

World History Honors

Grade 9

Course: 4050

5 Credits

2018

I. COURSE DESCRIPTION

The World History Honors course is a full year history course. World History Honors is a survey course designed to explore the significant ideas, themes, events, movements and leaders from the Emergence of the Global Age 1350 AD to Contemporary Issues 1945-Today. The course is organized chronologically and, within broad eras. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. Students will be expected to complete the extensive analysis of primary and secondary sources. Students will be assessed through formative and summative assessments which include tests, projects, oral presentations, debate, 1:1 lessons and tasks, document based questions (DBQs/RSTs), historical novels, analysis of primary source materials and political cartoons. Students will be engaged in student centered activities which will allow them to explore and process curricular material in intellectual settings that depend on full participation, critical thinking skills and willingness to problem solve.

The following topics are included in World History Honors:

- 1. The Emergence of the First Global Age: Global Interactions and Colonialism**
 - 2. Renaissance, Reformation, Scientific Revolution, and Enlightenment**
 - 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact**
 - 4. A Half-Century of Crisis and Achievement: The Era of the Great Wars**
 - 5. The 20th Century Since 1945: Challenges for the Modern World**
 - 6. Contemporary Issues- to Present**
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II. Units

Content Area:	World History Honors	Grade(s)	9
Unit Plan Title:	Exploration (1350-1700) The First Global Age		
NJSLS Standard(s) Addressed in this unit			
<p>6.2.12 .A.1.a Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, and Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p> <p>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.</p> <p>6.2.12. B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p> <p>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.</p> <p>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.</p> <p>6.2.12. C.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p> <p>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.</p> <p>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.</p> <p>6.2.12. D.1.a Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.</p> <p>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.</p> <p>6.2.12. D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> <p>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.</p> <p>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.</p>			

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

Essential Questions (3-5)

What are the effects of political and economic expansion?
What were the motivations behind European exploration of distant lands?
What economic theories were put into practice during the age of exploration?
What were the social characteristics of colonial Latin America?

Anchor Text

Speilvogel, Jackson J., and Jay McTighe. *World History & Geography: Modern Times*. McGraw-Hill Education, 2014
ISBN-13: 978-0076647187

Informational Texts (3-5)

Magellan's Voyage-(google team drive-WH Primary Sources)
Amerigo Vespucci- South America and her people (google team drive-WH Primary Sources)
Sir Francis Drake, a privateer- (google team drive-WH Primary Sources)

Short Texts (1-3)

China and Portugal Trade Views (google team drive-folder)
China's Grand Canal (google team drive-folder)

Formative & Summative Assessments

Formative-Unit Tests
Summative-Document Based Questions-primary source/secondary source analysis
Formative- Research Databases with google slides presentations- Cortés and the conquest of the Aztec/Pizarro and the conquest of the Inca.
Aztec Codices-PBS website- http://www.pbs.org/conquistadors/cortes/cortes_a00.html

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Team Drive- World History Honors
Database- Facts on File- Modern World History
Nystrom/Herff Jones Atlas of World History 2nd Edition (PDF Atlas google team drive)
Nystrom Atlas- Unit 4- Empires and Cultures of Asia
Nystrom Atlas- Unit 5- African Empires
Nystrom Atlas- Unit 7- The Age of Global Contact
National Archives Analysis Worksheets- <https://www.archives.gov/education/lessons/worksheets>

Suggested Time Frame: 4 weeks

Content Area: World History Honors **Grade(s)** 9

Unit Plan Title: Renaissance, The Reformation and the Enlightenment (1350-1700)

NJSLS Standard(s) Addressed in this unit

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

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

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

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

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

6.2.12. A.2.a Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.

Essential Questions (3-5)

How did the ideas developed during the Renaissance and Reformation led to political, economic, and cultural change?

How can trade lead to economic prosperity, political power and cultural exchange?

What conditions can encourage the desire for reform?

How can reform influence society and beliefs?

Anchor Text

Speilvogel, Jackson J., and Jay McTighe. *World History & Geography: Modern Times*. McGraw-Hill Education, 2014

ISBN-13: 978-0076647187

Don Quixote, Miguel de Cervantes or *Candide*, Voltaire

Informational Texts (3-5)

Nystrom/Herff Jones Atlas of World History 2nd Edition- Unit 4 Empires and Cultures of Asia (PDF Atlas google team drive)

The Medici: Ruling Behind the Scenes-Economics (World History Textbook Chapter. 2 resources)

Selling Indulgences (World History Textbook Chapter. 3 resources)

Short Texts (1-3)

Niccolò Machiavelli- The Prince (excerpt)- (google team drive-WH Primary Sources)

Christine de Pizan's The Book of the City of Ladies- (excerpt) (World History Chpt. 2 Textbook resources)

Desiderius Erasmus, The Praise of Folly Martin Luther, Ninety-five Theses (World History Chpt. 3 Textbook resources)

Martin Luther 95 Theses- (google team drive-WH Primary Sources)

Desiderius Erasmus Describes Thomas More- (google team drive-WH Primary Sources)

Science and Technology: Janissaries- (World History Textbook Chpt. 6 resources)

Formative & Summative Assessments

Summative-Research Simulation Task (RST)- Renaissance and Humanism- (google team drive)

Summative-Unit Test

Formative-Analysis of Primary and Secondary sources

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Team Drive- World History Honors

Nystrom Atlas-Unit 8

Heilbrunn Timeline of Art History (Renaissance Art): <https://www.metmuseum.org/toah/works/#!?theme=69>

Heilbrunn Essay (Reformation): https://www.metmuseum.org/toah/hd/refo/hd_refo.htm

Databases- Facts on File- Modern World History

Map of the Reformation- <http://online.infobase.com/HRC/Search/ImageDetails/3?imageId=59631>

Painting- Martin Luther Burning the Papal Bull <http://online.infobase.com/HRC/Search/ImageDetails/3?imageId=47091>

National Archives Analysis Worksheets- <https://www.archives.gov/education/lessons/worksheets>

Suggested Time Frame: 4 weeks

Content Area: World History Honors

Grade(s) 9

Unit Plan Title: Scientific, Industrial, and Social Revolutions

NJSLS Standard(s) Addressed in this unit

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

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

6.2.12. B.3.b Relate the role of geography to the spread of independence movements in Latin America.

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

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

6.2.12. C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.

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

Essential Questions (3-5)

How does discontent with economic, social and political conditions results in a catalyst for change?

How did the Industrial Revolution influence massive population movements, growth of urbanization, expanding economic systems and technological innovation?

What was the impact of the Industrial Revolution on natural resources and global markets?

Anchor Text	
Speilvogel, Jackson J., and Jay McTighe. <i>World History & Geography: Modern Times</i> . McGraw-Hill Education, 2014 ISBN-13: 978-0076647187 A Tale of Two Cities Online text- http://www.gutenberg.org/files/98/98-h/98-h.htm Online lesson plans- http://www.penguin.com/static/pdf/teachersguides/taletwocities.pdf	
Informational Texts (3-5)	
1789- Dec. Rights of Man and Citizen (google team drive-WH Primary Sources) 1792- Wollstonecraft Feminist (google team drive-WH Primary Sources) 1828- Child Labor Law-Parliament (google team drive-WH Primary Sources) 1898- Marie Curie Radium (google team drive-WH Primary Sources)	
Short Texts (1-3)	
Reading- Rock and a Hard Place-Breaker Boys Reading-The Grim Face of Labor Stanford-History- Factory Life Lesson Plan (google team drive)	
Formative & Summative Assessments	
Summative-Unit Tests Formative-Analysis of Primary and Secondary Sources Summative- Biography Assignment Formative-Activity- Photo Analysis of Child Labor	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
Google Team Drive- World History Honors Database- Facts on File- Modern World History Nystrom/Herff Jones Atlas of World History 2 nd Edition (PDF Atlas google team drive)- Unit 9 National Archives Analysis Worksheets- https://www.archives.gov/education/lessons/worksheets	
Suggested Time Frame:	4 weeks

Content Area:	World History Honors	Grade(s)	9
Unit Plan Title:	Revolutions (American, European, Latin America) and The French Revolution		
NJSLS Standard(s) Addressed in this unit			
6.2.12. A.2.b Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).			

6.2.12. A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.

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

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

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

Essential Questions (3-5)

How do new ways of thinking affect the way people respond to their surroundings and leadership?

How do new ideas spark change?

What causes revolution?

How does revolution change society?

How does revolution bring about political and economic change?

Anchor Text

Speilvogel, Jackson J., and Jay McTighe. *World History & Geography: Modern Times*. McGraw-Hill Education, 2014

ISBN-13: 978-0076647187

Informational Texts (3-5)

Primary Source- The Declaration of Independence (google team drive/textbook PDF)

Graphic Organizer- Causes of the French Revolution- video and graphic organizer (google team drive/textbook)

Stanford-History- Reign of Terror Lesson Plan (google team drive)

Common Lit- Napoleon Bonaparte (google team drive/common lit PDF)

History Channel –French Revolution <https://www.history.com/topics/french-revolution>

Reading- Single-Product Economies in Latin America (google team drive/textbook PDF)

Short Texts (1-3)

French Fashion after the Revolution- (google team drive/textbook PDF)

Primary Source- Visual Bias Napoleon in Art

Primary Source- Simon Bolivar- Address 1819 (google team drive/textbook PDF)

Formative & Summative Assessments

Formative-French Revolution- Viewing Guide (History Channel Documentary) and writing assignment

Link to Documentary- https://www.youtube.com/watch?v=5pXxoyk5wOo&disable_polymer=true

Formative-Activity- Palace of Versailles Brochure (google team drive)

Summative-Essay- The Enlightenment and the Bill of Rights (google team drive/textbook)

Summative-Project/Skit- Revolutionary Leaders of Latin America

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Film- History Channel French Revolution

Google Team Drive- World History Honors

Database- Facts on File- Modern World History

Nystrom/Herff Jones Atlas of World History 2nd Edition (PDF Atlas google team drive)

National Archives Analysis Worksheets- <https://www.archives.gov/education/lessons/worksheets>

Suggested Time Frame: 4 weeks

Content Area: World History Honors

Grade(s) 9

Unit Plan Title: Imperialism

NJSLS Standard(s) Addressed in this unit

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

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

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

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

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

Essential Questions (3-5)

How can industrialization effect countries need of resources?

What was the cause and effect of imperialism?

How did colonial powers govern their colonies?

How do some groups resist control by an imperialist nation?

Anchor Text

Speilvogel, Jackson J., and Jay McTighe. *World History & Geography: Modern Times*. McGraw-Hill Education, 2014

ISBN-13: 978-0076647187

Chinua Achebe- Things Fall Apart (google team drive)

Informational Texts (3-5)

1885-Berlin Conference (google team drive-WH Primary Sources)
 1901-Boxer Rebellion (google team drive- WH Primary Sources)
 African Imperialism- (google team drive/textbook PDF)
 USA in Haiti- (google team drive/textbook PDF)
 Roosevelt Corollary (google team drive/textbook PDF)
 Film- Gandhi and film questions (google team drive) <http://curriculumproject.org/wp-content/uploads/Gandhi.pdf>
 Primary Source- India Independence (Tagore and Talik) (google team drive/textbook PDF)

Short Texts (1-3)

Excerpt- Heart of Darkness <https://www.gutenberg.org/files/219/219-h/219-h.htm>
 Excerpt- Things Fall Apart- Chinua Achebe- (google team drive-textbook PDF)
 Maps- Africa and Asia Imperialism

Formative & Summative Assessments

Summative-Research Project- Imperialism Causes and Effects (co-op groups/textbook resources)
 Summative-Essay- United States influence in Latin America (google team drive/textbook)
 Formative-Stanford-History-The Sepoy Rebellion Lesson Plan (google team drive)
 Summative-Unit Tests
 Formative-Analysis of Primary and Secondary Sources

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Team Drive- World History Honors
 Database- Facts on File- Modern World History
 Nystrom/Herff Jones Atlas of World History 2nd Edition (PDF Atlas google team drive)
 7 Words Brought to You by British Colonialism by Chris Stokel-Walker April 25, 2013- <http://mentalfloss.com/article/50269/7-words-brought-you-british-colonialism>
 National Archives Analysis Worksheets- <https://www.archives.gov/education/lessons/worksheets>

Suggested Time Frame: 4 weeks

Content Area:	World History Honors	Grade(s)	9
Unit Plan Title:	The Era of the Great Wars (World War I and the Great Depression)		

NJSLS Standard(s) Addressed in this unit

6.2.12. A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
 6.2.12. A.4.b Compare the rise of nationalism in China, Turkey, and India.
 6.2.12. A.4.c Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

- 6.2.12. A.4.d Assess government responses to incidents of ethnic cleansing and genocide.
- 6.2.12. B.4.a Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
- 6.2.12. B.4.c Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
- 6.2.12. C.4.a Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
- 6.2.12. C.4.c Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- 6.2.12. C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
- 6.2.12. D.4.a Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
- 6.2.12. D.4.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. D.4.f Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
- 6.2.12. D.4.g Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.
- 6.2.12. D.4.h Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
- 6.2.12. D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
- 6.2.12. D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.
- 6.2.12.D.4.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.

Essential Questions (3-5)

- Why do politics often lead to war?
- How can technology impact war?
- What can cause economic instability?
- How does war impact society, politics and the environment?

Anchor Text

Speilvogel, Jackson J., and Jay McTighe. *World History & Geography: Modern Times*. McGraw-Hill Education, 2014
ISBN-13: 978-0076647187
Erich Maria Remarque *All Quiet on the Western Front* (google team drive/PDF)

Informational Texts (3-5)

1917- Bolsheviks (google team drive-WH Primary Sources)
 1919 Treaty of Versailles (google team drive-WH Primary Sources)
 Armenian Genocide <https://www.facinghistory.org/resource-library/crimes-against-humanity-and-civilization-genocide>

Short Texts (1-3)

Stanford-History-Women’s War 1929-Lesson Plan (google team drive)
 Primary Source- Francis Ferdinand (google team drive)

Formative & Summative Assessments

Summative-Unit Tests
 Formative-Analysis of Primary and Secondary Sources

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Film- *Suffragettes*
 Google Team Drive- World History Honors
 Database- Facts on File- Modern World History
 Nystrom/Herff Jones Atlas of World History 2nd Edition (PDF Atlas google team drive)
 National Archives Analysis Worksheets- <https://www.archives.gov/education/lessons/worksheets>

Suggested Time Frame: 4 weeks

Content Area:	World History Honors	Grade(s)	9
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Unit Plan Title:	World War II
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NJSLS Standard(s) Addressed in this unit

- 6.2.12. B.4.b Determine how geography impacted military strategies and major turning points during World War II.
- 6.2.12. B.4.d Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II
- 6.2.12. C.4.b Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- 6.2.12. C.4.c Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- 6.2.12. D.4.b Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
- 6.2.12. D.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- 6.2.12. D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.
- 6.2.12. D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

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

Essential Questions (3-5)

Why do political actions often lead to war?

How does war influence the civilian society?

What alliances and events contributed to of World War II?

How do the MAIN (militarism, alliances, imperialism, and nationalism) reasons for war-cause World War II?

Anchor Text

Speilvogel, Jackson J., and Jay McTighe. *World History & Geography: Modern Times*. McGraw-Hill Education, 2014
ISBN-13: 978-0076647187

Informational Texts (3-5)

Primary Source- 1943- Kamikaze (google team drive-WH-Primary Sources)

Primary Source-1944- D Day (google team drive-WH-Primary Sources)

Primary Source- 1945-Dropping the Bomb (google team drive-WH-Primary Sources)

Primary Source- The Bombing of Dresden (google team drive)

Short Texts (1-3)

The Atlantic (online magazine article) World War II-After the War <https://www.theatlantic.com/photo/2011/10/world-war-ii-after-the-war/100180/>

Reading/Questions- Home-front Rations (google team drive)

Book- Faithful Elephants (google team drive)

Book- Terrible Things (Holocaust Allegory) (google team drive)

Formative & Summative Assessments

Summative-Unit Tests

Formative-Analysis of Primary and Secondary Sources

Summative-Photo analysis and essay- National Archives <https://www.archives.gov/research/military/ww2/photos>

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Film- *Tora, Tora, Tora*

Google Team Drive- World History Honors

Database- Facts on File- Modern World History

Nystrom/Herff Jones Atlas of World History 2nd Edition (PDF Atlas google team drive)

National Atomic Testing Museum (Smithsonian) <http://nationalatomictestingmuseum.org/exhibits/>

United States Holocaust Memorial Museum <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005137>

National Archives Analysis Worksheets- <https://www.archives.gov/education/lessons/worksheets>

Suggested Time Frame:

4 weeks

Content Area:	World History Honors	Grade(s)	9
Unit Plan Title:	Challenges for the Modern World (20th Century Since 1945)		
NJSLS Standard(s) Addressed in this unit			
<p>6.2.12. A.5.a Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).</p> <p>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.</p> <p>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.</p> <p>6.2.12. A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.2.12. B.5.c Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.</p> <p>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.</p> <p>6.2.12. B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.</p> <p>6.2.12. C.5.a Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.</p> <p>6.2.12. C.5.b Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.</p> <p>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.</p> <p>6.2.12. C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.</p> <p>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.</p> <p>6.2.12. C.5.f Assess the impact of the European Union on member nations and other nations.</p> <p>6.2.12. C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p> <p>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.</p>			

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. D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

6.2.12. D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

Essential Questions (3-5)

How does war result in change?

What challenges may countries face as a result of war?

What motivates political change?

How can economic change and social change affect a country?

How do social and environmental issues affect countries differently?

Anchor Text

Speilvogel, Jackson J., and Jay McTighe. *World History & Geography: Modern Times*. McGraw-Hill Education, 2014

ISBN-13: 978-0076647187

Informational Texts (3-5)

Survivors of the Khmer Rouge (google team drive)

The Creation of Israel (google team drive)

Arab Israeli Conflict (google team drive)

Stanford-History-Cold War-Lesson Plan (google team drive)

Short Texts (1-3)

Biography- Indira Gandhi

Mental Floss Magazine article- 11 Strange Battlefields Where the Cold War Was Fought- <http://mentalfloss.com/article/68009/11-strange-battlefields-where-cold-war-was-fought>

Formative & Summative Assessments

Summative- Unit Tests

Formative- Analysis of Primary and Secondary

Formative- Research paper Indira Gandhi including database and annotated bibliography

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Film- *Gandhi*

Google Team Drive- World History Honors

Database- Facts on File- Modern World History

Nystrom/Herff Jones Atlas of World History 2nd Edition (PDF Atlas google team drive)

National Archives Analysis Worksheets- <https://www.archives.gov/education/lessons/worksheets>

Suggested Time Frame:	4 weeks		
Content Area:	World History Honors	Grade(s)	9
Unit Plan Title:	Contemporary Issues		
NJSLS Standard(s) Addressed in this unit			
<p>6.2.12. A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>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.</p> <p>6.2.12. A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>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</p> <p>6.2.12. B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p> <p>6.2.12. C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.</p> <p>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.</p> <p>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.</p> <p>6.2.12. C.6.d Determine how the availability of scientific, technological, and medical advances influences the quality of life in different countries.</p> <p>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.</p>			
Essential Questions (3-5)			
<p>How can economic and social changes affect a country?</p> <p>What influences global political and economic relationships?</p> <p>How do social and environmental issues affect countries differently?</p>			
Anchor Text			
<p>Speilvogel, Jackson J., and Jay McTighe. <i>World History & Geography: Modern Times</i>. McGraw-Hill Education, 2014 ISBN-13: 978-0076647187</p>			
Informational Texts (3-5)			
<p>Primary Source- Genocide in Rwanda (google team drive/textbook)</p>			

Reading- Global Issues HIV (google team drive/textbook)	
Short Texts (1-3)	
Reading- Science and Tech 21 st Century (google team drive/textbook)	
Reading- The Breakup of Yugoslavia (google team drive/textbook)	
Reading- The Modern Chinese Economy (google team drive/textbook)	
Formative & Summative Assessments	
Summative- Project- Mega Cities Guidebook (google team drive/textbook)	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
Film- <i>Hotel Rwanda</i>	
Google Team Drive- World History Honors	
Database- Facts on File- Modern World History	
Nystrom/Herff Jones Atlas of World History 2 nd Edition (PDF Atlas google team drive)	
National Archives Analysis Worksheets- https://www.archives.gov/education/lessons/worksheets	
Suggested Time Frame:	4 weeks

III. Instructional Strategies

In order to meet the individual needs of our students, differential instruction is utilized. This involves the use of a variety of instructional strategies, including but not limited to:

- Readings and exercises from the approved text(s) and related supplemental materials
 - Individual and group research projects
 - Database research and citation
 - Cooperative group activities
 - Teacher generated handouts/PDFs
 - Lecture in conjunction with class discussion and notes
 - Debates
 - Document Based questions (DBQs)
 - Research Based Questions (RSTs)
 - Oral and written reports
 - Simulations/Skits and Role-playing activities
 - Multimedia presentations
 - Related field trips and history competitions
 - Cooperative based group activities
 - Basic technology application – Word, Google Docs, Google Slide, PowerPoint, and internet search
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Oral and documented presentations
Technology and Web-based activities and presentations

IV. Scope and Sequence

Learning Objectives	Expected Student Achievement I = Introduce D = Develop R= Reinforce M = Master
Compare and Contrast the motivations for the expansion of empires.	IDR
Trace the movement of essential commodities from Asia to Europe to the Americas.	IDR
Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the New World.	IDR
Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.	IDR
Determine the factors that led to the Reformation and the impact on European politics.	IDR
Compare the principle ideas of the Enlightenment in Europe (political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.	IDR

Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.	IDR
Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.	IDR
Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment	IDR
Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, and evaluate their impact on government, society, and economic opportunities.	IDR
Explain how individuals and groups promoted revolutionary actions and brought about change during this time period	IDR
Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.	IDR
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.	IDR
Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.	IDR
Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule	IDR

Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.	IDR
Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.	IDR
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.	IDR
Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).	IDR

Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.	IDR
Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.	IDR
Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).	IDR

Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.	IDR
Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries	IDR

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.	IDR
Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences	IDR
Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.	IDR

V. Complete List of Course Textbooks, Instructional Resources & Software

Speilvogel, Jackson J., and Jay McTighe. *World History & Geography: Modern Times*. McGraw-Hill Education, 2014, ISBN-13: 978-0076647187

McGraw-Hill: World History & Geography, Modern Times Resource Kit

Google- Team Drive-World History Honors

Databases

Facts on File
Gale

Pro-quest
SIRS

PDF File- Nystrom World History Atlas https://drive.google.com/file/d/12xIXXsP3_tywN9ohnC1kDxtmiX0lh5aG/view?usp=sharing

National Archives

<https://www.archives.gov/education>

Stanford University

<https://www.archives.gov/education>

Gilder Lehrman

<https://www.gilderlehrman.org/>

VI. Student Handout:

COURSE DESCRIPTION

This is a full year survey course of World History at the Honors level. Students will analyze world history, geography, and cultures through in-depth analysis of the development of our modern world and its political and economic framework. Students will consider historical viewpoints in order to analyze the role of the individual in society and the significance of primary source and secondary source documents. Socratic discussion groups and debate activities will enable students to develop sound reasoning and effective communication skills. Opportunities to collaborate with cross curricular activities and projects, and to develop innovative solutions to real world problems on the local, national, and global levels will be part of the coursework. You will begin to develop a heightened understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in an interconnected world.

Students are expected to read related literacy selections, evaluate primary resources via document-based questions, and engage in critical analysis and cultural comparison. Research and writing skills are emphasized with an interdisciplinary approach that addresses the state core content standards, proper MLA format and citations in social studies and language arts.

PROFICIENCIES

Upon successful completion of the requirements for this course, the following objectives will have been introduced and assessed for understanding:

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

The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

2. Renaissance, Reformation, Scientific Revolution, and Enlightenment

Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact

Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

4. A Half-Century of Crisis and Achievement: The Era of the Great Wars

Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

5. The 20th Century since 1945: Challenges for the Modern World

Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.

6. Contemporary Issues

Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.
