

EGG HARBOR TOWNSHIP PUBLIC SCHOOLS  
CURRICULUM

**World History**  
**Grades 9-12**

Length of Course: Full Year

Elective / Required: Required

Schools: High School

Student Eligibility: Grades 9-12

Credit Value: \_\_\_\_\_

Date Approved: \_\_\_\_\_

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This curriculum guide was prepared by:

Deborah Scalley, 5<sup>th</sup> grade  
Triana Bruso, 6<sup>th</sup> grade

Michael Martirone, High School  
Mark Walter, High School

Kathy Woods, 6<sup>th</sup> grade  
Chris Rios, 7<sup>th</sup> grade  
Dan Welsh, 7<sup>th</sup> grade  
Debra Lumpkins, 8<sup>th</sup> grade  
Brian Cottelli, 8<sup>th</sup> grade

George Haupin, High School  
Steven Schweizer, High School  
Fred Wilson, High School  
Steve Marcus, High School  
Jacki Carugno, High School

Coordinated by: Eileen Hannigan, Supervisor of Social Studies

### **DISTRICT MISSION STATEMENT**

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and every day society.

### **SOCIAL STUDIES - PHILOSOPHY**

To fully understand the present, students must study the past. In the 21<sup>st</sup> century world, it is important to not only understand the history of our country, but to understand our country's place in the world. High school Social Studies encompasses the disciplines of culture, history, politics, society, economics and law. When we look at the century's themes of global awareness, changing economies, communications and shared technologies, social studies is fundamental.

### **SOCIAL STUDIES - STATEMENT OF PURPOSE**

Social Studies is highly collaborative and interactive. Teachers should provide a classroom that is safe, open and allows for different options. The content provides the unique opportunity to teach the 21<sup>st</sup> century skills of critical thinking and problem solving, creativity and innovation, as well as communication and collaboration. All of these skills have been incorporated into our learning activities.

Our purpose in our scope and sequence is to give our students to necessary knowledge to understand present day events. We have realigned the curriculum to give students a scaffolding of history throughout their time in the district. We have added more modern history at the middle school level and eliminated the redundancy of early American history. As a team we asked the following tough questions: *What to keep? What to cut? What to create?*

To help meet new financial literacy requirements, economic lessons have been incorporated at each grade level.

### **INTRODUCTION**

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like.

Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

## **THE EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE**

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions*, *unit assessments*, and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township's curriculum guides.

### **GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN? WHAT IS UNDERSTANDING BY DESIGN?**

“Backward design” is an increasingly common approach to planning curriculum and instruction. As its name implies, “backward design” is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working ‘backward’ to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

*Stage I: Identifying Desired Results:* Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the “*stuff*” upon which the understandings are built.

*Stage II: Determining Acceptable Evidence:* Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

*Stage III: Designing Learning Activities:* Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

## **INTENT OF THE GUIDE**

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or

limit the teacher's resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

# Unit 1 Introduction to Civilization and Culture

## Topic Overview

In the first four weeks of the school year students will primarily be engaged in a review of material previously learned in Elementary and Middle School. Students will use this unit as a bridge, focusing and expanding upon areas of study where students should already have background knowledge. Students will be reintroduced to Geography and the four components of Culture. Students will participate in a quick review of Ancient Mesopotamia, Egypt, the Indus River Valley, China, Africa, Mesoamerica, Greece, Rome, and the Middle Ages. Students will review the various classifications of religion and their role in Culture. Students will identify the six major religions of the world: Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism. Students will explore the roots of European culture, government, literature and the arts. Students will outline the trajectory of Rome from Monarch to Republic, and finally, Empire. Lastly, this unit will end with the decline of the Roman Empire and an overview of the subsequent Middle Ages. Students will understand the position of the Catholic Church, feudal society, and the various problems of the middle ages.

## Stage 1 Desired Results

### NJCCCS:

6.2.12.C.6.b. Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

6.2.12.C.6.c. Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

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.

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

6.1.12.D.14.e. Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

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.5.b. Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.

6.2.12.C.6.a. Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.

### Understandings:

1. Students will understand and locate the seven continents and four oceans, Prime Meridian, Equator, Five lines of Parallel, and time zones and how these affect us.
2. Students will understand the concept of culture and the four components that make up a given culture.

3. Students will understand the difference between Primary and Secondary sources and how to correctly use them to in constructing a thesis.
4. Students will understand and recognize the major cultural elements of Ancient Mesopotamia, Egypt, and the Indus River Valley Civilization.
5. Students will understand the definition of a religion, key vocabulary words that define and classify types of religions.
6. Students will understand the fundamental differences between Western Religions and Eastern Religions with an emphasis on Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.
7. Students will understand the basic principles of democracy, the advantages and disadvantages, and how a democratic government functioned in Ancient Greece.
8. Students will understand and differentiate between Greek and Roman architecture and explain the impact of this architecture of the modern world.
9. Students will understand the immense impact of Alexander the Great on spreading Greek culture and unifying the known world at this time.
10. Students will understand the contribution of the Greek Philosophers Socrates, Plato, and Aristotle on western thought.
11. Students will understand the formation of the Roman Republic and the influence of Julius Caesar and Caesar Augustus.
12. Students will understand the Pax Romana and the achievements and advancements that took place during this era.
13. Students will understand the eventual decline of the Roman Empire and transition into the Middle ages.
14. Students will understand the restrictive feudal social structure of the manor system.
15. Students will understand the rise of Catholicism and church authority.
16. Students will understand the destructive force of the black Plagues, the causes and the psychological and physical aftermath.

### Essential Questions:

1. What concepts and ideas can we learn from looking at different types of maps?
2. How do Global Positioning Satellites work and how has this technology changed navigation?
3. What is a Social Scientist and what value do they add to a community?
4. What various jobs can a Social scientist perform and what are their responsibilities?
5. What is a source and where do they come from and what is the difference between a Primary and Secondary source?
6. How do we Analyze sources and what unspoken concepts can we gather from them?
7. How do we use a source to justify a position or argument?
8. What are the building blocks of Culture?
9. How do Society, Government, Religion, and Economy affect a person's way of life?
10. What are the various ways the components of a cultural can be structured and what does this tell us about life within these cultures?
11. Why does civilization start in Ancient Mesopotamia?
12. What geographical features aided in the establishment of the first civilizations?
13. Why do cultures have Religion?
14. What functions does a religion serve within a community?
15. How are the major western religions related?
16. How are the major eastern religions related?

17. What are the historical roots of Judaism, Christianity, and Islam and how are the western religions perceived in the world today?
18. What are the historical roots of Hinduism, Buddhism, and Confucianism and how are the eastern religions perceived in the world today?
19. What are the goals of each religion? How are they similar and different?
20. What can we learn about a culture through their religious beliefs?
21. What are the achievements of Ancient Latin America and Africa?
22. How did development of African kingdoms, Mayans, Aztecs, Incas differ from the Greeks and Romans. How were they similar?
23. Which achievements of Ancient Greece and Ancient Rome have had the greatest impact on the world community?
24. How do similar city-states develop different lifestyles and culture?
25. What are the advantages and disadvantages to a democratic form of government?
26. What was the primary function of the Greek Parthenon and what does it symbolize today?
27. What are the everlasting contributions of Socrates, Plato, and Aristotle to the world?
28. To what degree do the Romans borrow and incorporate other cultures into their own?
29. How does the Roman Empire decline? Is it truly 'dead?'
30. What are the everlasting achievements of the Roman Empire?
31. How does the Feudal system change life for the everyday person?
32. How does the Catholic Church influence European culture during the Middle Ages?
33. How does the Black Plague reshape the average person's world view? Is this a positive change or negative change?

### Students will be able to:

1. Define all vocabulary words associated with this Unit.
2. Identify and label the seven continents, four oceans, Prime Meridian, Equator, Lines of Parallel, and International Date Line.
3. Explain & develop a visual representation of the four cultural components.
4. Classify sources as Primary or Secondary & Construct an argument using Primary & Secondary Sources.
5. Define major vocabulary associated with religion and the specific religions being studied.
6. Write a comparative essay on the Eastern and Western Religions.
7. Complete a Venn Diagram comparing Eastern and Western Religions.
8. Compare the teachings of Abraham, Jesus, Muhammad, Buddha, and Confucius.
9. Map the spread of religion across the world and identify areas that developed different religions.
10. Understand the six major world religions in the modern world and identify their roles and misconceptions in the 21<sup>st</sup> century.
11. Outline and compare the civilizations of Mesopotamia, Egypt, and Indus River Valley.
12. Diagram a map of trading kingdoms of Africa, Latin America, Ancient Greece & the Empire of Alexander
13. Evaluate the standard of living during the golden ages of Latin American and African cultures during the golden ages of their society.
14. Write a comparative Essay on Sparta and Athens
15. Complete a Webquest centered on Ancient Greek Culture.
16. Debate the effectiveness of Democracy in class.

17. Write a comparative essay on Ancient Greek & Roman Architecture compared to American Architecture.
18. Discuss the philosophical teachings of Socrates, Plato, and Aristotle.
19. Chart the decline of the Roman Empire.
20. Classify the components of the feudal society.
21. Map out the spread of the Plague and list reasons for its occurrence.
22. Analyze Art from the Middle Ages and extract components of culture.
23. Evaluate the standard of living for the average European during the course of the Middle Ages.

## Vocabulary:

<b>Geography</b>	<b>Economy</b>	<b>General Terms</b>	<b>Time Periods/places:</b>
Geography Landforms Latitude Longitude Location Place GPS Map Projections	Barter Supply & Demand Traditional Command Market Mixed	History Political Science Economics Sociology Psychology Anthropology Archaeology Civilizations Cultural Diffusion	Mesopotamia -Tigris and Euphrates -Nomad - Technology -Farming - City-State -Hammurabi  Ancient Egypt -Nile River -Pyramids -Kingship -Dynasty  Indus River Valley Civilization -Indus River
<b>Society</b>  Kinship Matrilineal Patrilineal Values Nuclear Family Extended Family	<b>Government</b>  Theocracy Empire Law Responsibilities Monarchy Oligarchy Dictatorship Democracy Anarchy		

<b>Religious Figures</b>	<b>Religion</b>	<b>Greek &amp; Roman Figures</b>	<b>Terms for Greek, Roman, &amp; Middle Ages</b>
Jesus	Monotheism	Homer	Knossos
Abraham	Polytheism	Socrates	Citizen
Moses	Atheism	Plato	Phalanx
Muhammad	Values	Aristotle	Legislature
Confucius	Ritual	Alexander the Great	Philosopher
Siddhartha Gautama	Tenet	Phillip II	Logic
Brahman	Afterlife	Pythagoras	Rhetoric
Brahma	Judaism	Heliocentric	Tragedy
Vishnu	Christianity	Hippocrates	Comedy
Shiva	Hinduism	Julius Caesar	Iliad
Sikhism	Buddhism	Augustus	Odyssey
Priest	Confucianism	Ptolemy	Republic
	Samsara	Messiah	Consul
	Karma	Pope	Dictator
	Caste System	Huns	Plebeian
	Brahmins	Charlemagne	Tribune
	Kshatriya's	Vassal	Veto
	Vaishyas	Knight	Legion
	Shudras	serf	Patrician
	Ethical System	Apprentice	Imperialism
	5 basic relationships	Journey man	Aqueduct
	4 Noble Truths		Satirize
	8 Fold Path	<b>Greek &amp; Roman Places</b>	Mosaic
	5 Pillars of Faith	Polis	Inflation
	10 Commandments	Acropolis	Medieval
	Nirvana	Sparta	Feudalism
	Dalai Lama	Athens	Feudal Contract
	Dharma	Parthenon	Fief
	Torah	Alexandria	Chivalry
	Bible	Crete	Secular
	Koran	Mediterranean Sea	Papal Supremacy
	Vedas	Rome	Guild
		Constantinople	Tenant farmer
		Manor	
		Holy Roman Empire	

## Stage 2 Performance Task & Assessment Data

Recommended Performance Tasks:

1. Oral Presentations
  - a. Students will present orally on the various types of maps and their uses and functionality in the 21<sup>st</sup> century world.

2. Teacher made summative assessments
  - a. Traditional tests, multiple choice, true-false, open ended questions
3. Culture Collage
  - a. Students will analyze present day magazines and literature to find examples of the four cultural components present within our own culture. Students will categorize and classify this information into a collage.
4. Student created Vocabulary flip guide
  - a. Students will create a vocabulary guide using a layout in which the definition is cut out and folded behind the word. This will strengthen study skills and student centered activities.
5. Primary and Secondary Source identification analysis and assessment.
  - a. This assessment will be a center around an event determined by the Teacher with easily produced primary and secondary sources. This event could be current or a topic of later study. The students will be required to identify the types of sources and use them to reconstruct the event orally, visually, or written. The end product will be a differentiated Assessment determined by the educator.
6. Geographical winners and losers project.
  - a. Students will explore a country and decide if they have the elements present to be considered a highly successful culture. Students will evaluate resources within a culture and determine their affects on the civilization.
7. Vocabulary Definitions
  - a. Traditional instruction with regards to major vocabulary themes and identification for specific terms.
8. Cultural analysis Matrix: Discuss the four cultural components and associated terminology. Give students a list of cultural traits and allow students time to identify the cultural components associated with each trait.
9. Give portions of Code of Hammurabi so that students can draw conclusions about the society of the Ancient Babylonians.
10. Field Trip: University of Pennsylvania Museum of Anthropology and Archaeology. Students will tour various world history exhibits.
11. Student created website paying tribute to a particular culture of choice.
12. Comparative Essay
  - a. Students will write an essay with emphasis on content knowledge two or more of the major world religions and compare them on an ideological, physical location, and historical scale. Students will be required to identify common themes and major differences found within these religions.
13. Venn Diagram

- a. Venn Diagrams can be completed by students on two or more major world religions.
14. Art Activity and slide show
  - a. Teacher provided art for students to analyze. Questions to consider throughout this activity:
    - i. What is the subject?
    - ii. How does this relate to the Religion?
    - iii. What is the artist saying about this religion?
15. 30 Days “Living life as a Muslim in America” Episode.
  - a. Students can watch Morgan Sperlock’s Episode of 30 days which documents a devout Christian living the life of a Muslim.
16. Web Quest
  - a. Students will navigate specific internet sources to gather information regarding life during Ancient Greece. Students will learn what the everyday experience was like for a Greek person living in both Athens and Sparta respectively. Students will be required to produce a written assignment that establishes what they’ve learned.
17. Comparative Essays
  - a. Students will write an essay comparing the advantages and disadvantages to living in Ancient Athens and Sparta. Students will be required to back up their argument with facts from their textbook, notes, and lessons.
  - b. Write a comparison of architecture found in Washington, D.C. with that of the Ancient Greek and Roman buildings.
18. Simulation assignments
  - a. Students will run a Senate session of the ancient Romans. Students will be required to take on a role of someone present at a session and role-play the concerns and mannerisms of that person.
  - b. Feudalism M&M Game. Students will experience the distribution of wealth during the Middle Ages with candy while role playing the various positions on society.
19. Timeline Activity
  - a. Students will create timelines for select periods in history detailing achievements and events of the Greeks and Romans.
20. Analyzing documents from the Middle Ages
  - a. Students will be given period-specific primary sources that relate to the time period and be required to draw conclusions based on their findings.
21. Analyze Medieval Artwork
  - a. Students will be shown examples of medieval artwork and be required to explain cultural values and inferences of the time period. Students may be required to write a response or comparative paper.
22. Teacher made summative assessments
  - a. Traditional tests, multiple choice, true-false, open ended questions

23. Selected End Chapter Textbook questions.

## Other Evidence

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Teachers will administer traditional quiz and ancillary handouts counted as class work and homework.

## Stage 3- Learning Plan

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Daily format:

Begin with a warm up question and an overview the daily lesson's objectives.

Define relevant vocabulary for the lesson.

Delivery content specific material related to the unit in the form of notes, power points, video clips, or interactive websites.

Allow time for student to complete independent or group work.

Overview of content in sequential order.

1. Geography Map Skills & Review of Continents, Oceans.
2. Identify the Cultural Components and review each one.
3. Primary and Secondary Source activity.
4. Review the cause and impact of ancient nomadic people to turn to farming and create the first civilizations in Mesopotamia, Egypt, and the Indus River Valley respectively.
5. Review the golden era of Africa, Latin America, and Chinese dynasties.
6. Identify the six major world religions. Compare and Contrast the Eastern and Western Religions.
7. Ancient Greece, architecture, the philosophers, and City-states
8. The Roman Republic & Empire. Roman Architecture & Advancements
9. The Decline of the Roman Empire
10. The Feudal Society and social structure.
11. Technology and architecture of Medieval society
12. The Roman Catholic Church and its influence in Medieval Europe.
13. Art of the Middle Ages.
14. The Plague and other major problems of Medieval Europe.

# Unit 2 Renaissance & Exploration Unit

## Topic Overview

Europe's cultural rebirth, known as the Renaissance, began in Italy around 1300, and then spread to Northern Europe. This period emphasized artistic expression, the study of Greek and Roman cultures, secular concerns, and the development of the individual. In the 1500s the Protestant Reformation grew in response to widespread corruption in the Catholic Church. In the 1600s, scientific discoveries changed the way Europeans viewed the physical world.

The desire for a share in the valuable spice trade spurred Portugal and Spain to search for new routes to Asia. Aided by better ships and other technological advances, Europeans explored the world, coming upon the Americas in their travels. Europeans established trading posts in Asia. India, too, established a presence in Southeast Asia, where geography contributed to the development of a number of diverse Southeast Asian Cultures.

During the age of exploration, Europeans enslaved Native Americans, and European diseases decimated the Native American populations. The importance of African slaves to American colonies led to the rise and fall of African states. In the 1500s, a commercial revolution in Europe gave rise to capitalism and a global exchange of ideas and goods.

## Stage 1: Desired Results

### NJCCCS:

6.1.12.D.16. History, Culture, and Perspectives

6.2.12.B.1. Geography, People, and the Environment

6.2.12.B.1.a. Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

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

6.2.12.C.1.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.C.1.d. Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

6.2.12.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.a. Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and 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.A.2. Civics, Government, and Human Rights

6.2.12.B.2. Geography, People, and the Environment

6.2.12.B.2. Geography, People, and the Environment

6.2.12.B.2.a. Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.

6.2.12.B.2.a. Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.

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

6.2.12.C.2. Economics, Innovation, and Technology

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

6.2.12.D.2.a. Determine the factors that led to the Renaissance 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.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.

## **GOAL**

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

## **UNDERSTANDINGS**

1. The Renaissance brought vast changes in culture and ways of life
2. Rational thinking gave rise to new attitudes and a new curiosity about the world
3. Science was embraced as a means of understanding the world

4. Scientists developed new views about the universe
5. New forms were created in painting, music, literature and architecture
6. Advances were made in medicine and the study of anatomy
7. The printing press made a major impact on the quality of life
8. The need to learn to read and write became critical for a new economy

### ESSENTIAL QUESTIONS

1. Why did the Renaissance begin in Italy?
2. How do people use technology?
3. What are values?
4. How do historians document changes in culture?
5. How do people challenge authority?
6. Where does authority derive its power?
7. Why do people explore?
8. What are the benefits and drawbacks of cultural interaction amongst civilization?

### STUDENTS WILL BE ABLE TO:

1. Analyze a map of Europe circa 1400-1500
2. Evaluate the differences between Europe in the Middle Ages and the Renaissance
3. Explain why Martin Luther left the Catholic Church
4. Understand various artworks of the Middle Ages & Renaissance  
Explain the causes and effects of the scientific revolution
5. Understand the lasting effects of the printing press.
6. Understand the causes and effects of the protestant reformation.
7. Assess the successes and failures of the triangle trade.

### Vocabulary:

People	Terms	Religion	Economy
Michelangelo	Patron	Indulgences	Revenue
Leonardo Da Vinci	Humanism	Recant	Compact
Medici family	Humanity	Predestination	Mercantilism
William	Perspective	Theocracy	Triangle trade
Shakespeare	Renaissance	Lutheranism	Repeal
Niccolo Machiavelli	Middle Ages	Calvinism	Monopoly
Baldassare	Engraving	Huguenot	Inflation
Castiglione	Vernacular	Annul	Capitalism
Albercht Duer	Scientific method	Canonize	Joint stock company

Hubert Van Eyck Erasmus Johann Gutenberg Martin Luther John Calvin Henry VIII Elizabeth I Galileo Galilei Rene Descartes Francis Bacon Isaac Newton Robert Boyle Henry the Navigator Vasco da Gama Chris Columbus F. Magellan Vasco Balboa Bartholomew Diaz Amerigo Vespucci Lewis & Clark Hernan Cortez The Conquistadors Moctezuma Shaka Zulu Olaudah Equiano Miguel de Cervantes	Gravity Hypothesis Heliocentric Cartographer Astrolabe caravel scurvy Circumnavigate Immunity Privateer Missionary Middle passage Don Quixote	Scapegoat Ghetto Anabaptist Catholic Church English Reformation Council of Trent The Inquisition	Tariff Columbian exchange Commercial revolution  <b>Government</b>  Alliance Civil war Viceroy Plantation Peninsular Creole Mestizo Mulatto
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## PERFORMANCE TASKS & ASSESSMENT DATA

### Title: DBQ

Students will examine documents and primary sources to establish a thesis and defend it in a formal writing assignment to be graded by teacher generated rubric.

### Title: Art Gallery Tour

Students will view examples of Medieval and Renaissance artwork. They will identify the components of each and compare and contrast the artwork. This will enable the learner to explore more deepy topics behind time period artwork.

### Title: Renaissance Writers

Students will explore various texts from the Renaissance including: *The Prince*, *The Book of the Courtier* *Utopia*, *95 Theses*, *Don Quixote*, *Twelfth Night*, *Richard III* and *Romeo & Juliet*. Students will evaluate the differences between the writings and why those writings were important to the time period. Students will also be challenged to evaluate

the impact of the printing press.

**Title:** Science & Social Studies

Science centers will focus around different ideas and themes of the Scientific Revolution. Students will use class time to explore the different elements of the scientific revolution.

Examples: **Sir Isaac Newton, Galileo & Gravity, The Scientific Method & Process, Philosophy and Descartes, Boyle's Gas Law, Advancements made in Medicine.**

**Title:** Ship Logs

Students will research various explorers and create a ship log. The ship log will enable students to demonstrate their understanding of different explorers during the time period.

**Title:** Document Based Question

Students will complete a Document Based Research Question. This DBQ will enable students to demonstrate their individual knowledge and ability of primary source documents to make and defend an argument.

**Title:** Field Trip to Philadelphia Museum of Art

Students will go to the Philadelphia Museum of Art.

**Title:** Quarterly Exam

Students will complete a quarterly examination.

**OTHER EVIDENCE**

Students will be evaluated via tests, quizzes, and homework.

**Stage 3- LEARNING PLAN**

1. Use K-W-L charts to assess students prior understand of content.
2. Use thought provoking warm-up questions to engage students.
3. Include multiple reading assessments to accommodate students with different reading abilities.
4. Student reports on achievements of different people during the Renaissance and Exploration time periods.
5. Group based projects and reviews.
6. Clips from the history channel, "Leonardo and the Code he Lived By"
7. Renaissance timeline activity.
8. Section Review/Guided Reading based on student reading ability.

# Unit 3 Enlightenment & Revolutions

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## Topic Overview

During the 1500s and 1600s, several European monarchs became absolute rulers. In England, Parliament gained control. After the Seven Years' War, Prussia emerged as a strong Protestant state. In Austria, the Hapsburgs expanded their territory. Peter the Great gained land and brought reforms to Russia but worsened the conditions of the serfs.

New advances in science led to the application of reason as means of governing human nature. Enlightened ideas spread, challenging the old order and creating new forms of art and literature. Britain wrestled with changes, meanwhile becoming a dominant power. On the American continent, Enlightenment ideas gave birth to a new nation.

As the United States was born, France in 1789, a financial crisis, outmoded social system, and an indecisive king burdened France. Reformers called for a constitution, limitations on the monarch's power, and equality among citizens. Peasants and the urban poor rioted. The crisis deepened, moderates lost control, and the execution of the king and queen in 1793 ushered in the Reign of Terror. Between 1799 and 1815, Napoleon Bonaparte controlled the government, conquered the forces of Europe's major powers, and spread ideas of the revolution across Europe.

## **Stage 1: Desired Goals**

The goal of this unit will be to have students understand how monarchs centralized power, how the Enlightenment challenged traditional order in Europe, and how the French Revolution reshaped the social and political institutions in Europe.

NJCCCS:

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

6.2.12.A.1. Civics, Government, and Human Rights

6.2.12.B.1. Geography, People, and the Environment

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.D.1. History, Culture, and Perspectives

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.d. 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.e. Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

## **UNDERSTANDINGS**

1. Absolute power corrupts and creates backlash and revolution.
2. Power has limits.
3. Governments creates limit on power.
4. Enlightened thinking inspired changes around the world.
5. Fear is a strong motivation for change.

## **ESSENTIAL QUESTIONS**

1. Why did the Spanish economy decline in the 1600s?
2. How did struggles between monarchs and Parliament affect the development of Britain?
3. How did Louis XVI strengthen royal power?
4. What were the lasting effects of the Glorious Revolution?
5. Why is a balance of power important to European nations?
6. How did enlightened ideas affect society and the economy?
7. How do conditions of society reflect that of its government?
8. How did the new constitution reflect the ideas of the enlightenment?
9. What beliefs and attitudes inspired the leaders of the French Revolution?
10. How did the French Revolution reshape social and political institutions?
11. How did Napoleon Bonaparte create upheaval across Europe?
12. What were the effects of the French Revolution?

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

1. Analyze a map of Europe circa 1550-1800
2. Evaluate the differences between Absolute and Limited Monarchy
3. Explain why the Spanish empire declined in the late 1500s
4. Explain the causes and effects of the English Civil War
5. Make predictions about the factors that cause revolution among countries
6. Assess individual differences between enlightened philosophers and how that thinking shaped Europe in the 1700s
7. Evaluate the causes and effects of the French Revolution
8. Explain the differences between the three social classes in France
9. Describe life during the Reign of Terror
10. Explain how Napoleon rose to power
11. Justify the French Revolution

<b>People</b>	<b>Terms</b>	<b>Government</b>	<b>Government Cont</b>
Louis XIV	Armada	Absolute Monarch	Jacobins
Charles V	Intendant	Ottoman Empire	Tricolor
Phillip II	Levee	Balance of Power	Suffrage
Henry IV	Puritans	Versailles	Nationalism
Bloody Mary	Mercenary	Dissenter	Secular
Tudors	Depopulation	Habeas corpus	Annex
James I	Thirty years war	Limited monarchy	Blockade
Cavaliers	St. Petersburg	The Long Parliament	Guerilla Warfare
Roundheads	Siberia	English Bill of Rights	Abdicate
Maria Theresa		Limited Monarch	Legitimacy
Hapsburgs	Baroque	Elector	Battle of Waterloo
Peter the Great	Rococo	Electors	Congress of Vienna
Catherine the Great	<i>Robinson Crusoe</i>	Partition	1815
Joseph II	Salon	Westernization	Committee of
William & Mary	Bourgeoisie	Boyars	Public Safety
Oliver Cromwell	Deficit spending	Separation of Powers	
John Locke	The Clergy	Constitutional	
Montesquieu	The Nobles	Government	
Fredrick II	The Third Estate	Cabinet	
Voltaire	The Great Fear	Prime Minister	
Diderot	Reign of Terror	Oligarchy	
Rousseau	Plebiscite	Political Parties	
Wollstonecraft		Tories & Wigs	
Adam Smith	<b>Philosophy</b>	Popular Sovereignty	
Ben Franklin		French Revolution	
Thomas Jefferson	Devine Right	Estates General	
George Washington	Natural Laws	Tennis Court Oath	
Thomas Hobbs	Social Contract	The Bastille	
Mozart	Philosophy	National Assembly	
Johan Sebastian Bach	Laissez Faire	Émigré	
Louis XVI	<i>The Spirit of Laws</i>	Republic	
Jean Baptiste Colbert	<i>The Encyclopedia</i>	Declaration of the rights	
Marie Antoinette	Natural Rights	of Man	
Maximilien	Censorship	Constitution of 1791	

Robespierre Joseph Guillotine Napoleon Bonaparte Marquis De Lafayette Alexander I Russia Daniel Defoe King George III	Enlightened Despots		
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## STAGE 2: PERFORMANCE TASKS & ASSESSMENT DATA

**Title:** The Trial of King Louis XIV

Students will participate in a Mock Trial of King Louis XIV. Students will have to understand the various roles and perspectives of the social classes and the politicians of the French Revolution in order to complete this task.

[http://library.thinkquest.org/C006257/revolution/execution\\_louis.shtml](http://library.thinkquest.org/C006257/revolution/execution_louis.shtml)

[http://www.historyguide.org/intellect/louis\\_trial.html](http://www.historyguide.org/intellect/louis_trial.html)

**Title:** The Framers Library

This lesson is designed to introduce students about the role that enlightenment played in shaping the US Constitution. It can be used as a one-day lesson. It has been carefully designed to highlight the three spheres of civic education as detailed by the National Constitution Center; that is, the lesson includes civic knowledge, active citizenship, and democratic deliberation.

The Founders' Library refers to the prior knowledge the Founding Fathers brought to the Philadelphia Convention of 1787. Students will examine these ideas and use them to analyze the Constitution and Bill of Rights. At the same time, students will be considering ideas and information that relate to their own lives.

Students will finish the lesson by considering the idea of prior knowledge. Each student will be asked to think of books, music, movies, or television shows that impact ideas about the United States. The combination of personal experience and the critical examination of the Constitution will allow the students to have a deeper understanding of the creative imagination that was necessary to write and debate the Constitution of the United States. This lesson is designed for one forty-five minute high school class period. It does not have to be limited to the social studies classroom, but can be completed in a variety of settings from a

small seminar to a traditional humanities classroom.

**Title:** Revolution Journals

This task is in connection with English classes. Students are taught what different perspectives are and in their history class they will work collaboratively to create a journal/diary about what life was like for a person in the: First, Second or Third Estate.

**Title:** Success or Failure? Enlightenment Debate

This debate challenges student teams to debate as many reasons as possible why a person, place or thing is the most important success or failure of the Enlightenment.

**STAGE 3 - LEARNING PLAN**

Use K-W-L charts to assess students prior understand of content.

Use thought provoking warm-up questions to engage students.

Include multiple reading assessments to accommodate students with different reading abilities.

Student reports on achievements of different people during the Enlightenment and Revolutions time periods

Group based projects and reviews.

Clips from the history channel, "The French Revolution"

French Revolution timeline activity.

Section Review/Guided Reading based on student reading ability.

# Unit 4: Industrialization, Nationalism & the Growth of Democracy in Europe

## TOPIC OVERVIEW:

The Industrial Revolution was the shift of production from simple hand tools to complex machines and from human and animal power to steam power. This transformation began in Britain in the mid-1700s and gradually spread across the world. It marked a major turning point in history, forever changing the lives of people across the globe.

From the mid-1800s, industrialism spread rapidly across Europe to North America and beyond. During this second Industrial Revolution, the western world acquired greater wealth and power than any other societies in the past. Big businesses emerged that dwarfed those of other eras. Economic and social changes transformed daily life. By the early 1900s, the western world had taken on much of the structure and patterns of life that are familiar to us today.

At the beginning of the 1800s, westerners had little influence outside their own lands. With the Industrial Revolution, however, western nations gained extraordinary power. During the last half of the 19th Century much of Europe was in turmoil. Germany & Italy achieved unification, the Ottoman & Hapsburg Empire began to break up and in England the working class grew, social reforms were enacted and Britain became more democratic.

## Stage 1: Desired Results

### GOALS AND STANDARDS

#### NJCCCS:

6.2.12.C.6.b. Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

6.2.12.C.6.c. Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

6.2.12.D.6. History, Culture, and Perspectives

6.3.12.A. Civics, Government, and Human Rights

6.3.12.B. Geography, People and the Environment

6.1.12.D.5.b. Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

6.1.12.B.6.a. Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

6.1.12.B.6.b. Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

6.2.12.A.6.b. Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.

### UNDERSTANDINGS:

1. 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.

2. Western countries colonized large areas of Africa and Asia, leading to major political and cultural changes
3. The global conflicts of the twentieth century had far-reaching effects in world politics, economics, religion, and culture.

### **ESSENTIAL QUESTIONS**

- Why was the Industrial Revolution a turning point in history?  
 How did an agricultural revolution contribute to population growth?  
 What new technologies emerged as a result of the Industrial Revolution?  
 Why did the Industrial Revolution begin in Great Britain?  
 What was life like in the new industrial city?  
 What benefits and problems did industrialization bring to the working class?  
 What is the importance of laissez-faire economics?  
 How did big business emerge in the late 1800s?  
 What was the impact of medical advances in the late 1800s?  
 How did science challenge existing beliefs?  
 What themes shaped romantic art, literature and music?  
 What early changes promoted German unity?  
 How did Bismarck unify Germany?  
 What did reformers seek to change Parliament in the 1800s?  
 How did British women work to win the right to vote?  
 What values shaped the new social order in Europe?  
 How did educators and women seek change?  
 How did Charles Darwin challenge existing beliefs?

### **STUDENTS WILL BE ABLE TO:**

- Analyze a map of Europe circa 1800-1900  
 Evaluate the differences between industrial nations and developing nations  
 Explain why Britain took the lead during the industrial revolution  
 Explain the causes and effects of the industrial revolution  
 Make predictions about the factors that cause revolution among countries  
 Assess the successes and failures of nationalism  
 Explain the advantages and disadvantages of city life in late 1800s  
 Describe the values associated with the middle class  
 Defend and refute Charles Darwin's theory of Evolution  
 Analyze various forms of art movements: Romanticism, Realism, and Impressionism.

<b>People</b>	<b>Terms</b>	<b>Economy</b>	<b>Society</b>
James Watt John Wesley Adam Smith Andrew Carnegie	Anesthetic Morris Code Telephone	Industrial Revolution Enclosure	Temperance Movement Social Darwinism

Thomas Malthus John Stuart Mill Karl Marx Alfred Nobel Michael Faraday Thomas Edison Charles Townshend Jethro Tull Henry Ford Wright Brothers Gugliemo Marconi Alfred Krupp Charles Darwin Ludwig van Beethoven Johann Wolfgang von Goethe Charles Dickens Claude Monet George Seurat Vincent Van Gogh William IV Otto von Bismarck Kaiser William II Guiseppe Garibaldi Victor Emmanuel Francis Joseph Alexander I & II Nicholas I Benjamin Disraeli Queen Victoria Napoleon III Robert Owen Samuel Morris Alexander Grambell Rockefeller Florence Nightingale Robert Koch Susan B. Anthony Elizabeth Candy Stanton Emmeline Pankhurst	Germ theory Urban Renewal Mutual Aid Society Suffrage Cult of Domesticity Atomic Theory <i>Principals of Geology</i> Chancellor <i>Realpolitik</i> Annex Kaiser Reich <i>Kulturkampf</i> Anarchist Emigration Young Italy Hapsburg & Ottoman Empires Balkan Nationalism Russian Absolutism Emancipation Pogroms Duma Bloody Sunday Rotten Borough Electorate Secret Ballot Repeal Capital Offense Penal colony Absentee Landlord Home Rule	Smelt Capital Factory Turnpike Urbanization Tenement Labor Union Spinning Jenny Railroad Iron Steam Engine Utilitarianism Child Labor Working Class Middle Class Means of Production Socialism Communism <i>Communist Manifesto</i> <i>The Wealth of Nations</i> Standard of Living Social Welfare Free Trade Interchangeable Parts Assembly Lines Stock Corporation Monopoly Proletariat Dynamo Cartel Mass Production Trans Continental Railroad	Racism <i>On the Origin of Species</i> Natural Selection Romanticism Realism Impressionism Post Impressionism
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## Stage 2 Performance Tasks & Assessment Data

Title: Industrial Revolution DBQ

Students will use primary sources to evaluate whether the life of factory workers improved or worsened as a result of the Industrial Revolution.

Title: Industrial Revolution Simulation

Students will participate in simulation of what working in a factory was like during the late 1800s.

Title: Art Gallery Tour

After studying 19th Century art movements such as Romanticism, Realism, Impressionism and Post Impressionism students will exam various art forms. This will assessment will be in conjunction with Advanced Placement Art History.

Title: Field Trip to Philadelphia Museum of Art

Students will go to the Philadelphia Museum of Art and examine artwork from the respective time period.

### **Stage 3: Learning Plan**

Use K-W-L charts to assess students prior understand of content.

Use thought provoking warm-up questions to engage students.

Include multiple reading assessments to accommodate students with different reading abilities.

Student reports on achievements of different people during the industrial revolution and imperialism time periods.

Group based projects and reviews.

Imperialism timeline activity.

Section Review/Gudied Reading based on student reading ability.

## **Unit 5: Industrialization to the World Wars**

### **Topic Overview:**

The Industrial Revolution gave Europeans the means and the motives to seek global domination during the Age of Imperialism. The Europeans divided Africa among themselves and extended their influence over the Ottoman lands. The British took over much of India, and even China was forced to accept western trade. Although local populations resisted these encroachments, they were overcome by the superior military technology of the Europeans.

### **Stage 1 Desired Results**

#### **Goals:**

Students will understand the causes and effects of the New Imperialism, which occurred from the mid-19<sup>th</sup> Century to the World War era.

#### **State Standards:**

6.2.12.C.6.b. Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

6.2.12.C.6.c. Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

6.2.12.C.6.d. Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.3.12.A.2. Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

6.1.12.C.2.b. Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.

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

6.2.12.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.d. Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

6.2.12.A.3.d. 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.

## Understandings:

17. Students will understand how in the late 1800s, industrial nations of the West engaged in imperialism and dominated much of the world.
18. Students will understand how by the end of the 1800s, the imperialist powers of Europe claimed control over most of Africa.
19. Students will understand how during the 1800s, European nations extended their power into parts of the Muslim world.
20. Students will understand how despite Indian opposition, Britain gradually extended its control over most of India.
21. Students will understand how during the 1800s, Qing China declined as western powers used diplomacy and war to gain power in East Asia.
22. Students will understand how during the late 1800s, Japan opened its doors to foreign influence and became a modern industrial power.
23. Students will understand how imperialism brought both benefits and challenges to every region of the world.

## EQs:

34. What were the causes of the “new imperialism”?
35. Why was western imperialism so successful?
36. How did governments rule their empires?
37. What forces were shaping Africa in the early 1800s?
38. How did European contact with Africa increase?
39. How did Leopold II start a scramble for colonies?
40. How did Africans resist imperialism?
41. What were the sources of stress in the Muslim world?
42. What problems did the Ottoman empire face?
43. How did Egypt seek to modernize?
44. Why were European powers interested in Iran?
45. What were the causes and effects of the Sepoy Rebellion?
46. How did British rule affect India?
47. How did Indians view western culture?
48. What were the origins of Indian nationalism?
49. What trade rights did westerners seek in China?

50. What internal problems did Chinese reformers try to solve?
51. How did the Qing dynasty come to an end?
52. How did discontent in Japanese society and the opening of Japan lead to the Meiji restoration?
53. What were the main reforms under the Meiji?
54. How did Japanese military strength promote imperialism?
55. How did imperialism lead to new economic patterns?
56. What was the cultural impact of imperialism?
57. How did new political tensions develop as a result of imperialism?

**Students will know:**

People: Menelik II David Livingston Mahdi Muhammad Ali Robert Clive Ram Mohun Roy Sun Yixian Matthew Perry Rudyard Kipling Cecil Rhodes Tokugawa	Key Concepts: White Man's Burden Social Darwinism Scramble for Africa Berlin Conference Sepoy Rebellion Balance of trade Opium War Unequal treaties Mandate from heaven Boxer Rebellion Open Door Policy Meiji Restoration Economic Dependence Modernization Westernization Money Economy	Terms Imperialism Protectorate Direct/indirect rule Paternalism Assimilation Sphere of influence Jihad Missionaries Elite Pashas Genocide Concessions Sepoys Viceroy Deforestation Purdah Trade surplus Trade deficit Indemnity Extraterritoriality Zaibatsu
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**Students will be able to:**

1. Describe how the Industrial Revolution was linked to imperialism
2. Summarize how western powers gained global empires.,

3. Explain the conditions in Africa and Asia that allowed western nations to make inroads there.
4. Explain the response of the people of Africa and Asia to western imperialism
5. Cite reasons in which colonial rule influenced peoples of the countries and territories targeted by imperialists.
6. Cite the ways in which colonial rule influenced peoples of the countries and territories targeted by imperialists.
7. Investigate how western domination threatened traditional cultures around the world.
8. Identify the ways in which imperialism created a new western dominated world economy.
9. Evaluate actions taken by imperialist nations in terms of universal human rights..

## **Stage 2 Performance Task & Assessment Data**

### Recommended Performance Tasks:

24. Using a diagram, show supporters of the new imperialism: bankers, missionaries, manufacturers, merchants & reasons for support.
25. Introduce a map of modern Africa which shows areas of European control during the age of imperialism.
26. Develop a role play in which students assume the role of one of the following: A British diplomat in China, A peasant in Taiping Rebellion, A sympathizer with the “self-government movement”, A participant in the Boxer Rebellion, Emperor Guang Xa, A member of the Righteous Harmonious Fists, sun Yixuan. Write a speech in the role of their assigned character, addressing the following question: “What is the best course of action for China?” Speeches should be written as persuasive pieces of propaganda.. Students present their speeches and the class evaluates.
27. Create a chart “The Effects of British Rule,” noting benefits and problems associated with British rule.
28. Create a timeline that shows major events in Chinese History from 1800-1911.
29. Group Projects
30. Fictional dialogues between historical figures
31. Oral Presentations
32. Teacher made summative assessments
33. Art Analysis Project
34. Field Trip to Philadelphia Museum of Art
35. Biography research assignment
36. Selected End Chapter Textbook questions.

## Stage 3- Learning Plan

1. In each lesson, the essential question associated with that lesson will be written on the board.
2. Traditional lecture/discussion activity format will make use of the overhead projector, and computer technology.
3. "History in a Box" and "Who Am I" activities will require groups to read, analyze and assess primary documents and material and use a wide range of presentation techniques (artwork, singing, dancing, etc.) to present group findings to the class.
4. Cooperative learning Role-Play Activities will present group members with a series of tasks employing a wide range of multiple intelligences. When possible, performances shall be videotaped. Evaluation may or may not be done by teacher evaluation, peer evaluation, or a combination of both.
5. Essay assignments will be evaluated with a rubric which requires the students to use evidence to present an argument centered around a central thesis and supporting ideas.
6. Lessons featuring art and music will be centered around a central historical event or concept in this unit.
7. Department and individual teacher-made tests will include both objective and open-ended components.

## Unit 6: Revolution & Independence around the World

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### Topic Overview

In the period between World War I & World War II, leaders around the world sought freedom from oppression and economic & political self-determination. Social and economic reform were achieved in Mexico after years of civil war. Africans, Arabs, and Indians fought for an end to foreign domination of their lands. The Chinese endured civil war between communists and nationalists while the Japanese set out on a path of militarism and expansion.

### Stage 1 Desired Results

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**Goals:** Students will understand the causes and key events leading up to independence movements around the world, as well as the critical challenges faced by these independence movements.

### **NJCCCS:**

6.2.12.D.4.c Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.

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.C.5.b Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.

6.2.12.C.5.c Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.

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.D.5.b Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.

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

### Understandings:

24. Students will understand how after two revolutions and a civil war, Lenin and the Communist party were the new rulers of Russia.
25. Students will understand that after Lenin helped the country recover from civil war, Stalin established a brutal Communist dictatorship in the Soviet Union.
26. Students will understand how Stalin turned the Soviet Union into a totalitarian state that regulated every aspect of the lives of its citizens.
27. Students will understand the reasons behind the desire for lands, better wages, and democratic reforms leading to the Mexican Revolution.
28. Students will understand why following World War I, nationalist sentiment contributed to many changes in Africa and the Middle East.
29. Students will understand how Mohandas Gandhi and the Congress party led the drive for independence in India.
30. Students will understand how civil war and foreign invasions plagued the new Chinese republic.

### EQs:

58. Why did revolution occur in Russia in March 1917?
59. Why did Lenin and the Bolsheviks launch the November revolution?
60. How did the Communists defeat their opponents in Russia's civil war?
61. How did the Communist state develop under Lenin?
62. What were the effects of Stalin's five-year plans?
63. Why did Stalin launch the Great Purge?
64. How did Soviet foreign policy affect relations with the western powers?
65. How did Stalin create a totalitarian state?
66. How did communism change Soviet society?
67. How did state control affect the arts in the Soviet Union?
68. What were the causes of the Mexican Revolution?
69. What reforms were introduced in Mexico?
70. How did nationalism affect Mexico?
71. What was the Good Neighbor Policy?
72. How did Africans resist colonial rule?
73. What signs of nationalism developed in Africa?
74. How did Turkey and Iran modernize?
75. How did European mandates contribute to the growth of Arab nationalism?
76. What sparked the Indian independence movement after World War I?
77. How did Mohandas Gandhi influence the independence movement?
78. What did the Salt March symbolize?
79. What were the key challenges to the Chinese republic?
80. What leaders emerged in the "new" China?
81. How did invasion by Japan affect China?

## Students will know:

<b>People:</b> Lenin Stalin Trotsky Kerensky Nicholas II Rasputin Porfirio Diaz Francisco Madero Zapatistas Venustiano Carranza Diego Rivera Mohandas Gandhi Mohammed Ali Jinnah Pundit Nehru Sun Yixian Jiang Jieshi Mao Zedong	<b>Key Concepts:</b> Good Neighbor Policy The Long March Communists vs. Nationalists Hindi vs. Muslims Communism Socialism	<b>Terms</b> Czar Proletariat Soviet N.E.P. Command economy Collective Kulak propaganda Totalitarian state Atheism Socialist realism Independence Nationalization Economic nationalism Cultural nationalism Apartheid Negritude Pan Arabism Amritsar massacre Ahimsa Civil disobedience Indian National Congress African National Congress Boycott Kuomintang
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## Students will be able to:

10. Explain why revolution broke out in Russia in 1917.
11. Describe the goals and policies of Lenin and the Bolsheviks.
12. Trace Stalin's rise to power.
13. Cite how Communism shaped the political, economic, social and religious aspects of Soviet society.
14. Explain how nationalism and a desire for modernization affected countries around the world.
15. Explain how the Great Depression affected world economics
16. Describe the role of nationalist leaders in galvanizing change.

17. Cite the force motivated by anti-imperialist movements.
18. Explain why revolution began in Mexico in 1910.
19. Identify the effects of the Mexican Revolution.
20. Describe how nationalism grew after World War I in the Middle East and Africa.
21. Specify how World War I strengthened Indian nationalism.
22. Explain how Gandhi became a national hero.
23. Identify the goals of Muslims in India.
24. Identify the problems the new Republic of China faced.
25. Explain why civil war erupted between the Guomintang and the Communists.
26. Specify how Japanese democracy grew during the 1920's and how the Great Depression undermined Japanese Democracy .
27. Identify the policies Japanese militarists pursued.
28. Compare/contrast divergent interpretations of historical turning points, using available evidence to write a DBQ (Document-Based Question).

## Stage 2 Performance Task & Assessment Data

### Recommended Performance Tasks:

37. Use the Internet to research propaganda from the Soviet Union. Students can look at posters, speeches, film clips, et., and then write a brief essay explaining the technique used in the propaganda to influence the public's view of the Soviet Union and its leaders.
38. Use magazine, TV commercials, newspapers, etc. to examine examples of the use of propaganda in the world today.
39. Show one or more installments of the film "Gandhi", have students complete viewing guides, and discuss the questions on these viewing guides.
40. Compare and contrast South Africa's apartheid system with Jim Crow.
41. Compare/contrast the methods/tactics of Mohandas Gandhi with that of Dr. Martin Luther King.
42. Role Playing: Investigate the Amritsar Massacre of 1919 and make a videotape news report of the incident. Class members can play roles of Indian demonstrators, British soldiers, and news reporters.'
43. Role Playing: give a speech presenting opposing viewpoints of Jiang Jieshi (Chiang Kai-shek) with Mao Zedong.
44. Use the Internet to research the nationalist movements of Mexico, China, or an African nation during the early 1900s. Then create a piece of artwork that reflects the ideals of that movement. Artwork may be a sculpture, painting, or mural.
45. Students use physical and political maps to master knowledge of key features of African continent and modern African nations.
46. Group Projects
47. Fictional dialogues between historical figures
48. Oral Presentations
49. Teacher made summative assessments
50. Art Analysis Project
51. Field Trip to Philadelphia Museum of Art
52. Biography research assignment

53. Selected End Chapter Textbook questions.

### Stage 3- Learning Plan

8. In each lesson, the essential question associated with that lesson will be written on the board.
9. Traditional lecture/discussion activity format will make use of the overhead projector, and computer technology.
10. "History in a Box" and "Who Am I" activities will require groups to read, analyze and assess primary documents and material and use a wide range of presentation techniques (artwork, singing, dancing, etc.) to present group findings to the class.
11. Cooperative learning Role-Play Activities will present group members with a series of tasks employing a wide range of multiple intelligences. When possible, performances shall be videotaped. Evaluation may or may not be done by teacher evaluation, peer evaluation, or a combination of both.
12. Essay assignments will be evaluated with a rubric which requires the students to use evidence to present an argument centered around a central thesis and supporting ideas.
13. Lessons featuring art and music will be centered around a central historical event or concept in this unit.
14. Department and individual teacher-made tests will include both objective and open-ended components.

## Unit 7: The World Today - Modern Africa

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### Topic Overview:

After World War II, the colonial legacy in Africa created a growing spirit of nationalism. Many African nations declared independence. As new nations established their governments, they faced challenges in unity and stability. Civil War broke out in many new nations, and most faced economic hardships. Nations in southern Africa faced challenges and turmoil as the people struggled for equal rights.

### Stage 1 Desired Results

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#### Goals:

Students will understand the critical issues which have affected the Africa since the end of World War II.

#### NJCCCS:

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

6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

6.2.12.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.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

6.2.12.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.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.

2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and 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.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.2.12.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.

## Understandings:

31. Students will understand how after World War II, a growing spirit of nationalism led many African nations to declare independence.
32. Students will understand how new African nations faced many choices and challenges as they established new governments.
33. Students will understand how certain nations like Nigeria, the Congo and Tanzania provide examples of paths followed by African nations.
34. Students will understand how nations in southern Africa experienced turmoil as people sought majority rule and equal rights.

## EQs:

82. How did the colonial legacy contribute to a growing spirit of nationalism?
83. What routes to freedom did Ghana, Kenya, and Algeria follow?
84. How did the Cold War affect Africa?
85. What were barriers to unity and stability in Africa?
86. What economic choices faced African nations?
87. What critical issues affect Africa today?
88. How did modernization affect patterns of life?
89. What were some pressures for change in Nigeria?
90. What effects did dictatorship have on the Congo?
91. What was the outcome of Tanzania’s experiment in socialism?
92. What were the causes/ consequences of the genocides which occurred in Rwanda and Darfur?
93. What challenges faced Zimbabwe?
94. How did the long struggle to end apartheid lead to a new South Africa?
95. How did the Cold War affect nations of southern Africa?

**Students will know:**

People:	Concepts:	Terms:
<ol style="list-style-type: none"> <li>1. Kwame Nkrumah</li> <li>2. Jomo Kenyatta</li> <li>3. Charles DeGaulle</li> <li>4. Julius Nyerere</li> <li>5. Wangari Maathi</li> <li>6. General Ibrahim Babangida</li> <li>7. Ken Saro-Wiwa</li> <li>8. Mobutu Sese Seko</li> <li>9. Laurent Kabila</li> <li>10. Robert Mugabe</li> <li>11. Joshua Nkomo</li> <li>12. Nelson Mandela</li> <li>13. F.W. de Klerk</li> </ol>	<ol style="list-style-type: none"> <li>1. Dependency</li> <li>2. Modernization</li> <li>3. Tribalism</li> <li>4. Border disputes</li> <li>5. Civil wars</li> <li>6. Segregation</li> <li>7. Political instability</li> <li>8. Military leaderships</li> </ol>	<ol style="list-style-type: none"> <li>1. AIDS</li> <li>2. Epidemic</li> <li>3. One-party system</li> <li>4. Mixed economy</li> <li>5. Desertification</li> <li>6. Diversification</li> <li>7. Cash crop</li> <li>8. Genocide</li> <li>9. apartheid</li> </ol>

**Students will be able to:**

29. Describe how the colonial legacy hampered the independence movement of African Nations.
30. Summarize the goals of New African nations and their leaders.
31. Define apartheid, trace the struggle to abolish apartheid in South Africa, and describe the continuing effects of apartheid on South African society.
32. Explore obstacles and challenges that influence the development of African nations today.
33. Describe how African nations have helped shape the United Nations.
34. Explain the impact of urbanization and modernization on social patterns in African societies.
35. Explain the causes and results of the genocides which have occurred in Rwanda and Darfur.
36. Appreciate the rich cultural heritage of Africa through examining examples of literature, music and art.
37. Complete a political map of major African nations: South Africa, Sudan, Ethiopia, Somalia, Mozambique, Madagascar, Zimbabwe, Angola, Congo, Uganda, Libya, Algeria, Kenya, Rwanda, Senegal, Atlantic and Indian Ocean, Rwanda.

**Stage 2 Assessment Data**

Recommended Performance Tasks:

54. Draw a political cartoon depicting the relationship between African nations and “competing” superpowers vying for influence.
55. Design a travel brochure for tourist visiting specific African nations
56. View segments of “Cry Freedom” or other Apartheid video. Draw parallels and note differences between South African Apartheid and Jim Crow segregation. Compare the legacies of both.
57. View segments of “Hotel Rwanda”, complete film guides, and later compare/contrast genocides in various parts of the world.
58. Hold a mock meeting of major African nations to discuss major issues facing their nation and action they would like the United Nations to take.
59. Use an almanac to compare and contrast statistics on progress of developing African nations.
60. Analyze literary piece by distinguished modern African writers such as: Chinua Achebe(Nigeria)
61. Nadine Gordimer (S. Africa) Naguib Mahfouz (Egypt), Sembene Ousmane (Senegal), Okot p’ Bitek (Uganda), Wole Soyinka (Nigeria).
62. Have students create a powerpoint on either the art of or music of Africa and its worldwide influence.
63. Complete a political map of Africa. Mental mapping: Teacher will name a country in Africa and students will verbally respond with their relative location-N, S, E, W, African Horn, Central, Sub Saharan, etc.
64. Group Projects
65. Fictional dialogues between historical figures
66. Oral Presentations
67. Teacher made summative assessments
68. Art Analysis Project
69. Field Trip to Philadelphia Museum of Art
70. Biography research assignment
71. Selected End Chapter Textbook questions.

## Stage 3- Learning Plan

1. In each lesson, the essential question associated with that lesson will be written on the board.
2. Traditional lecture/discussion activity format will make use of the overhead projector, and computer technology.
3. “History in a Box” and “Who Am I” activities will require groups to read, analyze and assess primary documents and material and use a wide range of presentation techniques (artwork, singing, dancing, etc.) to present group findings to the class.
4. Cooperative learning Role-Play Activities will present group members with a series of tasks employing a wide range of multiple intelligences. When possible,

performances shall be videotaped. Evaluation may or may not be done by teacher evaluation, peer evaluation, or a combination of both.

5. Essay assignments will be evaluated with a rubric which requires the students to use evidence to present an argument centered around a central thesis and supporting ideas.
6. Lessons featuring art and music will be centered around a central historical event or concept in this unit.
7. Department and individual teacher-made tests will include both objective and open-ended components.

## Unit 8: The World Today - Modern East & Southeast Asia (1945 to present)

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### Topic Overview

China, Japan, and other Asian nations achieved varying degrees of success in their efforts to modernize. After World War II, Japan introduced democratic reforms, emerging as an economic superpower in the 1960s. The People's Republic of China achieved modest economic gains under communist rule, while sacrificing individual freedoms. Taiwan, Hong Kong, Singapore, and South Korea became industrialized nations. Cold War tensions sparked long devastating conflicts in Vietnam and Cambodia.

### Stage 1 Desired Results

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**Goals:** Students will understand the critical issues which have affected Asia since the end of World War II.

### NJCCCS:

- 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.C.3.e Assess the impact of imperialism on economic development in Africa and Asia.
- 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.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.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 6.2.12.C.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
- 6.2.12.D.5.b Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.

- 2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
- 6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and 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.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
- 6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- 6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
- 6.2.12.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.

### Understandings:

35. Students will understand how after World War II, western ideas and technology helped Japan rebuild and become an economic superpower.
36. Students will understand how after a series of failed reforms in China, Communist leaders introduced elements of capitalism.
37. Students will understand how aggressive growth led to world prominence for several nations in East and Southeast Asia..
38. Students will understand how Southeast Asian nations sought independence in the decades after World War II.
39. Students will understand how after winning independence, Hindu India and Muslim Pakistan pursued separate roads to modernization.

### EQs:

96. What factors made Japan’s recovery an economic miracle?
97. How did Japan interact economically and politically with other nations?
98. How are patterns of life changing in Japan?
99. What were the effects of communist policies in China?
100. What challenges did China face during the Cold War?
101. How did calls for reform spur renewed repression?
102. What challenge face China today?
103. How has China influenced Taiwan and Hong Kong?
104. How did Singapore modernize?
105. Why has Korea remained divided for more than 50 years?
106. How did war affect Vietnam and Cambodia?
107. What challenges faced the Philippines and the developing nations of Southeast Asia?
108. What factors make the Pacific Rim a vital region?
109. Why was India partitioned?

110. How has India dealt with political, economic and social change?  
 111. What problems did Pakistan and Bangladesh face?  
 112. How is South Asia linked to world affairs?

**Students will know:**

People: Douglas MacArthur Mao Zedong Jiang Jieshi (Chiang Kai-shek) Deng Ziaoping Lee Kwan Yew Syngman Rhee Ferdinand Marcos Ho Chi Minh Corazon Aquino Mohandas Gandhi Muhammad Ali Jinnah Jawaharlal Nehru Indira Gandhi Rajiv Gandhi Pervez Musharraf Zulfikar Bhutto Benazir Bhutto Aung San Suu Ky	Key Concepts: Communism Great Leap Forward Cultural Revolution Four Modernizations Tiananmen Square Human Rights Divided Korea Partition of India Green Revolution New Liberalization Policies	Terms Zaibatsu Gross domestic product Trade deficit Collectivization Communes Joint ventures Special enterprise zones Domino theory Embargo Partition Federal system Harijans Deforestation Debt service
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**Students will be able to:**

38. Trace Japan's rise to an economic power.  
 39. Describe the challenges facing Japan today.  
 40. Describe how the communists revolutionized China and explore the enduring effects of Communism on China.  
 41. Explain the relationship of Taiwan and Hong Kong to China.  
 42. Compare the cultural components of North Korea and South Korea today.  
 43. Outline the problems facing the developing nations of Southeast Asia after World War II.  
 44. Examine the economic success of the "Asian Tigers."  
 45. Produce a map of East and Southeast Asia including: China, Japan, South and North Korea, Taiwan, Hong Kong, Philippines, Thailand, Singapore, Indonesia, New Guinea, Vietnam, Cambodia, Laos, Myanmar.  
 46. Appreciate the rich cultural heritage of East and Southeast Asia thru examining examples of literature, music and art.

## **Stage 2 Performance Tasks and Assessment Data**

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### Recommended Performance Tasks:

72. Students will write a short essay supporting or opposing the rearmament of Japan
73. Create a poster that supports one of the programs introduced by the People's Republic.
74. Make a chart highlighting the strengths, development, leadership of each of the 4 Asian Tigers: Hong Kong, Taiwan, Singapore, and South Korea.
75. Make a Venn diagram comparing several Nobel Peace Prize winners including: Aung San Suu Ky, Gandhi, Martin Luther King, Nelson Mandela. Etc.
76. Reproduce a map highlighting a map highlighting the countries of east and Southeast Asia.
77. Group Projects
78. Fictional dialogues between historical figures
79. Oral Presentations
80. Teacher made summative assessment
81. Biography research assignment
82. Selected End Chapter Textbook questions.

## **Stage 3- Learning Plan**

8. In each lesson, the essential question associated with that lesson will be written on the board.
9. Traditional lecture/discussion activity format will make use of the overhead projector, and computer technology.
10. "History in a Box" and "Who Am I" activities will require groups to read, analyze and assess primary documents and material and use a wide range of presentation techniques (artwork, singing, dancing, etc.) to present group findings to the class.
11. Cooperative learning Role-Play Activities will present group members with a series of tasks employing a wide range of multiple intelligences. When possible, performances shall be videotaped. Evaluation may or may not be done by teacher evaluation, peer evaluation, or a combination of both.
12. Essay assignments will be evaluated with a rubric which requires the students to use evidence to present an argument centered around a central thesis and supporting ideas.
13. Lessons featuring art and music will be centered around a central historical event or concept in this unit.
14. Department and individual teacher-made tests will include both objective and open-ended components.

# Unit 9 The World Today - Modern Europe and North America

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## Topic overview

Western European nations, enjoying economic growth in the postwar years, expanded social welfare programs until the 1980s, when an economic slowdown forced cuts. The Soviet Union collapsed forcing the Europeans to unify under a common currency the EU. Throughout the 1990s Europe enjoyed prosperity at home and peace abroad with the exception of troubles on the Balkan Peninsula. Various European nations resisted American efforts when the war in Iraq broke out in 2003 straining the relationship between Europe and the United States.

## Stage 1 Desired Results

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**Goals:** Students will understand the critical issues which have affected Europe and North America since the end of World War II.

## NJCCCS:

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

6.2.12.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.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.b Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.

6.2.12.C.5.f Assess the impact of the European Union on member nations and other nations.

2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and 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.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.2.12.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.

### Understandings:

40. Students will understand the various economic, political and social trends which have shaped the western world since World War II.
41. Students will understand how as a result of government policies and international cooperation, the people of Western European democracies have enjoyed freedom and prosperity.
42. Students will understand religious how since the 1940's, the United States has asserted its role as a global superpower, promoted economic prosperity, and extended civil rights.
43. Students will understand after years of Communist rule, the Soviet Union collapsed and was replaced by Russia and other independent republics.
44. Students will understand how after years of Soviet domination, the countries of Eastern Europe were free of Russian control, facing new and sometimes difficult challenges.

### EQs:

113. What issues troubled Europe after the Cold War?
114. How do have recent economic and political trends affected the West?
115. How has Europe moved towards greater unity?
116. How have social trends changed the West?
117. How did Britain's policies changed after World War II?
118. How did French power and prosperity revive?
119. How did Germany reunify?
120. What problems have other democratic nations faced?
121. What actions did the United States take as a global superpower?
122. What developments have shaped the economy, government, and society of the United States?
123. What ideas guided Soviet political, economic and foreign policy?
124. Why did the Soviet Union collapse?
125. What problems have Russia and the other republics faced since the fall of the Soviet Union?
126. How did Eastern European nations oppose Soviet domination and strive for democracy?
127. What were the effects of the fall of communism?
128. What were the causes and effects of civil war in Yugoslavia?

### Students will know:

People: Dwight Eisenhower Margaret Thatcher Francois Mitterand	Key Concepts: Holocaust Cold War Mixed economies	Terms Détente Superpowers Cold war
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<p>Konrad Adenauer  Jacques Chirac  Charles DeGaulle  Helmut Kohl  Tony Blair  John F. Kennedy  Richard Nixon  Martin Luther King, Jr.  Ronald Reagan  Nikita Khrushchev  Leonid Brezhnev  Mikhail Gorbachev  Boris Yeltsin  Alexander Dubcek  Josip Tito  Lech Walesa  Pope John Paul II  Vaclav Havel  Slobodan Milosevic  Harry Truman  George Marshall  Henry Kissinger  Josef Stalin  Winston Churchill  Gerald Ford  Irish Republican Army</p>	<p>European Community (EC)  European Union</p>	<p>Satellites  Communism  capitalism  Iron curtain  Containment  Arms race  Massive retaliation  excalation  Ideologies  Bloc  NATO  Berlin Wall  Peaceful coexistence  Intercontinental ballistic  missiles  dissidents  Welfare state  Coalitions  automation  Recession  Service industry  Euro  Chancellor  Coalition  Deficit  Surplus  Inflation  Embargo  Trade deficit  Civil rights movement  Segregation  Separatism  Dissident  Glasnost  Perestroika  Default  Ethnic cleansing  War crime  Human rights  Ethnic cleansing</p>
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### Students will be able to:

47. Examine the positions and goals of the opposing sides in the Cold War and assess the ultimate success or failures of the opposing sides.
48. Identify the reasons for the collapse of the Soviet Union and the ripple effects of the collapse.
49. Explain the social, political and economic problems facing Eastern European countries today.
50. Describe how global economic changes such as European Unity are affecting the industrialized west.
51. Examine cultural changes occurring in European society, art, music and writing and the global impact of these changes.

### Stage 2 Performance Task & Assessment Data

#### Recommended Performance Tasks:

83. Draw a political cartoon about the Berlin Wall, the nuclear arms race, or another cold war issue from the viewpoint of a communist bloc, democratic bloc, or nonaligned nation.
84. Interview a relative or acquaintance who lived through the cold war period.
85. Examine a chart presenting cultural information about the countries in the old Soviet Union. Draw conclusions about Soviet cultural unity/diversity.
86. Research and role-play an important person of the era: Pope John Paul II, Lech Walesa, Tito, Gorbachev, Khrushchev, Sakarov, Thatcher, etc.
87. Create a dialog between two people in an Eastern European nation discussing changes in their country and the outlook for the future.
88. Research via the Internet an important post-World War II event and present information via a Powerpoint.
89. Group Projects
90. Fictional dialogues between historical figures
91. Oral Presentations
92. Teacher made summative assessments
93. Art Analysis Project
94. Field Trip to Philadelphia Museum of Art
95. Biography research assignment
96. Selected End Chapter Textbook questions.

### Stage 3- Learning Plan

15. In each lesson, the essential question associated with that lesson will be written on the board.
16. Traditional lecture/discussion activity format will make use of the overhead projector, and computer technology.
17. "History in a Box" and "Who Am I" activities will require groups to read, analyze and assess primary documents and material and use a wide range of presentation techniques (artwork, singing, dancing, etc.) to present group findings to the class.
18. Cooperative learning Role-Play Activities will present group members with a series of tasks employing a wide range of multiple intelligences. When possible,

performances shall be videotaped. Evaluation may or may not be done by teacher evaluation, peer evaluation, or a combination of both.

19. Essay assignments will be evaluated with a rubric which requires the students to use evidence to present an argument centered around a central thesis and supporting ideas.
20. Lessons featuring art and music will be centered around a central historical event or concept in this unit.
21. Department and individual teacher-made tests will include both objective and open-ended components.

# Unit 10 The World Today -Modern Latin America

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## Topic overview:

Most Latin American nations have had a long history of poverty and social inequity. Those problems continue today, despite postwar efforts to develop their economies. Many nations have suffered political unrest and a number have been ruled by military dictators.

## Stage 1 Desired Results

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### NJCCCS

**6.2.12.C.3.f Determine the extent to which Latin American political independence also brought about economic independence in the region.**  
**6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.**

2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and 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.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.2.12.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.

**Goals:** Students will understand the critical issues which have affected Latin America since the end of World War II.

## Understandings:

45. Students will understand why Latin America's development is influenced by geography, culture, social patterns, and political and economic conditions.
46. Students will understand how Latin American nations have developed policies in response to United States influence, regional issues, and global issues..
47. Students will understand how despite several Central American countries have been torn by civil war.
48. Students will understand how Argentina and Brazil have worked to develop stable governments and strong, modern economies.

## EQs:

129. Why is Latin America a culturally diverse region?
130. What conditions contributed to unrest in Latin American countries?
131. What forces shaped political, economic, and social pattern in Latin America?
132. How did communist rule affect Cuba?
133. What policies did the United States follow in Latin America?
134. What global issues have linked Latin America to other regions of the world?
135. What conditions have changed and what conditions have remained the same in Mexico?
136. Why did Central American countries suffer civil wars?
137. What were the causes of Haiti's political and economic struggles?
138. What challenges have Argentina faced on the road to democracy?
139. How did Brazil's government change in the late 1900s?
140. What difficulties have limited Brazil's "economic miracle?"

## Students will know:

People:	Concepts:	Terms:
14. Augusto Pinochet	9. Debt slavery	10. Import substitution
15. Alberto Fujimori	10. Bay of Pigs	11. Agribusiness
16. Benedita da Silva	11. Cuban Missile Crisis	12. Liberty theology
17. Fidel Castro	12. Alliance for Progress	13. Literacy rate
18. Salvador Allende	13. OAS	14. Drug cartel
19. Manuel Noriega	14. NAFTA	15. Embargo
20. Lazaro Cardenas	15. Sandanistas	16. Contra
21. Anastasio Somoza	16. Falklands War	17. Plebiscite
22. Daniel Ortega		
23. Jean-Bertrand Aristide		
24. Juan Peron		
25. Eva Peron		
26. Isabel Peron		
27. Getulio Vargas		
28. Hugo Chavez		

## Students will be able to:

52. Specify forces that have contributed to social and political unrest and change in Latin America in the post World War II era.
53. Explain the influences of the military, Catholic Church, and Marxist ideology on the political developments of the region.
54. Identify issues that have linked Latin America to the world.
55. Appreciate the contributions Latin American culture has made in areas of fine arts (music, literature, art).
56. Describe economic Mexico's economic successes and failures.
57. Identify the problems democracy faces in developing Latin American countries.
58. Conduct a case study of one Latin American country, explaining its economic swings and political setbacks in moving towards democracy.
59. Identify counties on a political map of Central and South America.

## Stage 2 Assessment Data

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### Recommended Performance Tasks:

97. Divide students into groups to create a graphic organizer on one of the following topics facing modern Latin America. Have each group present their findings to one another for explanation and discussion.
  - a. Postwar problems
  - b. Competing ideologies
  - c. Rise and fall of military regimes
  - d. Economics
  - e. Women
  - f. Religion
  - g. Changing social patterns in Latin America
98. Have students share examples they find representing each area of fine arts as it relates to Latin American culture.
99. Do internet research to debate issues of economic development vs. environmental protection as related to Latin America.
100. Analyze statistical information on a set of Latin American countries and assess correlations (e.g.: birth rate, infant mortality, live expectancy).
101. Choose one of the Latin American countries and research its economic and political development from the 1990s to the present.
102. Fill in a political map to include: Mexico, Guatemala, Honduras, Belize, El Salvadore,
103. Nicaragua, Costa Rica, Panama, Chile, Peru, Columbia, Equador, Brazil, Argentina, Gulf of Mexico, Caribbean Sea, Pacific Ocean, Amazon River, Andes Mts.
104. Fictional dialogues between historical figures
105. Oral Presentations
106. Teacher made summative assessments
107. Biography research assignment
108. Selected End Chapter Textbook questions.

### Stage 3- Learning Plan

22. In each lesson, the essential question associated with that lesson will be written on the board.
23. Traditional lecture/discussion activity format will make use of the overhead projector, and computer technology.
24. "History in a Box" and "Who Am I" activities will require groups to read, analyze and assess primary documents and material and use a wide range of presentation techniques (artwork, singing, dancing, etc.) to present group findings to the class.
25. Cooperative learning Role-Play Activities will present group members with a series of tasks employing a wide range of multiple intelligences. When possible, performances shall be videotaped. Evaluation may or may not be done by teacher evaluation, peer evaluation, or a combination of both.
26. Essay assignments will be evaluated with a rubric which requires the students to use evidence to present an argument centered around a central thesis and supporting ideas.
27. Lessons featuring art and music will be centered around a central historical event or concept in this unit.
28. Department and individual teacher-made tests will include both objective and open-ended components.

# Unit 11 Modern Middle East

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## Topic Overview:

In South Asia and the Middle East nations cast off western rule begin to modernize. They have similar challenges—religious and ethnic strife, border conflicts, urbanization, and population growth. In India, leaders create the world’s largest democracy. In Iran leaders rejected western models and created a theocracy. In Israel, after a long conflict, Palestinians and Jews seek peace. In the wake of 9/11 the United States launches a campaign to rid Afghanistan and Iraq destabilizing the balance of power.

## Stage 1 Desired Results

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**Goals:** Students will understand the critical issues which have affected the Middle East since the end of World War II.

## NJCCCS:

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.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.

6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.

6.2.12.C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.

2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and 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.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.2.12.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.

## Understandings:

49. Students will understand how among the forces haping the modern Middle East are nationalism, diversity, and the availability of resources such as oil and water.
50. Students will understand how since World War II, Turkey, Egypt, and alran have followed different routes to modernization.
51. Students will understand how the Arab-Israeli conflict and other disputes have focused world attention on the Middle East.

## EQs:

141. How have diversity and nationalism shaped the Middle East?
142. What political and economic pattern have emerged?
143. Why did an Islamic revival grow?
144. How do women's lives vary in the Middle East?
145. What issues did Turkey face?
146. Why was Egypt a leader in the Arab world?
147. What were the causes and results of the revolution in Iran?
148. How did the Cold War increase tensions in the Middle East?
149. Why was the Arab-Israeli conflict difficult to resolve?

## Students will know:

People:	Concepts:	Terms:
29. Gamal Abdel Nasser	17. Oil Wealth	18. Kibbutz
30. Anwar Sadat	18. Pan Arabism	19. Desalinization
31. Muhammad Mosaddiq	19. Nationalization	20. Hejab
32. Ruhollah Khomeini	20. Fundamentalism	21. Ayatollah
33. Yasir Arafat	21.	22. Theocracy
34. Benjamin Netanyahu		23. Client states
35. Saddam Hussin		24. Intifada
36. Menachem Begun		25. Unilateral
37. Jimmy Carter		26. Militias
38. Osama Bin Laden		27. No-fly zones
39. Muammar Qaddafi		28. PLO
40. Hosni Mubarak		29. Palestinian Authority
41. Shah of Iran		30. Aswan High Dam
42. Yitzak Rabin		31. Suez Canal
43. Golda Meir		32. Religious fundamentalism
		33. Zionism
		34. Al Qaeda
		35. OPEC
		36. Cartel
		37. sovereignty

## Students will be able to:

60. Using a case study approach (i.e. Lebanon, Iran, Sri Lanka, Pakistan, Afghanistan, India, etc.) identify the causes and effects of civil wars and/or revolutions that have plagued the Middle East.
61. Explain how diversity and nationalism shape the Middle East.
62. Describe the global impact of natural resources of the Middle East.
63. Identify social and religious conflicts influencing the Middle East today with an emphasis on the on-going Arab Israeli conflict and the Persian Gulf.
64. Produce a map of South Asia and the Middle East including: A. Egypt, Sinai Peninsula, Israel, Gaza Strip, West Bank, Jordan, Lebanon, Syria, Saudi Arabia, Iraq, Iran, Turkey, Red Sea, Persian Gulf, Arabian Sea.

## Stage 2 Assessment Data

### Recommended Performance Tasks:

109. Make a map of North Africa and Middle East highlighting areas that are oil-producing.
110. Make a chart or graph showing the percentage of oil provided by OPEC nations, from greatest to least.
111. Select individual students to represent different countries of the Middle East. Discuss problems and possible solutions in “Round Robin” format.
112. Make a chart comparing the population, government and economy and critical issues of Turkey, Egypt and Iran. Divide the class into thirds and have them generate “Jeopardy” questions based on their country’s chart statistics.
113. Group Projects
114. Fictional dialogues between historical figures
115. Oral Presentations
116. Teacher made summative assessments
117. Biography research assignment
118. Selected End Chapter Textbook questions.

## Stage 3- Learning Plan

29. In each lesson, the essential question associated with that lesson will be written on the board.
30. Traditional lecture/discussion activity format will make use of the overhead projector, and computer technology.
31. “History in a Box” and “Who Am I” activities will require groups to read, analyze and assess primary documents and material and use a wide range of presentation techniques (artwork, singing, dancing, etc.) to present group findings to the class.
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33. Essay assignments will be evaluated with a rubric which requires the students to use evidence to present an argument centered around a central thesis and supporting ideas.
34. Lessons featuring art and music will be centered around a central historical event or concept in this unit.
35. Department and individual teacher-made tests will include both objective and open-ended components.