirth" of ancient classical learning or was it the new birth of the modern world?
- How can the Renaissance be seen as the beginnings of the "modern world" and how is this reflected in modern society?
- How did man's view of man change Christianity in the 16th century?
- In what ways did a world economy emerge from exploration?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Ex. Capstone Project (Communication – Expression of Self)
- Essay (Research)
- Project Based Learning (Collaboration)
- Presentation

Objectives

Students will know or learn:

- how Renaissance strove to revive classical culture but created new things in the process.
- Renaissance artists, architects, and thinkers and their accomplishments
- what it meant and means to be a "Renaissance man."
- about the important role of the Medici in Renaissance Florence, which would then influence other parts of Italy
- several famous explorers and their achievements
- regions around the world that were subject to exploration by European nations
- how the Protestant Reformation affected Christianity and led to a significant divide between Catholics and Protestants
- key figures associated with the Protestant Reformation
- how King Henry VIII manipulated religious and secular law to serve his own ends

Students will be able to:

- Identify several artists and thinkers associated with the Renaissance.
- Recall famous Renaissance works of art and architecture.
- Remember regions of the world and which European nations explored them
- Recall several European explorers of the 15th through 17th centuries
- Identify the Treaty of Tordesillas
- Assess the impact of world exploration during the 15th through 17th centuries
- Define the Protestant Reformation
- Explain reasons why certain religious leaders sought to break away from the Church in Rome during the 15th through 17th centuries
- Identify significant religious leaders who played a role in this era
- Evaluate the impact of the Protestant Reformation
- Apply writing techniques ranging from thesis writing, outlining, and usage of five paragraph essays

Modifications

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration

Technology Integration and Use of Data

- iPad Research
- Chromebook/MacBook Collaboration/Research
- Google Classroom Connectivity
- Presentation Technologies
- Performance Matters Writing skill analysis

Writing Integration

- Informative writing
- Research Based writing

Competencies

- Collaboration
- Communication
- Research
- Problem Solving
- Self and Global Awareness

Suggested Resources

- Integration of primary and secondary source documents into classroom instruction. Resources are primarily digital, ex. Stanford History Education Group – *Read Like a Historian*, Fordham University digital archives.



Nutley Public Schools

Social Studies Grade 9 World History

Unit 3: Age of Revolutions (1750-1914)	
Summary and Rationale	
Age of Revolutions: Scientific, Enlightenment, and Industrial Revolutions, Reform, and Global Impact	
<p>The expansion of Europe and the West was made possible by a unique combination of ideas that had their genesis in the Renaissance and Reformation and which culminated in an age of reason and revolutions. The Enlightenment celebrated the ability of humans to reason and experiment with solutions to problems. This emphasis on reason over tradition and belief challenged earlier cultural and political assumptions, leading to a series of revolutions that would transform nations and the Western world view. The scientific, industrial, and political revolutions would drastically alter societies first in the emerging West, and then throughout the world.</p> <p>Students will consider the concept of “revolution” as it applies to the enduring intellectual, social, political, and economic changes that emerged during this period. Content will include the Enlightenment and scientific revolution, the Industrial Revolution and the evolution of capitalism, and French Revolution and the political changes that followed in Europe and the Americas.</p>	
Recommended Pacing	
25 Days (56 minutes per period)	
Standards	
2014 NJ Social Studies Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.
6.2.12.A.3.c	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
6.2.12.A.3.e	Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.
6.2.12.A.3.g	Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.
6.2.12.B.3.a	Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
6.2.12.B.3.b	Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.
6.2.12.C.3.a	Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding
6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
6.2.12.C.3.c	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
6.2.12.C.3.e	Assess the impact of imperialism on economic development in Africa and Asia.

6.2.12.D.3.a		Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
6.2.12.D.3.c		Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
6.2.12.D.3.d		Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
6.2.12.D.3.e		Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

C3 Framework Inquiry Arc

<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<ul style="list-style-type: none"> • What kinds of sources will assist in answering different kinds of questions? • How do compelling and supportive questions reflect enduring issues in the field 	<ul style="list-style-type: none"> • How do maps, satellite images and other media show relationships between place and politics, economics and social life of a given region? How do advancements in technology and investments in goods and human capital increase standards of living? • How do constitutions, laws and treaties affect national and international order? • How are historical events shaped by circumstances of time, place and broader historical contexts?
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<ul style="list-style-type: none"> • What rubrics can we use to help use choose multiple sources with wide ranging views to understand events and time period? 	<ul style="list-style-type: none"> • How can we write explanations of events that will be understandable, coherent, orderly with significant historical detail/data with a specific purpose in mind (cause/effect; chronological, procedural, technical) • Critique the use of claims and evidence for credibility

C3 Framework Indicators (K-12 Pathways)

<i>C3 Indicator</i>	<i>C3 Indicator Description</i>
(Indicator #)	<ul style="list-style-type: none"> • Indicator Text
D1.1.9-12	<ul style="list-style-type: none"> • Explain how a question reflects an enduring issue in the field
D1.5.9-12	<ul style="list-style-type: none"> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Geo.2.9-12	<ul style="list-style-type: none"> • Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Eco.13.9-12	<ul style="list-style-type: none"> • Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living
D2.Civ.3.9-12	<ul style="list-style-type: none"> • Analyze the impact of constitutions, laws, treaties and international agreements on the maintenance of national and international order
D2.His.1.9-12	<ul style="list-style-type: none"> • Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts

D3.1.9-12	<ul style="list-style-type: none"> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D4.4.9-12	<ul style="list-style-type: none"> Critique the use of claims and evidence in arguments for credibility
D4.2.9-12	<ul style="list-style-type: none"> Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

Common Core Standards	
<i>CCR</i>	<i>CCR Description</i>
CCR #	CCR text
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.
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.
WHST.9-10.2 a-f	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Interdisciplinary Connections

Standard x.x

CPI #	Cumulative Progress Indicator (CPI)
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Integration of Technology

Standard x.x

CPI #	Cumulative Progress Indicator (CPI)
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Instructional Focus

Enduring Understanding(s)

- The shift away from agrarian societies has been heavily influenced by an increase in innovations and technology.
- The economic systems of capitalism, communism, and socialism, which have their origins during this period, are used throughout the world and have different implications on the society in which they are imposed.
- Technology has both positive and negative effects on a society, while it can make life easier, it has led to short and long-term social, cultural, and economic problems.
- The growing unequal distribution of wealth leads to the development of socialist ideas and desire for governmental change
- Europe's prosperity is based on a desire to gain further access to global resources and spur economic growth
- Industry and innovation are constantly evolving and continue to change the global interaction that we experience.
- The hierarchical rule of the world up to and including the 1700s as seen through examining the Absolute Rulers, Dynasties, and Empires that engulfed the globe.

- Ideas developed during the Scientific Revolution, Enlightenment, and the Age of Revolutions led to significant political, economic, and cultural changes that have had a pivotal and lasting impact on humanity, government, and the world.
- Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution and reform.
- Enlightened ideas can change people’s views of government, sovereignty, and entitled rights but establishing those same rights, views and concepts is a difficult process.

Essential Questions

- What are human rights, and how can they best be protected?
- What does it mean to be “modern”?
- Does modernization necessarily mean westernization?
- Is globalization desirable?
- How can societies best respond to globalization?
 - What is the best response when two cultures collide and have conflicts?
- Why do nations and empires rise and fall?
- What is the best form of government?
- What is the appropriate role for the government in the economy?
- Is geography destiny?

- Themes

Revolution

Conflict

Suggested Inquiries:

- How did large territorial empires come to dominate much of Eurasia between the 16th and 18th centuries?
- What constitutes a successful revolution?
- How did the Scientific Revolution and Enlightenment change how people perceive the world?
- How did the Age of Revolutions impact both governments and the people they governed?
- In what ways did scientists of the Scientific Revolution change how we think about nature and ourselves?

Is the Industrial Revolution a long term economic boon for Europe, or does it result in an unfair distribution of wealth?

What are the economic and social results of the Industrial Revolution in Europe?

How do socialism and communism relate to the events that transpire from the Industrial Revolution?

What is the potential for the success of communism?

Can absolute rule ever be justified?

Was Louis XIV a state builder or a tyrant?

How did the age of reason lead to a wave of revolutions in science, culture, thought, and government?

Was the French Revolution inevitable?

Did the National Assembly accomplish the goals of the revolution (liberty, equality, fraternity)?

Were the goals of the revolution the same for urban and rural members of the Third Estate?

- Should the French have been satisfied with the changes enacted by the National Assembly?

Was the Reign of Terror a preserver or a destroyer of liberty and stability in France?

Can a dictator bring about democratic reform? (Was Napoleon a hero for Enlightenment ideals or a dictator?)

Did the Napoleonic Code represent the ideals of the revolution?

How did the Enlightenment influence the different phases of the French Revolution?

How did more traditional and conservative European leaders cope with the fallout of political revolutions in Europe?

Can an international organization provide global peace and stability? Case Study: Congress of Vienna.

To what extent did the French Revolution accomplish the goals of liberty

- Do revolutions have global impact? Explain.

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Ex. Capstone Project (Communication – Expression of Self)
- Essay (Research)
- Project Based Learning (Collaboration)
- Presentation

Objectives

Students will know or learn:

- Different stages Europe's industrial development during the 18th and 19th centuries from new inventions to organized industrialization of industries and subsequent urbanization
- The positive and negative effects of industrial development on people and the environment
- How socialism and communism developed along with and resulting from the Industrial Revolution and how these economic theories relate to the industrialization of Europe and the rest of the world
- How economic, political, and social discontent and oppression can provide fertile ground for reform and revolution.
- That leadership during revolutions for democracy and liberty can easily devolve into dictatorship and tyranny.
- The ideas and outcomes of revolutions can have both national and international impact
-

Students will be able to:

- Examine the role of invention in industry.
- Apply geographical content in relation to the areas studied.
- Apply writing techniques ranging from thesis writing, outlining, and usage of five paragraph essays.
- Identify the new technologies that shifted the world from the Agricultural Revolution to the Industrial Revolution.
- Compare and contrast socialism, communism, and capitalism in light of industrialization
- Analyze effects of the Industrial Revolution on Europe
- Evaluate the 18th and 19th century Industrial Revolution's impact on the world

Modifications

Modified documents (ex. *Read Like a Historian* resources), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration

Technology Integration and Use of Data

- iPad Research
- Chromebook/MacBook Collaboration/Research
- Google Classroom Connectivity
- Presentation Technologies
- Performance Matters Writing skill analysis

Writing Integration

- Informative Writing
- Research Based writing

Competencies

- Collaboration
- Communication
- Research
- Problem Solving
- Self and Global Awareness

Suggested Resources

- Integration of primary and secondary source documents into classroom instruction. Resources are primarily digital, ex. Stanford History Education Group – *Read Like a Historian*, Fordham University digital archives.



Nutley Public Schools

Social Studies Grade 9 World History

Unit 4: Imperialism and Conflict: Non-Western Responses to Imperialism and Colonization	
Summary and Rationale	
<p>The transformation of Europe and the West by scientific, economic, and political revolutions led to an era of expansion and imperial conquest by several of the major European powers. Driven by economic and geopolitical incentives, the European powers engaged in a competition for empire and soon dominated much of the globe. This expansion often was at the expense of traditional societies and empires in Asia and Africa, who were forced to confront powerful new threats to their power, territorial integrity, and existence. Many of these societies adopted reform movements with varied results, and questions of imperialism and response comprise the common theme for the unit. These efforts, and the Western challenge that stimulated them, laid the groundwork for eventual movements for national liberation and revolution that would shape the modern world. The issues these societies confronted also hinted at the growing forces that would eventually lead to issues of globalization.</p> <p>This unit is important for providing students with important concepts regarding imperialism, change and transformation, cultural diffusion, and international order and institutions. It also helps establish a historical context for contemporary questions regarding modernization, Westernization, and the globalization of markets, institutions, and culture. Students will be exposed to multiple perspectives regarding these issues and practice inquiry skills comparing and critiquing documents from multiple perspectives.</p>	
Recommended Pacing	
26 Days (56 minutes per period)	
Standards	
2014 NJ Social Studies Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.2.12.A.3.e	Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.
6.2.12.B.3.a	Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
6.2.12.C.3.a	Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.
6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
6.2.12.C.3.e	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.D.3.c	Compare and contrast China’s and Japan’s views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
6.2.12.D.3.d	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
6.2.12.D.3.e	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

C3 Framework Inquiry Arc

<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<ul style="list-style-type: none"> • What are the important questions we should ask about this topic in order to gain full understanding ? • Explain how essential questions concerning the causes of imperialism, resistance, political organization and modernization, are linked to important issues and themes in world history. • Determine the types of sources needed to help answer compelling and supporting questions 	<ul style="list-style-type: none"> • What are the positive and negative outcomes of competition among nations for markets • How can evidence from historical sources help us make judgements about past events? • How well do citizens, states, national governments address social and political problems? • What democratic principles would be best to apply when working with others?
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<ul style="list-style-type: none"> • Why is it important to use multiple sources when studying history? What questions should you of these sources when reading them? • Use evidence from multiple sources to strengthen and refine counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weaknesses of relevant claims. 	<ul style="list-style-type: none"> • What is the proper procedure to follow when writing explanations about historical events? • Critique the strengths and weaknesses of presented solutions to inquires. • Possible examples include: <ul style="list-style-type: none"> ○ Informative and argumentative essays ○ Debates ○ Role Playing ○ Creation of interactive digital maps and graphical presentations. •

C3 Framework Indicators (K-12 Pathways)

<i>C3 Indicator</i>	<i>C3 Indicator Description</i>
(Indicator #)	<ul style="list-style-type: none"> • Indicator Text
D1.1.9-12	<ul style="list-style-type: none"> • Explain how a ques-tion reflects an enduring issue in the field.
D1.4.9-12	<ul style="list-style-type: none"> • Explain how supporting questions contribute to an inquiry, through engaging source work, new compelling and supporting questions emerge
D1.5.9-12	<ul style="list-style-type: none"> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of sources.
D2.Eco.5.9-12	<ul style="list-style-type: none"> • Describe the consequences of competition in specific markets
D2.Eco.9.9-12.	<ul style="list-style-type: none"> • Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
D2.Civ.5.9-12	<ul style="list-style-type: none"> • Evaluate citizens’ and institutions’ effectiveness in addressing social and

	political problems at the local, state, tribal, national and or international level
D2.Civ.7.9-12	<ul style="list-style-type: none"> ● Apply civic virtues and democratic principles when working with others
D2.His.16.9-12	<ul style="list-style-type: none"> ● Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D3.1.9-12	<ul style="list-style-type: none"> ● Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D2.His.3.9-12.	<ul style="list-style-type: none"> ● Use questions generated about individuals and groups to assess how the significance of their actions over time and is shaped by the historical context.
D4.2.9-12	<ul style="list-style-type: none"> ● Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.4.9-12	<ul style="list-style-type: none"> ● Critique the use of claims and evidence in arguments for credibility
D4.5.9-12	<ul style="list-style-type: none"> ● Critique the use of the reasoning, sequencing and supporting details of explanations.
Common Core Standards	
<u>CCR</u>	<u>CCR Description</u>
CCR #	CCR text
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
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.
WHST.9-10.2 a-f	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Interdisciplinary Connections	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
●	
Instructional Focus	
Enduring Understanding(s)	
<ul style="list-style-type: none"> ● European powers came to rule a large portion of Africa and Asia between 1800 and 1920. Only Japan emerged as an independent power capable of challenging the West. ● The Industrial Revolution impacts less developed nations economically, socially, and politically. ● Global competition for less developed regions leads to underlying world tensions. ● Innovations in technology led to the Industrial Revolution, set the stage for the growth of cities, forced a change in the economic structure of Europe and caused the growth of imperialism. 	
Essential Questions	
<ul style="list-style-type: none"> ● Did Imperialism in Africa, Asia, and the Americas lead to progress? ● How did Imperialism lead to rising tensions between nations? 	

<ul style="list-style-type: none"> ● Is global competition positive for the world? ● Is the development of technology always positive? ● Do the reasons for imperialism still exist in the world today? ● Did imperialism damage the world? What is the best way to repair the damage?
Themes
<ul style="list-style-type: none"> ● Work, Exchange, and Technology ● Politics and Power ● Ideas, Beliefs, and Culture
Suggested Inquiries:
<ul style="list-style-type: none"> ● In what ways did European Imperialism have both positive and negative effects on the regions they imperialized? ● What was the most effective response by Asian and African societies and empires to imperialist threats? ● Why did the traditional societies and empires of Asia and Africa (ex. the Mughals, the Qing, the Tokugawa Shogunate, Ottoman empire, Russian empire, African kingdoms) find it difficult to resist imperialist challenges to their sovereignty?
Evidence of Learning (Assessments – parenthetical notes reference competencies)
<ul style="list-style-type: none"> ● Ex. Capstone Project (Communication – Expression of Self) ● Essay (Research) ● Project Based Learning (Collaboration) ● Presentation
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> ● The causes and effects of European imperialism during the 19th century. ● The reasons countries look to build and maintain empires ● How technological advances as a result of the Industrial Revolution enabled European nations to overpower less developed areas in Africa and Asia ● Comparing and contrasting European imperialism in Africa, China, India, Japan, Middle East from how the European nations gained dominance to how each area responded <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Determine the reasons why European nations wanted to gain colonial empires during the 19th century ● Analyze how European nations were able to build an empires during the 19th century ● Discuss connections between the Industrial Revolution and the Age of Imperialism ● Examine and analyze the impact of Europe on varying regions in the world and how it often led to war ● Explain how the Japanese response to Western imperialism differed from many other regions and how it enabled it to emerge as a world power
Modifications
Modified documents (ex. <i>Read Like a Historian resources</i>), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.
Integration
Technology Integration and Use of Data
<ul style="list-style-type: none"> ● iPad Research ● Chromebook/MacBook Collaboration/Research ● Google Classroom Connectivity ● Presentation Technologies ● Performance Matters Writing skill analysis
Writing Integration
<ul style="list-style-type: none"> ● Informative Writing ● Research Based Writing
Competencies
<ul style="list-style-type: none"> ● Collaboration ● Communication ● Research

- Problem Solving
- Self and Global Awareness

Suggested Resources

- Integration of primary and secondary source documents into classroom instruction. Resources are primarily digital, ex. Stanford History Education Group – *Read Like a Historian*, Fordham University digital archives. Also recommended are the DBQ Project resources.



Nutley Public Schools

Social Studies Grade 9 World History

Unit 5 The End of Empires: War, Revolution, and Independence in the Twentieth Century	
Summary and Rationale	
<p>One of the Five Themes of Geography is “movement”, and ideas spread as well as goods and people. The very ideas that gave rise to European power now spread to the colonized peoples. Twentieth century world wars, among other things were instrumental in ending imperialism and destroying the empires. These wars challenged economic and political power structures and gave rise to a new balance of power in the world.</p> <p>A different world emerges: the British and French empires are severely weakened to the point that they must grant independence to their former realms, and many empires crumble and fall. The current issues in the Middle East are can be directly traced to the consequences of WWI. The end of WWII gave rise to independence movements throughout the world and were able to be (generally) successful.</p>	
Recommended Pacing	
29 Days (56 minutes per period)	
Standards	
2014 NJ Social Studies Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.2.12.A.4.a	Explain the rise of fascism and spread of communism in Europe and Asia
6.2.12.A.4.b	Compare the rise of nationalism in China, Turkey, and India.
6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.A.5.c	Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
6.2.12.B.4.a	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
6.2.12.B.4.b	Determine how geography impacted military strategies and major turning points during World War II.
6.2.12.B.4.d	Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
6.2.12.C.4.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.C.4.b	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).

6.2.12.D.4.a	Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
6.2.12.D.4.b	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
6.2.12.D.4.d	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
6.2.12.D.4.e	Compare how Allied countries responded to the expansionist actions of Germany and Italy.
6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
6.2.12.D.4.l	Assess the cultural impact of World War I, the Great Depression, and World War II.

C3 Framework Inquiry Arc

<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<ul style="list-style-type: none"> Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions Choose appropriate sources to help answer compelling and supporting questions; taking into consideration the various points of view of each author. 	<ul style="list-style-type: none"> What consequences does competition cause? How does technology and investment help increase the standard of living? How does human caused and natural catastrophe trade, politics and migration? How are historical events shaped by circumstance? How do cause and effect help us understand historical events? What is the difference between long term causes and triggering events? How can evidence be used to make reasoned arguments about the past?
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<ul style="list-style-type: none"> Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources validity, bias, and utility. 	<ul style="list-style-type: none"> Construct arguments, explanations and solutions to inquiries, presenting these arguments, explanations and solutions via a variety of methods and media while featuring evocative ideas and perspectives Critique the strengths and weaknesses of presented solutions to inquiries. Possible examples include: <ul style="list-style-type: none"> Informative and argumentative essays Debates Role playing (ex. advisor advocating reforms) Creation of interactive digital maps and graphical presentations.

C3 Framework Indicators (K-12 Pathways)

<i>C3 Indicator</i>	<i>C3 Indicator Description</i>
(Indicator #)	<ul style="list-style-type: none"> Indicator Text
D1.1.9-12	<ul style="list-style-type: none"> Explain how a question reflects an enduring issue in the field.
D1.4.9-12	<ul style="list-style-type: none"> Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
D1.5.9-12	<ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and

	supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Eco.5.9-12	<ul style="list-style-type: none"> Describe the consequences of competition in specific markets.
D2.Eco.13.9-12	<ul style="list-style-type: none"> Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
D2.Geo.12.9-12	<ul style="list-style-type: none"> Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration
D2.His.1.9-12	<ul style="list-style-type: none"> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.14.9-12	<ul style="list-style-type: none"> Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12	<ul style="list-style-type: none"> Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12	<ul style="list-style-type: none"> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past
D3.1.9-12	<ul style="list-style-type: none"> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D4.1.9-12	<ul style="list-style-type: none"> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12	<ul style="list-style-type: none"> Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.4.9-12	<ul style="list-style-type: none"> Critique the use of claims and evidence in arguments for credibility
D4.5.9-12	<ul style="list-style-type: none"> Critique the use of reasoning, sequencing and supporting details of explanations

Common Core Standards

<i>CCR</i>	<i>CCR Description</i>
CCR #	CCR text
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.
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.
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

Interdisciplinary Connections
Standard x.x

CPI #	Cumulative Progress Indicator (CPI)
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
●	
Instructional Focus	
Enduring Understanding(s)	
<ul style="list-style-type: none"> ● The spread of Western ideas to their colonial territories, and the consequences of the world wars, gave rise to independence movements around the globe that ultimately ended the era of imperialism, resulting in new nation-states. ● World War I or the Great War was not caused by any one event but rather had several long-term and immediate causes. ● Ultra-nationalism and militarism make nations less willing to compromise and more willing to use war as a means to accomplishing their goals. ● New weapons caused World War I to drag on into a stalemate that cost many lives. ● World War I is called a total war, because it encompassed so many different spheres of life. ● The United States entered World War I late but played a significant role in the victory of the Allies. ● Russia's poor performance in and prolonged involvement in World War I was a major immediate cause of the Russian Revolution. ● The Treaty of Versailles' harshness and inequity would play a role in causing future wars in Europe and around the world. ● New nations were established and European empires were altered as a result of World War I. ● The emerging competition of nations for economic superiority and land domination promoted animosity amongst nations ● Europe's desire for more resources and increased industrialization led to a more aggressive competition for land conquest ● The Second World War was caused by a combination of factors stemming from unresolved issues from the First World War and horrible economic conditions during the 1930s. ● The West's desire to promote and defend democracy and freedom abroad drives foreign policy decisions. ● The connection of the economic collapse of the US and Europe with the failure of young democracies leads to the rise of fascism ● America desired to promote capitalism and its economic interests both at home and abroad in order to protect its standing as a world power. ● The failure of collective security through the use of appeasement has far reaching consequences. ● When powerful nations choose to neglect international problems rather than address them, the problems usually grow larger until they can no longer be ignored. ● Nations of the world need to be firm yet flexible when dealing with rogue states; they must take a stand against aggression but be able to modify policies in order to incorporate those nations into the international community. ● World War II was fought on many fronts, by many national and ethnic groups, and exerted a profound impact on the 20th century world. ● The world community must take action when it comes to human rights abuses. Despotic leaders and groups who would seek to subjugate or even eliminate other groups will always exist and must not be allowed to get away with atrocities. ● Attempts to solve regional conflicts in the short term often lead to future global issues. ● Short-sightedness for the need of revenge by world leaders can lead to greater consequences ● The global interdependence's of nations economies can play a major role in world events ● 	
Essential Questions	
<ul style="list-style-type: none"> ● What were the causes and effects of the Holocaust and Armenian Genocide? ● What were the causes and results of independence movements in Africa and the effects of decolonization? ● How did India gain independence from Britain in the 20th century ● What were the causes of WWI ● What were the causes of WWII 	

- How did the Treaty of Versailles result in the rise of Dictators?
- Does nationalism benefit nations or ultimately harm them?
- Were the technological advances in weapons a good thing?
- Did Germany deserve to be held responsible for World War I? Why?
- Did America deserve to be a major player in the Versailles Peace Conference? Was it fair for the victorious Allies to snub Russia (Soviet Union)? Why?
- Were Wilson's Fourteen Points a failure or success? Why did Wilson cave in at the peace table?
- Were provisions in the Treaty of Versailles really that harsh, or were they reasonable considering the interests of the time?
- What role did the depression play on the rise of the fascist governments?
- Why was the concept of fascist governments so readily embraced by much of the populace in Germany, Italy, and even Spain to a lesser extent?
- How did fascism, appeasement and global economic interdependence push the world closer to war?
- Was it the harshness and deficiencies of the Treaty of Versailles or the economic depression that was the biggest cause for the rise of dictatorships?
- Do the solutions of fascist leaders to the lowly states of their nations during the 1920s and 1930s have any credence?
- Are totalitarian governments always negative?
- Did fascism, appeasement and global economic interdependence push the world closer to war?
- Is extreme nationalism positive for countries?
- Was appeasement a justifiable policy considering the position that the European nations were as a result of the worldwide depression?
- Are totalitarian governments more successful than democratic governments in terms of producing results?
- Is World War II relevant to the lives of 21st century high school students?
- Was World War II the same war in all theaters?
- Were issues in the final years of World War II the main causes for the Cold War?
- Are international organizations like the United Nations human rights successful in decreasing wars and human rights abuses?
- How was WWII a total war?
- How did the resolution of WWII and the Allies' strained relationship lead to the onset of the cold war?
- How did post-World War II international organizations contribute to the roots of global cooperation through human rights and the avoidance of global warfare?
- To what extent did the post-World War II military and economic superiority create and fulfill the American dream for all Americans?

●

Suggested Inquiries:

- What was the legacy of World War I?
- How did dictators in post WWI Europe affect the nations they led in both positive and negative ways?
- What were the positive and negative effects of WWII? Did the positives outweigh the negatives? Why? Why not?
- What is the role of international cooperation and multinational organizations in attempting to solve global issues?
-

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Ex. Capstone Project (Communication – Expression of Self)
- Essay (Research)
- Project Based Learning (Collaboration)
- Presentation

Objectives

Students will know or learn:

- The long and short term causes of the Great War.
- New military inventions that impacted fighting in World War I as well as future wars

- The nature of warfare during World War I specifically on the all-important Western Front
- How the map of Europe changed after World War I and the rationale behind these changes.
- Wilson's Fourteen Points including his vision for a League of Nations
- The Treaty of Versailles', how decisions were made, and what the decisions were
- The creation of new nations as a result of the Treaty of Versailles
- The implications of the Treaty of Versailles and foreshadowing the future of Europe
- The impact of World War I and the world wide economic depression of the 1930s on global unrest leading into World War II.
- Characteristics of fascism and its variant Nazism
- The rise of fascism and Nazism and how they responded to the plights of the nations in which they arose.
- Hitler's path from childhood through his attaining absolute power over 1930s Germany
- How inadequacies of the League of Nations caused it not to be able to stand up to the aggression and expansionism of the European dictators
- Fiscal mismanagement by a government can lead to extreme political change.
- Propaganda plays a role in the decision-making of a country's populace.
- The major theaters of battle during World War II
- How geography impacted war.
- The main alliances of World War II and why those nations were allies
- How World War II began and a chronology of major events
- Leaders who played major roles during the war
- Key battles and events that altered and determined the course of World War II
- How World War II came to an end in the different theaters
- War atrocities and genocide committed during World War II and measures taken against the perpetrators
- The role of atomic weaponry and its global impact at the end of the war, ultimately ushering in the Cold War.

Students will be able to:

- determine the causes and results of imperialism, both for the European power and for the country that is taken over. Project will incorporate a lengthy demonstration of understanding through a well-developed class presentation.
- read and interpret the writings of Rudyard Kipling to interpret the prejudices and general sense of superiority Europe felt over much of Asia and Africa.
- analyze the causes of World War I.
- examine and analyze Wilson's 14 point plan.
- examine and analyze the Treaty of Versailles and its lasting impact on Europe.
- interpret Wilson's 14 Points.
- analyze political cartoons depicting WWI.
- describe the conditions of Europe and other parts of the world during the world wide depression of the 1930s
- define fascism, Nazism, and totalitarianism
- analyze the rise of dictators in 1930s Europe
- explain certain aspects of the Treaty of Versailles that caused resentment that leading to another world war.
- investigate the primary economic causes leading to the global economic Great Depression.
- summarize major events leading to the beginning of World War II
- recall several World War II battles and events and their significance to the war
- remember the different theaters in which World War II was fought
- examine the impact of the different world leaders on their countries and the global community from 1930-1945.
- analyze the effectiveness of war tactics used during World War II
- compare and contrast the different leaders of the Axis Powers and their political, social, economic, and cultural policies
- assess the impact that fascist dictators had on their respective nations and the world around them
- define the elements found in fascist governments.
- explain aspects of the Rape of Nanking and the Holocaust in terms of actions taken by the perpetrators, who were the victims and how they were affected.
- analyze the decision to drop the bomb, and whether it was the "right" decision.

- ascertain a geographical understanding of the theaters of war.
- discuss and debate the merits and drawbacks of the use of nuclear weapons in warfare.
- apply geographical content in relation to the areas studied.
- apply writing techniques ranging from thesis writing, outlining, and usage of five paragraph essays.

Modifications

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration

Technology Integration and Use of Data

- iPad Research
- Chromebook/MacBook Collaboration/Research
- Google Classroom Connectivity
- Presentation Technologies
- Performance Matters Writing skill analysis

Writing Integration

- Informative Writing
- Research Based Writing

Competencies

- Collaboration
- Communication
- Research
- Problem Solving
- Self and Global Awareness

Suggested Resources

- Integration of primary and secondary source documents into classroom instruction. Resources are primarily digital, ex. Stanford History Education Group – *Read Like a Historian*, Fordham University digital archives.
- The DBQ Project



Nutley Public Schools

Social Studies Grade 9 World History

Unit 6: The Twentieth Century Since 1945 (1945-Today)	
Summary and Rationale	
<p>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.</p> <p>International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.</p> <p>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.</p>	
Recommended Pacing	
24 Days (56 minutes per period)	
Standards	
2014 NJ Social Studies Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.2.12.A.5.a	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, and periodic military clashes
6.2.12.A.5.b	Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
6.2.12.A.5.c	Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
6.2.12.A.5.d	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.
6.2.12.A.5.e	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies
6.2.12.B.5.a	Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
6.2.12.B.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
6.2.12.B.5.c	Determine the impact of migration on way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
6.2.12.B.5.d	Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
6.2.12.B.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
6.2.12.B.5.d	Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
6.2.12.C.5.a	Explain how and why Western European countries and Japan achieved rapid economic recovery

	after World War II.
6.2.12.C.5.e	Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
6.2.12.C.5.g	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
6.1.12.D.12.c	Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
6.2.12.D.5.c	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.D.6.a	Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.
C3 Framework Inquiry Arc	
<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<ul style="list-style-type: none"> Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. Determine the proper sources needed to answer compelling and supportive questions. 	<ul style="list-style-type: none"> How do constitutions, laws and treaties impact national and international order. Critique relationships among governments, civil societies and markets. How do people challenge their local, national and international governments? what are the consequences of government policies on markets? Use maps, photographs and other media to explain the relationships between places, regions and their political, social and economic dynamics. How do circumstances help shape historical events? Critique the usefulness of historical sources for specific inquiry based on author, place, date, audience, etc. Analyze cause and effect of historical events Distinguish long term causes and triggering events in developing historical arguments.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<ul style="list-style-type: none"> Gather relevant information from wide ranging sources to help understand an event. Evaluate the credibility of a source by analyzing expert views. 	<ul style="list-style-type: none"> Construct explanations using proper reasoning, sequence, information, data, while acknowledging short coming of information. Construct arguments using precise, knowledgeable claims, evidence from multiple sources, acknowledging counterclaims and weakness of evidence.
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<i>C3 Indicator</i>	<i>C3 Indicator Description</i>
(Indicator #)	<ul style="list-style-type: none"> Indicator Text
D1.1.9-12	<ul style="list-style-type: none"> Explain how a question reflects an enduring issue in the field.
D1.4.9-12	<ul style="list-style-type: none"> Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge

D1.5.9-12	<ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Civ.3.9-12	<ul style="list-style-type: none"> Analyze the impact of constitutions, laws, treaties and international agreements on the maintenance of national and international order
D2.Civ.6.9-12	<ul style="list-style-type: none"> Critique relationships among governments, civil societies and economic markets.
D2.Civ.12.9-12	<ul style="list-style-type: none"> Analyze how people use and challenge local, state, national and international laws to address a variety of public issues.
D2.Eco.8.9-12	<ul style="list-style-type: none"> Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
D2.Geo.2.9-12	<ul style="list-style-type: none"> Use maps, satellite imagery, photographs and other representations to explain relationships between the locations of places and regions and their political, cultural and economic dynamics.
D2.His.1.9-12	<ul style="list-style-type: none"> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical eras.
D2.His.11.9-12	<ul style="list-style-type: none"> Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience and purpose.
D2.His.14.9-12	<ul style="list-style-type: none"> Analyze multiple and complex causes and effects in the past
D2.His.15.9-12	<ul style="list-style-type: none"> Distinguish between long term causes and triggering events in developing a historical argument.
D3.1.9-12	<ul style="list-style-type: none"> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.9-12	<ul style="list-style-type: none"> Evaluate the credibility of a source by examining how experts value the source.
D4.2.9-12	<ul style="list-style-type: none"> Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.1.9-12	<ul style="list-style-type: none"> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
Common Core Standards	
<i>CCR</i>	<i>CCR Description</i>
CCR #	CCR text
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.
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.
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.
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.
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
WHST.9-10.2.a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
WHST.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	Gather relevant information from multiple authoritative print and digital sources, using advanced searches

WHST.9-10.8	effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Interdisciplinary Connections	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
•	
Instructional Focus	
Enduring Understanding(s)	
<ul style="list-style-type: none"> • What is “globalization”? • The global impact of the Cold War will lead to the competition between the world's two superpowers. The results of the competitions will play a large role in the economic infrastructure, the alliances and future political relations of the two superpowers. • Nations can exist in a state of constant preparedness for war as was seen in the Cold War. Such a state produces mixed effects for those nations, their people, and surrounding nations. • The threat of destroying the world through nuclear annihilation existed during the Cold War. • In order to defend democracy and capitalism, the United States took positions that conflicted with its democratic values during the Cold War. • Genocide is a constant threat around the world and is difficult to prevent without making sacrifices. • The development of Africa, Asia, and the Middle East had led to current issues that have involved the global community. • The division of the Middle East post WWI, the withdrawal of colonial claims post WWII, and the formation of Israel has led to anti-western sentiment and terrorist attacks throughout the world. • The western Europe and America's heritage of imperialistic ideals led to the establishment of weak governments throughout Africa and the Middle East. • The western world's prosperity is based on the need of natural resources in foreign countries. • Africa and the Middle East cultural identities were altered by western control 	
Essential Questions	
<ul style="list-style-type: none"> • Were the tensions between the United States and Soviet Union really as bad as history makes them out to be? • Why did the United States make such an effort to contain the spread of communism? • Are communism and state socialism bad politico-economic systems? • How did the resolution of WWII lead to the cold war? • How did the policies of the two superpowers dictate foreign policy? • Is it possible for genocide to occur anywhere in the world, or do certain factors need to be present? • Does the United Nations really make a difference in the world? • How has the nature of conflict changed in the 21st century? • Is the world truly a global community? Does being involved in the global community help or harm one's nation? • What impact does a person's race, culture, and religion have on the society in which they live? • Is Islam a peaceful religion? • Are all extremist groups breeding grounds for terrorists? • How has conflict changed over the past 50 years? • How has the world become a global community? • What role do race, culture and religion play in society? • What will the changing global demographics mean for the current world in regards to economics, socio-political issues, etc. 	
Themes	

<ul style="list-style-type: none"> ● Globalization
Suggested Inquiries:
<ul style="list-style-type: none"> ● What is the role of international cooperation and multinational organizations in attempting to solve global issues? ● What are the roles and responsibilities of a citizen to be an active contributor to a global society?
Evidence of Learning (Assessments – parenthetical notes reference competencies)
<ul style="list-style-type: none"> ● Ex. Capstone Project (Communication – Expression of Self) ● Essay (Research) ● Project Based Learning (Collaboration) ● Presentation
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> ● The social and economic differences between the US and the USSR in the decade after World War II. ● The US and the USSR ideologies throughout the Cold War how that impacted foreign policy. ● Key Cold War events such as the Space Race, Cuban Missile Crisis, and proxy wars. ● World leaders and the roles that they played in the Cold War. ● The US foreign policy of containment throughout much of the Cold War will lead to military deployment throughout much of Asia. ● Communism is able to fall in Europe due to the economic and political policies of Gorbachev, an increase in communication and collaboration while it remains in China due to the use of military force. ● Other examples of genocide besides the Holocaust that occurred in the second half of the 20th century ● The continual threat of and existence of genocide around the world ● Islam, what mainline Islam is compared to religious extremism, and how anti-Western terrorism relates to these topics. ● How world geography has changed over the last 50 years. ● What is meant by the global community, how it developed, and what impact it has on international relations ● apartheid created a separation between the races in South Africa. ● the creation of Israel developed a divide between the West and the Arab world. ● the US involvement in the Middle East is largely due to the dependency on oil. ● Imperialism played a major role in the current political affairs of the Middle East. <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Analyze the major events throughout the Cold War and determine the economic impact that war plays on a nation's economic and political ideologies. ● Compare and contrast reasons for the decline/fall of communism in Europe and the oppression in Asia throughout 1989. ● Compare and contrast the United States and the U.S.S.R and their relations with other nations. ● Analyze how the growing friction between the two influenced global policies and economic interdependencies. ● Analyze key international crises of the period and the origins and nature of global confrontation. ● Evaluate the significance and legacy of the Cold War on the contemporary world, especially in the Middle East. ● Analyze the motives and rationale used by the perpetrators for committing genocide. ● Explain why nations and the global community sometimes hesitate to get involved in wars between different groups even when genocide might be occurring ● Remember that the lack of action by many nations and the UN to adequately address genocide lead to massive death tolls. ● Summarize the involvement of different nations and the international community in the Middle East. ● Recall different wars that have occurred in the modern Middle East and their impacts. ● Explain reasons for the rise of terrorism and its impact on the global community. ● Evaluate how the world has treated/dealt with Middle Eastern nations ● Analyze the political role of Africa and the Middle East in future world affairs. ● Apply writing techniques ranging from thesis writing, outlining, and usage of five paragraph essays. ● Apply public speaking techniques required for presenting information to the class.

Commented [1]: Should we add something about South America since we included it in our final exam project

Commented [2]: Yeah that sounds fine

Modifications

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration

Technology Integration and Use of Data

- iPad Research
- Chromebook/MacBook Collaboration/Research
- Google Classroom Connectivity
- Presentation Technologies
- Performance Matters Writing skill analysis

Writing Integration

- Informative Writing
- Research Based Writing

Competencies

- Collaboration
- Communication
- Research
- Problem Solving
- Self and Global Awareness

Suggested Resources

- Integration of primary and secondary source documents into classroom instruction. Resources are primarily digital, ex. Stanford History Education Group – *Read Like a Historian*, Fordham University digital archives.
- The DBQ Project