



ACADEMIC COURSE OUTLINE

Department	History/Social Science		Course Title	Modern World History		Course Code		2271	
Grade Level	9-10		Short Title	Mod Wrlld Hist		Grad Requirement Subject		Yes	
Course Length	1 year	Credits per Semester	5	Approved for Honors	No	Required	Yes	Elective	No
Prerequisites	None								
Co-requisites	None								
Articulated with LBCC	No		Articulated with CSULB				No		
Meets UC "a-g" Requirement	Yes (a)		Meets NCAA Requirement				Yes		
Teaching Credential(s)	Social Science								

COURSE OVERVIEW:

The more than two hundred and fifty year period covered by the tenth-grade course highlights the intensification of a truly global history as people, products, diseases, knowledge, and ideas spread around the world as never before. The course begins with a turning point: the important transition in European systems of governance from divine monarch to a modern definition of a nation-state organized around principles of the Enlightenment. The course ends with the present, providing ample opportunities for teachers to make connections to the globalized world in which students live. As students move through the years 1750 through the present they consider how a modern system of communication and exchange drew peoples of the world into an increasingly complex network of relationships in which Europe and the United States exerted great military and economic power. They explore how people, goods, ideas, and capital traveled throughout and between Asia, Africa, the Americas, and Europe. They analyze the results of these exchanges. The ability to see connections between events and larger social, economic, and political trends may be developed by having students consider the most fundamental changes of the era.¹

EXPECTED OUTCOMES:

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content standards for Modern World History, as well as historical thinking skills and skills called out in the *Common Core State Standards* and the *Standards for Career Ready Practice*. Levels of proficiency are defined near the end of this course outline under Classroom Performance Criteria.

- Trace the intensification of the movement toward a global market aided by rapid transportation of goods around the world, powerful international financial institutions, and instantaneous communication.
- Understand the emergence of industrial production as the dominant economic force that shaped the world economy and created a related culture of consumption.
- Analyze the increasing human impact on the natural and physical environment through the growth in world population, especially urban settings where populations engaged in mass consumption through mechanical and chemical developments related to the industrial revolution.
- Identify and evaluate perspectives on the imperial expansion across the globe and the growth of nation-states as the most common form of political organization.

¹ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

- Relate the application of industrial technology and scientific advancements to the development of mechanized warfare, which drew millions of people into the experience of “total war.”
- Discuss conflict between economic and political systems that defined the post-World War II period.
- Evaluate the emergence of ideas of universal rights and popular sovereignty for all individuals, regardless of gender, class, religion, or race, which spread around the world.²
- Use media, informational texts and case studies in order to acquire, process, report information, and solve problems.
- Articulate concepts important to the study of Modern World History such as industrialization, imperialism, nationalism, militarism, alliances, ideology, totalitarianism, fascism, communism, and others.
- Determine the main ideas and definitions of terms in informational texts in order to make meaning of concepts significant to Modern World History.
- Utilize listening and speaking to communicate claims and reasoning with evidence.
- Integrate information from multiple sources to generate a coherent written, oral or visual product.
- Write informational and argumentative texts to explain historical events and express varying perspectives.
- Apply appropriate technical skills and academic knowledge.
- Communicate clearly, effectively, and with reason.
- Apply technology to enhance productivity.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Act as a responsible citizen in the workplace and the community.
- Model integrity, ethical leadership, and effective management.
- Work productively in teams while integrating cultural and global competence.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Understand the environmental, social, and economic impacts of decisions.

Historical Thinking Skills:

- Historical Significance: How do we decide what is important to learn about the past?
- Evidence: How do we know what we know about the past?
- Continuity and Change: How can we make sense of the complex flows of history?
- Cause and Consequences: Why do events happen, and what are their impacts?
- Historical Perspectives: How can we better understand the people of the past?
- The Ethical Dimension: How can history help us live in the present?³

Academic Standards:

Grade Ten- World History, Culture, and Geography: The Modern World

from the *History-Social Science Framework for California Public Schools*, adopted by the California State Board of Education in March, 2001

- 10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
- 10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.
- 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
- 10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following

² The first seven objectives come the *History-Social Science Framework for California Public Schools*, 2016.

³ These thinking skills come from Seixas, P. & Norton, T. (2012), *The Big Six Historical Thinking Concepts*. Toronto: Nelson.

- regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.
- 10.5 Students analyze the causes and course of the First World War.
 - 10.6 Students analyze the effects of the First World War.
 - 10.7 Students analyze the rise of totalitarian governments after World War I.
 - 10.8 Students analyze the causes and consequences of World War II.
 - 10.9 Students analyze the international developments in the post-World War II world.
 - 10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.
 - 10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

Common Core Reading Standards in History/Social Studies 6-12:

from the *California Common Core State Standards*, adopted by the California State Board of Education in March, 2012

Key Ideas and Details

- 9-10 R1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 9-10 R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 9-10 R3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

- 9-10 R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- 9-10 R5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 9-10 R6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

- 9-10 R7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- 9-10 R8: Assess the extent to which the reasoning and evidence in a text support the author's claims.
- 9-10 R9: Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

- 9-10 R10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Common Core Writing Standards in History/Social Studies Science, and Technical Subjects 6-12:
from the *California Common Core State Standards*, adopted by the California State Board of Education in March, 2012

Text Types and Purposes

9-10 W1: Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

9-10 W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

9-10 W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10 W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9-10 W6: Use technology, including the Internet, to produce, publish, and upgrade individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

9-10 W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10 W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

9-10 W10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a

single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EXPECTED INTEGRATED OUTCOMES:

Students are also expected to proficiently apply common skills that are relevant across curricular areas, industry sectors, and career pathways.

Standards for Career Ready Practice:

from the *California Career Technical Education Model Curriculum Standards*, adopted by the California State Board of Education in January, 2013

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

COURSE CONTENT AND SUGGESTED TIME ALLOTMENT:

Content sequencing and time allocations are only suggestions and may be adjusted to suit school site curriculum plans, available materials, and student needs.

Reference abbreviations used in the Outline of Content table refer to these documents as follows:

10.1-10.11- refers to the History-Social Science Framework for California Public Schools.

R or W- refers to the standards California Common Core State Standards for reading and writing.

CR- refers to the Standards for Career Ready Practice of the CA CTE Model Curriculum Standards.

Unit 1: Current Issues

Duration: 3 Weeks

Description: In this unit, students grapple with global problems. Teachers emphasize the effects of globalization on people, nations, and capital. In particular, students investigate how globalization facilitated extremist and terrorist organizations. World War II accelerated the trend of globalization, the freer and faster movement of people, ideas, capital, and resources across borders. This was seen in transnational developments such as the formation of international organizations like the United Nations, which attempted to create a forum for nations to resolve their differences and to work collaboratively on global issues. For example, the United Nations established universal standards for human rights and became a forum for women’s and civil rights activists. Knowledge of scientific and medical breakthroughs has spread worldwide, with international efforts to address problems of disease, natural disasters, and environmental degradation. Current issues frame the course to make the course more relevant to students.⁴

Essential Questions:

- The Ethical Dimension: How can history help us to live in the present?⁵
- The Ethical Dimension: What can be done to meet the challenges of the modern world?

Suggested Activities and Materials:

Students will...

Overview of Modern Issues Videos

- Research modern world issues, including gender rights, minority rights, global warming, world health, child labor, international trade, nuclear nonproliferation, and international terrorism. Use centers to examine global problems.
 - *California World History Project*. Web. 2016.
<http://cwhpdelegates.info/resources/issues.html>

Overpopulation

- Analyze primary and secondary sources in order to write an argumentative essay. Complete the

⁴ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

⁵ These thinking skills come from Seixas, P. & Norton, T. (2012), *The Big Six Historical Thinking Concepts*. Toronto: Nelson.

following Document Based Question. China's One Child Policy: Was It a Good Idea? Mini-Q's in World History. Volume 3, Unit 11.

- Population Explosion and Environmental Change 1945 - Present. *World History for Us All*, 2016. Web. 2016.
<http://worldhistoryforusall.sdsu.edu/units/nine/landscape/Era09_landscape6.php>

Gender Rights

- Analyze the effects of Ataturk's reform by using primary and secondary sources to determine the extent to which his reforms improved the status of women in Turkey. Ataturk and Women's Rights in Turkey.
 - *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/ataturk-womens-rights-turkey>>⁶

World Finance

- Analyze changes and continuities in wealth and poverty in individual countries and major world regions. Analyze the consequences of globalization on wealth and poverty. Wealth and Poverty since 1950.
 - *World History for Us All*, 2016. Web. 2016.
<http://worldhistoryforusall.sdsu.edu/units/nine/landscape/09_landscape4.pdf>

Technology

- Analyze how revolutions in communication and information technology have contributed to the acceleration of social change. Evaluate the impact of biotechnology on human society and the ecology.
 - *The World at Warp Speed: Science, Technology, and the Computer Revolution 1970 - Present*. *World History for Us All*, 2016. Web. 2016. Landscape Unit 9.5, Lessons 1 & 2.
<http://worldhistoryforusall.sdsu.edu/units/nine/landscape/Era09_landscape5.php>

International Terrorism

- Evaluate what is Political Islam.
 - *The History Project UCI*. Nicole Gilbertson, 2016. Web 2016.
<<http://historyproject.uci.edu/10thgraderesources/>>
 - At bottom of page to Rights Religion and Identity and download document for the Identity and Politics Lesson.

Child Labor

- Examine the impact of Child Labor.
 - *Ali's Story. The Impact of Child Labor*. Teachunicef. Web 2016 .
<http://www.teachunicef.org/sites/default/files/documents/units-lesson-plans/Ali_Grades_9_to_12.pdf>
 - *Child Labor and the Rug Industry*. Goodweave. Web 2016.
<http://www.goodweave.org/child_labor_campaign/child_labor_handmade_rugs_carpets>
- Evaluate how incidents of child labor and human trafficking violate existing international laws.
 - *Child Labor and Human Trafficking Laws*. Goodweave. Web 2016.
<http://www.goodweave.org/child_labor_campaign/laws>

World Health

- Examine cases that explore the factors that are the source of the conflict over water.
 - *Conflict Over Water & Decisions About Water*. *Global Education*. Web 2016.
<http://www.globaleducation.edu.au/verve/resources/Alls_Well.pdf>
 - *Two suggested Lessons pp, 24-26.*

⁶ You must create a free login to access resources on this site.

- Examine life expectancy issues for children under the age of 5 internationally.
 - Where Do We Stand? *Teachunicef*. Web 2016.
<https://teachunicef.org/sites/default/files/documents/units-lesson-plans/Unit_1_Where_Do_We_Stand_9-12.pdf>

Trade

- Participate in a trading simulation designed to illustrate a complex marketplace in which goods and services are traded. Students use this experience to investigate the conditions that encourage or discourage trade among individuals.
 - *The Basics Still Apply: Domestic or International, A Market is a Market*. Foundations of Teaching Economics. Web 2016.
 - The Magic of Markets. *Foundations of Teaching Economics*. Web 2016.
<<http://www.fte.org/teacher-resources/lesson-plans/eflessons/the-magic-of-markets-trade-creates-wealth/>>
 - Tag Check. *Foundations of Teaching Economics*. Web 2016.
<<http://www.fte.org/teacher-resources/lesson-plans/tradelessons/tag-check/>>

Textbook:

Modern World History: Patterns of Interaction, McDougal Littell, © 2006. Chapters 20 and Epilogue.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

Unit 2: Introduction to Historical Thinking

Duration: 1 Week

Description: In this introductory unit students will learn to think like a historian, developing skills that reflect disciplinary practices. Rather than rote memorization of facts, history becomes an inquiry into past events. Throughout the year, students will develop proficiency in four historical thinking skills: historical arguments, chronological thinking skills, comparison and contextualization, and historical interpretation and synthesis. This first unit helps students learn that evidence is the foundation of historical arguments. By using events from their lives, students will examine the strengths and weaknesses of primary and secondary sources. With guidance from the teacher they will learn what questions to ask of sources and how to evaluate its reliability and relevance. Using evidence, students create arguments about what makes a historical event more significant than others.

Essential Questions:

- Historical Significance: How do we decide what is important to learn about the past?
- Evidence: How do we know what we know about the past?
- Continuity and Change: How can we make sense of the complex flows of history?
- Cause and Consequences: Why do events happen, and what are their impacts?
- Historical Perspectives: How can we better understand the people of the past?
- The Ethical Dimension: How can history help us live in the present?

Suggested Activities and Materials:

Students will...

- Create, analyze, compare and corroborate “historical accounts” to simulate the work of historians.
 - Snapshot Autobiography. *Stanford History Education Group*. Web. 2016. <http://sheg.stanford.edu/snapshot-autobiography>>⁷
- Demonstrate an ability to “source” documents and provide evidence to answer historical questions.
 - Evaluating Sources. *Stanford History Education Group*. Web. 2016. <https://sheg.stanford.edu/evaluating-sources>>⁸
- Identify and analyze the skills used by historians.
 - *Why Historical Thinking Matters*. Web. 2016. <http://historicalthinkingmatters.org/why/>
 - Use the interactive flash movie to introduce students to the concept of historical thinking.
- Analyze the factors that caused the production of sugar to become a global industry.
 - The Sugar Trade and Slavery - The DBQ Project

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

Unit 3: Enlightenment and the Atlantic Revolutions (American, French, Haitian, Latin American)

Duration: 3 Weeks

Description: This unit focuses heavily on the historical thinking skills of *change over time*, *comparison* and *historical significance*. Beginning with the Scientific Revolution and Enlightenment, students will analyze the effects of new ways of thinking about the physical and political world. Building on the philosophical foundations of the Enlightenment, students will engage in a comparative study of the four major Atlantic Revolutions using evidence to support a claim about which of the revolutions had the most far-reaching effects. Political revolutions erupted in North America, Europe, and Latin America in the eighteenth century. Leaders of all of the revolutions espoused liberal, democratic, and constitutional ideologies. Students should explore the arguments for individual rights in this era, as well as the exclusion of groups like women from full access to these rights. In particular, they could consider the paradox between slavery and individual rights through an examination of Enlightenment writings and images, including evidence from abolitionist campaigns and defenses of enslavement.⁹

Essential Questions:

- Historical Significance: How do we determine the significance of each Atlantic Revolution? How do we decide which revolution had the most significant impact and which had the least?
- Evidence: How do we support our claims about the significance of the Atlantic Revolutions?
- Continuity and Change: How did new ways of thinking about the physical, political and social world change during the period between 1450 and 1900? What ideas and practices remained constant? How were Enlightenment ideas a break from the past?
- Cause and Consequences: What were the most important causes of the Atlantic Revolutions? What were the most important consequences? How did ideas of equality, representation and rights inspire Atlantic Revolutions? How did tyranny and rule of law influence revolutionaries?

Required Assignments:

Teacher ask students to read and analyze primary and secondary sources in order to write an

⁷ You must create a free login to access resources on this site.

⁸ You must create a free login to access resources on this site.

⁹ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

argumentative essay. Complete the following Document Based Question.

- **DBQ - The Reign of Terror: Was It Justified? or How Should We Remember Toussaint Louverture? or Latin American Independence: Why did the Creoles Lead the Fight?**

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ - Declaration of Rights
- TDQ - Enlightenment
- TDQ - French Revolution

Suggested Activities and Materials:

Students will ...

- Analyze the influence of Judeo-Christian and Greco-Roman beliefs on western democracy by reading primary sources and completing a modified document based question.
 - DBQ - Western Political Thought. *The History Project, University of California, Irvine*. Web 2016. <<http://historyproject.uci.edu/files/2016/03/primary-source-activity-10.1.pdf>>
- Identify and analyze the main features of Enlightenment thought by comparing the writings of Locke, Voltaire, Smith and Wollstonecraft.
 - Mini-Qs in World History Volume 3, Unit 2, The Enlightenment Philosophers: What Was Their Main Idea?
- Compare the ideas and influence of enlightenment thinkers and analyze how Enlightenment ideas were adapted by European rulers in the eighteenth century.
 - WHFUA Closeup Teaching Unit 6.6.1 Leaders of the Enlightenment, 1650–1800 CE Lessons 3 (Who Were the Enlightenment Thinkers?) and 4 (Democratic thought and “enlightened despots”) <http://worldhistoryforall.sdsu.edu/units/six/closeup/Era06_closeup661.php>
- Analyze the influence of Enlightenment ideas on different parts of society by reading primary sources and completing a modified document based question (DBQ).
 - Was the Enlightenment for Everyone? *Closeup Teaching Unit 6.6.2*. <http://worldhistoryforall.sdsu.edu/units/six/closeup/Era06_closeup662.php>
- Analyze the motives for the reign of terror by comparing and corroborating primary sources from the revolutionary Committee of Public Safety.
 - Reign of Terror. *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/reign-of-terror>>¹⁰
- Analyze the significance of Toussaint Louverture in Haiti’s revolution.
 - Mini-Qs in World History Volume 3, Unit 3, How Should We Remember Toussaint Louverture?
- Analyze creole motives for leading the Latin American Independence movement by comparing and corroborating primary and secondary sources.
 - Mini-Qs in World History Volume 3, Unit 4, Latin American Independence: Why did Creoles Lead the Fight?
- Analyze primary sources (*Declaration of the Rights of Man, 1789, and Declaration of the Rights of Woman and Citizen, 1791*) to explain conflicting notions of citizenship in revolutionary France and how the ideology of the French Revolution led France to develop from a constitutional monarchy to a democratic despotism to the Napoleonic empire.
 - How did the concerns of French revolutionaries affect their conceptualization of citizenship? *The History Project, University of California, Irvine, 2014*. Web. 2016. <<http://historyproject.uci.edu/10thgradersources/>>
 - Scroll down on the above website under Democratic Revolutions.

Textbook:

¹⁰ You must create a free login to access resources on this site.

Modern World History: Patterns of Interaction, McDougal Littell, © 2006. Chapters 5-8.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
 - 10.1.1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
 - 10.1.2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections for Plato’s Republic and Aristotle’s Politics.
 - 10.1.3. Consider the influence of the United States Constitution on political systems in the contemporary world.
- 10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.
 - 10.2.1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolivar, Thomas Jefferson, James Madison).
 - 10.2.2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence, (1776), the French Declaration of The Rights of Man and The Citizen (1789), and U.S. Bill of Rights (1791).
 - 10.2.3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.
 - 10.2.4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.
 - 10.2.5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

Unit 4: Industrialization

Duration: 3 Weeks

Description:The Industrial Revolution shifted the center of the world economy from Asia to Western Europe in the nineteenth century. Students learn that its path diverged sharply from that of China and India, which had together accounted for nearly half of the world’s manufacturing prior to the rise of industrialization. Agricultural and scientific improvements allowed for a more urban and healthy population. Advances in medicine led to an increasingly institutionalized and professionalized medical establishment, which an increasing understanding of early germ theory. These new technologies and ways of understanding the world soon spread beyond western Europe to the United States, and Japan, sharing knowledge worldwide. The Industrial Revolution represented a fundamental shift in the production of goods. Miners, independent farmers, and plantation workers in Africa, Asia, and Latin America, were essential to the creation of commodities produced in factories. The leaders of world empires reacted to industrial change in various ways. While countries experienced industrialization in distinctive ways, they also faced some similar experiences. Most states experienced similar challenges in the shift to industrialized labor. Populations increasingly concentrated in urban areas where housing and sanitation infrastructure could rarely keep pace with the growth in need. While the standard of living gradually improved throughout the world, the disparity between the wealthiest and the poorest people within countries grew. In pre-industrial societies, family units working in or near the home produced most goods. Industrialization separated home from work in function and location. Although the mechanized production of goods and crops dramatically changed life in industrial

nations, most of the world continued to engage in subsistence farming to meet basic needs.¹¹

Essential Questions:

- Cause and Consequences: What factors lead to industrialization? What are industrialization’s consequences?
- Historical Perspectives: How can we better understand the impact of industrialization on people from various social classes and world regions? How did industrial revolutions affect governments, countries, and national identity in similar and different ways?
- The Ethical Dimension: Was Marxism a justifiable response to the inequalities of industrial society? How do we address the social and economic inequalities caused by industrialization and capitalism today?

Required Assignments:

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

- **DBQ - What Was the Driving Force Behind European Imperialism in Africa? or Female Workers in Japanese Silk Factories: Did the Costs Outweigh the Benefits?**

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ - Industrial Revolution Origins
- TDQ - Industrial Revolution Working Conditions

Suggested Activities and Materials:

Students will ...

- Analyze the extent to which Marxism was a justifiable response to the inequities of industrial society by using excerpts from the Communist Manifesto to support an argument.
- Analyzing charts, graphs, and primary sources to summarize the significance of steam power and mercantilism in the shift from Asian dominance of manufacturing to British dominance between 1750 and 1830.
 - The Industrial Revolution as a World Event, 1750-1850, World History for Us All. <<http://worldhistoryforusall.sdsu.edu/eras/era7.php>>
- Analyze the the political, cultural and social effects of Japan’s industrial revolution through the examination of visual images, poems, songs, and statistics.
 - The Industrial Revolution: Japan, 1868-1912. Humanities Out There, UCI CA History-Social Science Project, UCI’s Center for Educational Partnerships, and the Santa Ana Unified School District, 2005. (See Marika Manos in the History Office to check out resources).
- Evaluate and compare different types of primary source documents with different perspectives on working conditions in English textile factories at the beginning of the 19th century.
 - Factory Life. *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/factory-life>>¹²
- Analyze visual sources to compare the lives of the working class and middle class as a result of the industrial revolution.
 - The World the Industrial Revolution Made, 1750-1914. Humanities Out There, UCI Ca History-Social Science Project, UCI’s Center for Educational Partnerships, and the Santa Ana Unified School District, 2003. (See Marika Manos in the History Office to check out resources).
- Analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question. Female Workers in Japanese Silk Factories: Did the Costs

¹¹ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

¹² You must create a free login to access resources on this site.

Outweigh the Benefits? Mini-Q's in World History, Volume 3, Unit 5.

Textbook:

Modern World History: Patterns of Interaction, McDougal Littell, © 2006. Chapters 9-10.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
 - 10.3.1. Analyze why England was the first country to industrialize.
 - 10.3.2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).
 - 10.3.3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
 - 10.3.4. Trace the evolution of work and labor, including the demise of the slave trade and effects of immigration, mining and manufacturing, division of labor, and the union movement.
 - 10.3.5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
 - 10.3.6. Analyze the emergence of capitalism as a dominant economic pattern and the response to it, including Utopianism, Social Democracy, Socialism, and Communism.
 - 10.3.7. Describe the emergence of romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

Unit 5: Imperialism

Duration: 3-4 Weeks

Description: In this unit, students examine industrialized nations' worldwide imperial expansion, fueled by demand for natural resources and markets and aided by ideological motives of a "civilizing mission." The economic strength of industrialized nations gave them an advantage of cheaper goods over nations that engaged in traditional manual production of goods. For much of the late nineteenth and early twentieth century, local manufacturing in regions such as India, China, and Latin America declined dramatically. Some scholars use the label "informal empire" to refer to situations where countries, while not formally colonized, became increasingly dependent on industrialized nations, which sometimes threatened violence, to establish the terms and conditions of international commerce. Overall, students should understand the multiple interconnected causes and justifications for colonization: religious, racial, and political uplift; economic exchange; and geopolitical power.

Governments in industrialized nations also viewed overseas expansion as a means to strengthen their own global strategic position. The development of more advanced firearms, transportation, and communications than nonindustrial societies paved the way for a wave of imperialism. Indigenous leaders in various colonized regions engaged in protracted resistance to the colonizers, though they were ultimately outmatched by the military superiority of the colonial powers. The inequality produced between wealthy and poor states, was mirrored by growing divisions between "haves" and "have nots" in many of these societies. Colonizers introduced new infrastructures, medicines, educational systems, and cultural norms. Print technology and more rapid transportation aided the growth of organized religion. These technological developments also facilitated integration of regional Indian religious traditions into the larger religious tradition of the subcontinent while still retaining their regional identity. Christian missionaries made use of

colonial institutions and infrastructure to educate and evangelize native peoples, helping to broaden Christian presence around the world. Some European thinkers joined religious beliefs to Social Darwinian ideas about the evolution of races, leading to European efforts to “civilize” native peoples they perceived as “backward.” While some colonial peoples converted to European practices, others deeply resented the violent exploitation of their people and the disruption of their traditional beliefs. Nationalist leaders, often educated in European universities, began to use ideologies rooted in the Enlightenment to challenge the injustice of Western and Japanese imperialism. Europeans, in turn, were shaped by their encounters with colonial peoples through their exposure to non-Western religions and systems of thought for the first time. Imperial encounters strengthened European nationalism at home as colonizers defined themselves in response to colonial “others.”¹³

Essential Questions:

- Historical Significance: How is imperialism important to our understanding of the impact of the colonial experience on the standard of living, literacy rates, and public health in developed and developing countries, in the short and long term?
- Continuity and Change: How did industrialized powers impact their colonies? In what ways did the colonies retain their pre-existing traditions?
- Cause and Consequences: What were the causes and consequences of imperialism?
- Historical Perspectives: How did Europeans justify the expansion of their colonial empires? How did subject people respond to European imperialism?

Required Assignments:

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

- **DBQ - What Was the Driving Force Behind European Imperialism in Africa? or Female Workers in Japanese Silk Factories: Did the Costs Outweigh the Benefits?**

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ - Industrialization_Imperialism
- TDQ - Effects of Imperialism

Suggested Activities and Materials:

- Analyze and compare Ethiopian and Italian accounts of the Battle of Adwa to determine how the Ethiopians resisted European conquest.
 - Battle of Adwa. *Stanford History Education Group*. Web. 2016. <http://sheg.stanford.edu/battle-adwa>¹⁴
- Analyze visual sources and secondary sources to explain how did the introduction of opium changed relations between China and the West.
 - Lesson 10.4.1. The Opening of China -The Opium Wars and Changing Relations Between China and the West. *The History Project, University of California, Irvine*, 2012. Web. 2016 <http://historyproject.uci.edu/10thgraderesources/>
 - Scroll down on the above website under The Rise of Imperialism and Colonialism.
- Analyze motives for conquest and the variety of ways peoples of Africa, Asia, and the Americas respond to Western or Japanese imperial conquests in the 1880-1914 period by creating a political cartoon opposing colonization of a particular region.
 - Resistance to Imperialism in Africa, Asia and the Americas, 1880-1914. Lessons 1 and 2. *World History for Us All*. <http://worldhistoryforusall.sdsu.edu/units/seven/closeup/closeup751.php>

¹³ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

¹⁴ You must create a free login to access resources on this site.

- Analyze the economic and cultural motives of the Scramble for Africa and political methods of indirect rule from the perspective the the colonizer and the colonized through close examination of primary sources.
 - New Imperialism: Africa, 1884-1914. *Humanities Out There*, UCI CA History-Social Science Project, UCI's Center for Educational Partnerships, and the Santa Ana Unified School District, 2005. (See Marika Manos in the History Office to check out resources).
- Analyze the causes and consequences of the Sepoy Rebellion by comparing Indian and British accounts.
 - The Sepoy Rebellion. *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/sepoy-rebellion>>¹⁵
- Examine the perspective and way in which empire was experienced at home through analysis of French and English exoticized exhibits and magazines.
 - New Imperialism: Europe's Empire at Home, 1800-1910. *Humanities Out There*, UCI Ca History-Social Science Project, UCI's Center for Educational Partnerships, and the Santa Ana Unified School District, 2003. (See Marika Manos in the History Office to check out resources).

Textbook:

Modern World History: Patterns of Interaction, McDougal Littell, © 2006. Chapters 11-12.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.
- 10.4.1 Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).
- 10.4.2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal and the United States.
- 10.4.3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
- 10.4.4. Describe the independence struggles of the colonized regions of the world, including the role of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

Unit 6: World War I: Causes and Consequences

Duration: 3-4 Weeks

Description:The Great War, later called World War I, began in 1914 as a result of nationalist tensions in Europe and the subsequent militarization that resulted from clashes between these states over colonial resources and markets. This insecurity led these powers to form alliances, which embroiled the great powers of Europe in a multi-year conflict that included soldiers from many parts of the world. The gradual disintegration of the Ottoman Empire, alongside a growing militarization of the European powers, created a climate of distrust that eroded the balance of power. At the advent of the war, political leaders who faced

¹⁵ You must create a free login to access resources on this site.

social unrest at home saw the war effort as a way to divert popular criticism and stoke patriotism in support of a war effort. Students should learn about the complexity of why and how each state justified its entry into the war. To this end, European governments created propaganda aimed at encouraging the civilian population to support total war. Both military and civilian casualties resulted from a war that had many fronts. Technological advancements, such as the machine gun, poison gas, aircraft, and high explosives, allowed for destruction of human life on a scale previously unknown. The advent of total war meant mobilizing not only the soldiers, but also civilians on the homefront and in colonial territories.

By 1918, 16 million military personnel and civilians had died and millions more returned home wounded; this toll was enlarged by that year's deadly pandemic of the Spanish Flu. The Ottoman, Austro-Hungarian, and Russian empires had disintegrated and in their place new, independent states emerged, including Poland, Russia, Prussia, and Austria. In 1915, as the Ottoman Empire declined, the Turkish government carried out a systematic genocide against the Armenian population that had been living on its historic homeland in what is now eastern Turkey. The decline of the imperial powers that resulted from the Great War led to new political structures and political dissent in many European countries, most notably a revolutionary uprising in Russia. In 1917, the ineffectual Czarist leadership was overthrown. The communist Bolsheviks seized power and struggled to create a new form of government that established the political monopoly of the Communist Party and workers' soviets.¹⁶

Essential Questions:

- Evidence: What evidence supports the argument that World War I caused World War II?
- Cause and Consequences: What were the underlying causes of World War I? What were the consequences of World War I for nations and people?
- Historical Perspective: What were the effects of World War I upon ordinary people?
- The Ethical Dimension: What were the ethical issues that arose due to trench warfare and new weapons technology?

Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ - Poison Gas
- TDQ - Versailles Treaty

Suggested Activities and Materials:

- Analyze primary and secondary sources in order to write an argumentative essay.
 - What Was the Underlying Cause of World War I? Mini-Q's in World History, Volume 3, Unit 7.
- Analyze the causes and consequences of World War I.
 - 1900-1920, Landscape Unit 8.1. *World History for Us All*, 2016. Web. 2016.
 - Lesson 1: *Schools of Thought: Causes of World War I*. Web. 2016. http://worldhistoryforusall.sdsu.edu/units/eight/landscape/Era08_landscape1.php
- Compare two poems to explore the disillusionment of World War I.
 - 1900-1920, Landscape Unit 8.1. *World History for Us All*, 2016. Web. 2016
 - Lesson 3: *Disillusionment*. Web. 2016. http://worldhistoryforusall.sdsu.edu/units/eight/landscape/Era08_landscape1.php
- Examine the genocides of the 21st century starting with World War I.
 - 1900-1920, Landscape Unit 8.1. *World History for Us All*, 2016. Web. 2016
 - Lesson 4: *Armenian Holocaust: Legacy for the Twentieth Century*. Web. 2016. http://worldhistoryforusall.sdsu.edu/units/eight/landscape/Era08_landscape1.php

¹⁶ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

- Analyze and compare differing accounts of the Battle of the Somme.
 - Battle of Somme. *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/battle-somme>>¹⁷
- Understands the causes and global consequences of WWI.
 - The Great War and the Shaping of the 20th Century: The Failed Peace. *Public Broadcast System*. Web. 2016. <<http://www-tc.pbs.org/greatwar/resources/lesson7.pdf>>
- Describe the ways in which the European theater in WWI changed over time.
 - Animated Map: The Western Front. *BBC: History*. Web. 2016. <http://www.bbc.co.uk/history/interactive/animations/western_front/index_embed.shtml>
- Compare and contrast WWI propaganda posters from various nations around the world.
 - World War I Propaganda Posters. Web. 2016. <<http://www.ww1propaganda.com>>
- Experience and explore the trenches of World War I.
 - *360 Degree Virtual Tours: WWI Trench*. Web. 2016. <<http://www.3dhistoryvirtualtour.com/#!/portfolio/cjg9>>
- Examine the experiences and roles of women in WWI.
 - *Australian Women in World War I: 1914-1918*. Web. 1916. <http://anzacportal.dva.gov.au/sites/default/files/publication-attachments/DVA_Women_in_War_part2_0.pdf>

Textbook:

Modern World History: Patterns of Interaction, McDougal Littell, © 2006. Chapter 13.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

10.5 Students analyze the causes and course of the First World War.

- 10.5.1 Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war”.
- 10.5.2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).
- 10.5.3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
- 10.5.4. Understand the nature of the war and its human costs on all sides of the conflict, including how colonial peoples contributed to the war effort.
- 10.5.5. Discuss human rights violations and genocide, including the Ottoman's government's actions against Armenian citizens.

Unit 7: Interwar Years: Global Depression and the Rise of Totalitarianism

Duration: 3-4 Weeks

Description: In 1919, the victors of World War I—France, Britain, and the United States—turned toward settling the war, organizing peace, and punishing the losers. President Woodrow Wilson offered a vision of a peaceful postwar world order based on the principles of national self-determination and free trade in his Fourteen Points. However, only some of his principles were embraced by Britain and France in the Treaty of Versailles. The Treaty of Versailles also established the mandate system, which granted many of the Allied Powers, including Japan, administrative governance over former territories and colonies of Germany and the

¹⁷ You must create a free login to access resources on this site.

Ottoman Empire. However, in Africa and Asia, colonized peoples who had fought for the British and French soon realized that they would not be granted self-determination like Eastern Europeans were. Consequently, nationalist leaders began to organize independence movements to oppose the authority of colonial powers. The political and social map of the Middle East continued to be redrawn through Britain's Balfour Declaration of 1917, which granted Jews involved in the Zionist movement a homeland in Palestine. The last of Wilson's Fourteen Points was the creation of a League of Nations in order to promote permanent peace. Although Wilson arduously rallied for Congress to join the League, American isolationists were reluctant to enter into potentially indefinite alliances and thus never consented to join. The American failure to participate undermined the League's effectiveness in implementing its goals.

At the end of the war, society and culture was dramatically altered. Veterans often came home injured mentally and physically. Individuals and groups reacted to the dislocation they felt from the war experience by turning to novel cultural expressions and social organizations. Artists and authors created counter-cultural art movements summed up in the term modernism that expressed the disillusionment felt by many and challenged entrenched styles, traditions, and hierarchies.

Europe's economy was weakened as a result of the economic and social costs of World War I and was increasingly supported by American loans. Industrialized nations reacted by increasing protective tariffs, which stifled international trade. These economic trends, along with the burst of the stock market bubble and the collapse of the international banking system, led to the Great Depression, a time when incomes eroded and unemployment increased throughout the world. This economic collapse further undermined liberal democratic regimes and was a major blow to global trade. As a result, many nation-states developed policies that strengthened the national economy and raised tariffs, turning away from the free market and open trade. With the collapse of the capitalist market system that caused the Great Depression, political alternatives to liberal democracies emerged, particularly communism and fascism.¹⁸

Essential Questions:

- Historical Significance: What is the significance of popularity of the Russian Revolution?
- Cause and Consequences: What accounted for the rise of totalitarian leaders in Japan, Germany, Italy, and the Soviet Union and how did their rule impact their nations politically, economically and socially?
- Cause and Consequences/Continuity and Change: How did the post-World War I world order contribute to the collapse of the world-wide economy?
- Historical Perspectives: How can we better understand the appeal of communism and fascism to Europeans in the 1930s?
- Historical Significance: Why does the term "lost generation" refer to those that lived through or came of age during the "Age of Uncertainty"?
- Historical Perspectives: Was appeasement an appropriate response to the actions of Hitler and the Nazi Party?

Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ - Totalitarianism

Suggested Activities and Materials:

- Analyze the strengths and flaws of the League of Nations.
 - The Search for Peace and Stability in the 1920s and 1930s. *World History for Us All*, 2016. Web. 2016.
- http://worldhistoryforusall.sdsu.edu/units/eight/landscape/Era08_landscape2.php

¹⁸ This description comes from the *History-Social Science Framework for California Public Schools*, 2016

- Evaluate the events and leaders of the Russian Revolution and its potential for success.
 - The Search for Peace and Stability in the 1920s and 1930s. *World History for Us All*, 2016. Web. 2016. <http://worldhistoryforusall.sdsu.edu/units/eight/landscape/Era08_landscape2.php>
- Analyze Nazi Propaganda and its usefulness in the rise of Nazism.
 - Nazi Propaganda. *Stanford History Education Group*. Web 2016 <<https://sheg.stanford.edu/nazi-propaganda>>
- Compare and contrast different perspectives about why Germans voted for Hitler and the National Socialist Party (Nazis).
 - Why did Germans vote for the Nazi Party? *United States Holocaust Memorial Museum*. Web. 2016. <<https://www.ushmm.org/educators/lesson-plans/why-did-germans-vote-for-the-nazi-party/resources>>
- Analyze the rise of Totalitarianism in the aftermath of World War I.
 - *Turbulent Totalitarianism*. Web 2016. <<http://turbulenttotalitarianism.weebly.com/>>
- Evaluate the extent to which women’s lives in Turkey improved due to Ataturk’s reforms.
 - Ataturk and Women’s Rights in Turkey. *Stanford History Education Group*. Web 2016. <<https://sheg.stanford.edu/ataturk-womens-rights-turkey>>
- Describe and evaluate changes and continuity in Western Asia after the establishment of a Mandate System after World War I.
 - The Middle East and the West: WWI and Beyond. *National Public Radio-Southern California Public Radio*. Web 2016. <<http://www.npr.org/templates/story/story.php?storyId=3860950>>
- Analyze and compare/contrast the experiences of different countries during the global Great Depression.
 - The Great Depression 1929-1939 CE. *World History For Us All*. Web 2016. <http://worldhistoryforusall.sdsu.edu/units/eight/landscape/Era08_landscape3.php>
- Identify and analyze the ways in which the “Great War” affected the Lost Generation.
 - Topic 4: Lost Generation Artists and Writers as Volunteers in World War I. *The Volunteers: Americans Join World War I: 1914-1919*. Web 2016. <<http://thevolunteers.afs.org/lesson-plans/topic-4-lost-generation-artists-and-writers-as-world-war-i-volunteers/>>
- Identify key elements of surrealism and cubism art and describe at least one piece of artwork.
 - Surrealism. *MoMaLearning*. Web. 2016. <https://www.moma.org/learn/moma_learning/themes/surrealism>
 - Cubism. *MoMaLearning*. Web. 2016. <http://www.moma.org/learn/moma_learning/themes/cubism>

Textbook:

Modern World History: Patterns of Interaction, McDougal Littell, © 2006. Chapters 14-15.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

10.6 Students analyze the effects of the First World War.

10.6.1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson’s Fourteen Points, and the causes and effects of the United State’s rejection of the League of Nations on world politics.

10.6.2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.

10.6.3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.

10.6.4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo

Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).

- 10.7 Students analyze the rise of totalitarian governments after World War I.
- 10.7.1. Understand the causes and consequences of the Russian Revolution, including Lenin’s use of totalitarian means to seize and maintain control (e.g., the Gulag).
- 10.7.2. Trace Stalin’s rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).
- 10.7.3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy and the Soviet Union, noting especially their common and dissimilar traits.

Unit 8: World War II

Duration: 3-4 Weeks

Description: The study of Nazism and Stalinism leads directly to an analysis of World War II and its causes and consequences. The war itself was truly global and included battlefronts in Europe, Asia, Africa, and the Pacific. Historians estimate that 60 million, or three percent of the total population, died as a result of World War II. This toll includes a large casualty rate among civilians who were swept up in ground campaigns and were victims of bombing. To become oriented to the leading nations in the conflict, students continue to learn about the German, Italian, and Japanese attempts to expand their empires in the 1930s. The expansionist goals of Italy, Germany, and Japan translated into specific instances of military aggression, first in China, then in Europe, and finally in the United States, that drew the Allies into war with these Axis Powers. In Germany, as Hitler began to stretch his empire toward Austria and Czechoslovakia, Britain and France initially employed a policy of appeasement, while the United States Congress passed a series of “Neutrality Acts” designed to keep the nation on a path of nonintervention. Appeasement of Hitler finally came to an end when Germany invaded Poland on September 1, 1939, and World War II began in Europe. By then, Japan, an imperial power that had already colonized Korea in 1910 and occupied Manchuria in 1931, invaded China. Before and during the worldwide conflict, the Nazis implemented racial policies across the portions of Europe they controlled. Nazi policies and actions evolved over time through initial stripping of rights through the passage of the Nuremberg Laws, an escalation of persecution through events like Kristallnacht, from the establishment of concentration camps, and then genocide. Germans and their allies ultimately murdered six million Jews and millions of others through starvation, forced labor, and by shooting and gassing victims. Students analyze and discuss the ideologies, goals, and strategies of the Axis powers. The war ended with the collapse of the Axis regimes. Heavy fighting in both Western and Eastern Europe crushed the German military, while the island-to-island skirmishes in the Pacific pushed back the Japanese forces, culminating in a heavy bombing campaign of the Japanese islands.¹⁹

Essential Questions:

- Continuity and Change: What is total war? How did World War II’s actors, goals, and strategies compare with World War I?
- Cause and Consequences: How did the Treaty of Versailles help cause WWII?
- Historical Perspectives: What were the key goals of the Axis and Allied powers?
- The Ethical Dimension: What was the human cost of war? What were the ethical implications of the decision to drop the atomic bomb?

Required Assignments:

¹⁹ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

- **DBQ- How Did the Versailles Treaty Help Cause World War II?**

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ - Munich Conference
- TDQ - Atomic Bomb

Suggested Activities and Materials:

- European Theater of WWII
 - Analyze and evaluate the issue of appeasement by weighing evidence against and in favor of the policy.
 - Appeasement. *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/appeasement>>²⁰
 - Analyze and compare three different forms of propaganda that influenced the German-Austrian Anschluss – a speech delivered by Hitler, a campaign poster, and a voting ballot.
 - Nazi Propaganda. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/nazi-propaganda>>²¹
 - Define and analyze propaganda from multiple countries and the tools and objectives used.
 - Decoding World War II Propaganda. *NC Civic Education Consortium*. Web. 2016. <<http://civics.sites.unc.edu/files/2012/05/DecodingWWIIPropaganda9.pdf>>
 - Analyze the cause and consequences of World War II using primary and secondary source evidence.
 - The Causes and Consequences of World War II, 1939-1945 CE. *World History for Us All*. Web 2016. <http://worldhistoryforusall.sdsu.edu/units/eight/landscape/Era08_landscape5.php>
 - Compare and contrast differing perspectives about the Battle of Stalingrad.
 - German Wehrmacht perspectives about the Battle of Stalingrad. Letters from the Battle of Stalingrad. *Russian Beyond the Headlines*. February 2, 2014. Web 2016. <http://rbth.com/society/2014/02/02/letters_from_the_battle_of_stalingrad_33751.html>
 - Images of German and Russian battles on the Eastern Front. World War II: The Eastern Front. *The Atlantic*. September 18, 2011. Web 2016. <<http://www.theatlantic.com/photo/2011/09/world-war-ii-the-eastern-front/100150/>>
 - Evaluate interview of soldiers' experience(s) in the Battle of Dresden.
 - Gregg, Victor. I Survived the Bombing of Dresden and Continue to Believe that it was a War Crime. *The Guardian*. February 15, 2013. Web 2016. <<https://www.theguardian.com/commentisfree/2013/feb/15/bombing-dresden-war-crime>>
 - The Bombing of Dresden. *The History Learning Site*, Web. June 24, 2016. <<http://www.historylearningsite.co.uk/world-war-two/the-bombing-campaign-of-world-war-two/the-bombing-of-dresden/>>
- Pacific Theater (Asia) of WWII
 - Analyze and compare how Japanese, Chinese and American sources recount the Invasion of Nanking.
 - *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/invasion-nanking>>²²

²⁰ You must create a free login to access resources on this site.

²¹ You must create a free login to access resources on this site.

- Map and analyze the war in the Pacific to determine its overall effect in this part of the world.
 - *Where in the World? Mapping the War in the Pacific*. The National World War II Museum, New Orleans. <<http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/pdfs/mapping-the-pacific-war.pdf>>
- Evaluate interviews of soldiers' experiences in the Bataan Death March.
 - Capture and Death March. *Public Broadcast System*. Web. 2016. <http://www.pbs.org/wgbh/amex/macarthur/sfeature/bataan_capture.html>
- Understand and analyze the Japanese experience during the Battle of Tokyo.
 - Joseph Coleman. 1945 Tokyo Firebombing Left Legacy of Terror, Pain. *Common Dreams*. Web. 2016. <<http://www.commondreams.org/headlines05/0310-08.htm>>
- Holocaust
 - Explore bystander behavior, conformity, and obedience in a German college professor's account of how he responded to Hitler's policies and philosophies.
 - No Time to Think. *Facing History and Ourselves: Holocaust and Human Behavior*. Web. 2016. <<https://www.facinghistory.org/holocaust-human-behavior/no-time-think>>
 - Identify and explain the different stages of persecution during the Holocaust.²³
 - Lesson Plan: Stages of Persecution. *Holocaust Learning.org*. Web. 2016. <<http://holocaustlearning.org/learning/history/lesson-persecution>>
 - Evaluate the concept of justice after the holocaust and determine who should be held responsible for these crimes.
 - *Justice After the Holocaust*. Facing History and Ourselves: Holocaust and Human Behavior. Web. 2016. <<https://www.facinghistory.org/resource-library/decision-making-times-injustice/justice-after-holocaust>>

Textbook:

Modern World History: Patterns of Interaction, McDougal Littell, © 2006. Chapter 16.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

10.8 Students analyze the causes and consequences of World War II

10.8.1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.

10.8.2. Understand the role of appeasement, non-interventions (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.

10.8.3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.

10.8.4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).

10.8.5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.

10.8.6. Discuss the human costs of the war, with particular attention to the civilian and military losses in

²² You must create a free login to access resources on this site.

²³ Use attached resources.

Russia, Germany, Britain, and the United States, China, and Japan.

Unit 9: The Cold War

Duration: 3-4 Weeks

Description: The effects of World War II reverberated around the world, intensifying three earlier trends whose effects persisted well into the twenty-first century: decolonization, the Cold War, and globalization. The war accelerated the decline of European power worldwide and the rise of the United States militarily, economically, and culturally. Nationalist movements fueled by colonial subjects' participation in war efforts placed increasing pressure on European powers to grant independence. The postwar period also witnessed an escalation in hostility between the U.S. and the Soviet Union. Throughout the Cold War, the U.S. and the Soviet Union intervened politically, militarily, and economically in dozens of nations in Asia, the Middle East, Africa, Latin America, and the Caribbean in an effort to protect their strategic interests. Also during the postwar period, economic globalization produced the largest world market in history, spreading both products and cultural values around the world.

The Cold War grew in intensity as the Soviet Union developed atomic weapons in an effort to catch up to the U.S. militarily. An arms race continued for decades as the superpowers competed over advancements in nuclear weapons technology. Cold War competition spread throughout East and Southeast Asia, the Middle East, Africa, and Latin America. Both superpowers constructed regional alliances in an effort to counter their opponent's power. Given the high stakes of nuclear war, the two superpowers engaged in a number of wars by proxy. These "Third World" interventions intersected with movements for independence and nation-building, creating opportunities for nationalist leaders to improve their political position by playing superpowers against each other. But superpower interventions also complicated internal developments in those regions, often compelling leaders or factions to align with one or the other superpowers and follow their development plans. A wave of new states formed throughout Asia and Africa, promising liberal democratic governments and market economies. India led the way in 1947, becoming the world's largest democracy. Falling economic opportunities after the oil crisis of the 1970s prompted a wave of migrations from former colonies to imperial metropolises, or former imperial centers. tried to play one superpower against the other. After nearly half a century of proxy wars and worldwide tensions related to the Cold War, the Soviet Union collapsed from both internal and external weaknesses. Its disintegration spawned several independent republics, reflecting the principles of national identity and self-determination.²⁴

Essential Questions:

- Historical Significance: What is the significance of the "hot wars" and proxy wars of the Cold War?
- Evidence: What evidence do we have that the Cold War was waged all over the world?
- Continuity and Change: How did the Cold War change the world?
- Cause and Consequences: What problems result from the tension between world powers and how do they attempt to resolve these problems?

Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ - Cultural Revolution
- TDQ - Iron Curtain

Suggested Activities and Materials:

- Analyze primary and secondary sources in order to write an argumentative essay. Complete the

²⁴ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

following Document Based Question.

- The Soviet Union: What Should Textbooks Emphasize? Mini-Q's in World History, Volume 3, Unit 9.
- Analyze and evaluate various perspectives on who was responsible for the Cold War, the United States or the Soviet Union?
 - The Cold War. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/world-cold-war>>²⁵
- Analyze differing ways that Castro viewed the United States by comparing two primary source documents.
 - Castro and the United States. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/castro-us>>²⁶
- Analyze and assess the effects of reform on the dissolution of the Soviet Union.
 - Revolutions in 1989-1990: The Collapse of the Soviet Union And Its Consequences. *World History for Us All*, 2016. Web. 2016. <<http://worldhistoryforusall.sdsu.edu/units/nine/closeup/closeup927.php>>

Cold War China

- Evaluate why the Chinese found Communism appealing.
 - Why did Chinese peasants embrace communism? *The History Project, UCI*. Web. 2016. <<http://historyproject.uci.edu/10thgraderesources/>>
 - Scroll down on the above website under International Developments in the Post World War II World and China Lesson.
- Analyze the effects of the Great Leap Forward.
 - Gilbertson, Nicole. *What were the effects of the policy of the Great Leap Forward? The History Project, UCI*. 2015, Web. 2016. <<http://historyproject.uci.edu/10thgraderesources/>>
 - Scroll down on the above website under Nation Building in the Contemporary World and China lesson.
- Analyze the motivations of Chinese youth in participating in the Cultural Revolution by comparing and corroborating a series of primary documents.
 - China's Cultural Revolution. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/chinas-cultural-revolution>>²⁷
- Evaluate how China's political economy's continuities and changes over time.
 - How has China's political economy changed over time and stayed the same? Three views of Chinese Communism from Mao Tse Tung to Today. *The History Project, UCI*. Web. 2016. <<http://historyproject.uci.edu/10thgraderesources/>>
 - Scroll down on the above website under Nation Building in the Contemporary World and China Lesson

Cold War Korea

- Analyze perspectives on Modern Korea and efforts to defect.
 - A Tale of Two Heavens: Escaping North Korea. *PBS Learning Media*. Web. 2016. <<http://www.pbslearningmedia.org/resource/wa10.socst.global.conn.lpcrosheav/a-tale-of-two-heavens-escaping-north-korea/>>
- Compare image of North and South Korea at night.
 - Dami, Choi. A Reliable Supply of Energy in North Korea: Days at Which to Expect. *New Focus International*. July. 8, 2014. Web 2016. <<http://newfocusintl.com/a-reliable-supply-of-electricity-in-north-korea/>>

Textbook:

²⁵ You must create a free login to access resources on this site.

²⁶ You must create a free login to access resources on this site.

²⁷ You must create a free login to access resources on this site.

Modern World History: Patterns of Interaction, McDougal Littell, © 2006. Chapter 17.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 10.9 Students analyze the international developments in the post World War II world.
- 10.9.1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.
- 10.9.2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.
- 10.9.3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America’s postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in such arenas such as Southeast Asia (e.g. the Korean War, Vietnam War), Cuba and Africa.
- 10.9.4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).
- 10.9.5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries’ resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.
- 10.9.6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the locations and establishment of Israel on world affairs.
- 10.9.7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.
- 10.8.8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

Unit 10: Post-Colonialism

Duration: 3 Weeks

Description: Stretching from the World War II years through the contemporary period, former colonies and dependent nations have embraced different political and economic systems in an effort to provide stability and security. Through the study of diverse regions and peoples, students learn in this unit that many nations share similar challenges in attempting to unite. For example, as in some European countries, the presence of multiple ethnic, linguistic, and cultural groups within the borders of an individual state influenced nation-building efforts in developing regions. Further, many places have experienced civil wars or regional disputes that led to civilian casualties. Dictators continue to rule several nation-states. At the same time, other countries have shifted to civilian governments and popular, free, multiparty elections.

Newly independent nations faced many challenges in the post-colonial era. These new countries inherited colonial borders that artificially divided some ethnic groups into multiple states. The opposite process was equally destructive: new governments used coercive and authoritarian means in attempts to unify multiple

ethnic groups within their inherited colonial borders into nation-states where loyalty centered on the state. In many cases, European nations continued to exercise considerable political and economic influence over former colonies, challenging the autonomy of these states. Serious problems achieving economic development contributed to the lowest longevity rates in the world.

Since the 1980s, several Asian countries (particularly China, Singapore, Hong Kong, South Korea, and Japan) became notable economic success stories. To understand the full complexity of these new centers of power, students might consider the degree to which governments in these regions support democracy and individual liberties, especially as they seek to confront violence and instability. As students explore future economic trajectories in these regions, they could consider the relationship between capitalist economies and varying degrees of democratic forms of government.²⁸

Essential Questions:

- Historical Significance: What is the significance of nationalism as a force in the postcolonial world?
- Continuity and Change: How have nations struggled in similar and different ways to achieve economic, political, and social stability?
- Cause and Consequences: How did former colonies respond to the Cold War and liberation?
- Historical Perspectives/The Ethical Dimension: How can we better understand post-colonial struggles and the impact of the Cold War on the Third World?

Required Assignments:

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

- **DBQ- What Made Gandhi's Nonviolent Movement Work?**

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ - Nationalism_Nation_Building
- TDQ - Vietnamese Independence

Suggested Activities and Materials:

- Examine the decolonization and setting new national agendas.
 - Lessons part 1 & 2. *History Blueprint*. The Regents University of California, Copyright 2013. <<http://historyblueprint.org/CWW2Decolonization.pdf>>
- Analyze the options South Asian leaders had during the 1947 partition of India and Pakistan, and evaluate the Partition Plan.
 - *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/india-partition>>²⁹
- Analyze the influence that the Soviet Union and the United States held over new states during the Cold War.³⁰
 - A Multitude of Sovereign States 1945-1975. *World History for Us All*, 2016. Web. 2016. <http://worldhistoryforusall.sdsu.edu/units/nine/landscape/Era09_landscape3.php>
- Analyze and corroborate primary and secondary sources to determine the factors that led to the 1961 assassination of the Congolese Prime Minister Patrice Lumumba.
 - Assassination of Patrice Lumumba. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/assassination-patrice-lumumba>>
- Evaluate how China remained authoritarian despite efforts for reform at Tiananmen Square.
 - How did the Chinese state remain authoritarian despite public advocacy for reform? *The*

²⁸ This description comes from the draft version of *History-Social Science Framework for California Public Schools*, 2015.

²⁹ You must create a free login to access resources on this site.

³⁰ Use Lesson 3: Newly Independent States and the Cold War.

History Project, UCI. Web. 2016. <<http://historyproject.uci.edu/10thgraderesources/>>

- Scroll down on the above website under Nation Building in the Contemporary World and China lesson.

Textbook:

Modern World History: Patterns of Interaction, McDougal Littell, © 2006. Chapters 18-19.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.
- 10.10.1. Understand the challenges in the regions, including geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
- 10.10.2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
- 10.10.3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

INSTRUCTIONAL METHOD AND/OR STRATEGIES:

A variety of instructional strategies will be utilized to accommodate all learning styles. See the document titled, “Using Formative Assessment to Address the Specific Learning Needs of Low Achieving Students, High Achieving Students, Students with Disabilities and English Language Learners in K-12 ELA and CONTENT LITERACY.”

COURSE MATERIALS:

Modern World History: Patterns of Interaction, McDougal Littell, © 2006.

RESOURCES:

Documents

- Using Formative Assessment for Differentiation LBUSD ELA Curriculum Documents
- CTE Standards <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>
- ELD Standards <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

District Offices

- History Curriculum Office (562) 997-8000, ext. 2956

CLASSROOM PERFORMANCE CRITERIA:

Defines how good is good enough on which measures to demonstrate achievement of content standards.

	F	D	C	B	A
Homework and Notebook	A score of one on a six-point rubric, or a score of one on a four-point rubric for	A score of two on a six-point rubric, or a score of two on a four-point rubric, for	A score of three or four on a six-point rubric, or a score of two on a four-point rubric for	A score of four or five on a six-point rubric, a score of three on a four-point rubric for	A score of five or six on a six-point rubric, or a score of four on a four-point rubric for

	constructed response or less than 60% on scoring guide for selected response	constructed response or 60% - 69% on scoring guide for selected response	constructed response or 70% - 79% on scoring guide for selected response	constructed response or 80% - 89% on scoring guide for selected response	constructed response or 90% - 100% on scoring guide for selected response
Graded Written Assignments, Performance Assessments and Projects	A score of one on a six-point rubric, or a score of one on a four-point rubric	A score of two on a six-point rubric, or a score of two on a four-point rubric,	A score of three or four on a six-point rubric, or a score of two on a four-point rubric	A score of four or five on a six-point rubric, a score of three on a four-point rubric	A score of five or six on a six-point rubric, or a score of four on a four-point rubric
Periodic Quizzes and Unit Exams	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for selected response	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide for selected response	A score of three or four on a six-point rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide for selected response	A score of four or five on a six-point rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide for selected response	A score of five or six on a six-point rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide for selected response

Standard Grading Scale:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Suggested Grade Weighting:

1. Homework and Notebooks 10%

- This practice reinforces the learning of a skill or content acquired by the student during or outside of class. Work could be checked for completion, but not graded.
- Homework could be: reading notes, vocabulary definitions, Thinking Maps, graphic organizers, or processing for short-term or long-term projects.

- If teachers and students are using an Interactive Notebook, all classwork and homework could be included here. Preview assignments, reading notes, lecture notes and processing assignments are part of this approach.
2. Classwork, In-class, or Suggested Assignments 30%
 - After processing course material in notes, students create products.
 - Group and individual projects might include: Reports of Information, Argumentative Writing, Posters, Debates, Visuals, Discussion Participation, Skits, Performances, Short Written Work and other Daily Assignments.
 3. Periodic Quizzes and Unit Exams 30%
 - Unit Exams are used to determine if students have attained proficiency. Teachers will likely require short-answer or in-class writing assessments.
 - Quizzes are short assessments to check understanding of the content. Teachers can use these to determine if students are ready to move onto the next lesson or unit. These quizzes can be oral, multiple-choice, short answer, essay format, or a possible project, like a poster.
 4. Research Products or Performance Tasks 30%
 - History-Social Science research reports should teach students research and critical thinking skills.
 - Students should use a variety of sources and learn how to evaluate sources for reliability.
 - Students corroborate sources to come up with a written, visual or oral report of information or argumentative writing.

Submitted by: Whitney Gomes, Amy Leveque, Marika Manos, and Tim Mulvehill.

Submission Date: July 1, 2016

School/Office: History Office, OCIPD

Original Board Approval Date: 8/03

Revised Board Approval Date: 8/19/06; 7/18/16

Saved on L/drive, Common, Manos, Course Outlines, Modern World History