

Course of Study:
Modern World History
(Grade 9)



**Course of Study [Social Studies] - [2022-23]
[Modern World History] [Grade 9]**

Theme: This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.- Ohio Department of Education, Ohio's Learning Standards for Social Studies.

Strand: HISTORICAL THINKING AND SKILLS

<p>Content Statement 1: The use of primary and secondary sources of information includes an examination of the credibility of each source.</p> <p>Content Elaboration:</p> <p>The use of primary and secondary sources in the study of history includes an analysis of their credibility – that is, whether or not they are believable. This is accomplished by checking sources for:</p> <ul style="list-style-type: none">qualifications and reputation of the author;agreement with other credible sources;perspective or bias of the author (including stereotypes);accuracy and internal consistency; andcircumstances in which the author prepared the source. <p>Expectations for Learning: <u>Analyze</u> the credibility of primary and secondary sources.</p>	<p>How Taught? Direct instruction; small groups;</p> <p>Module Learning Goals Knowledge Goals</p>
<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p>	<p>How Assessed? End of topic assessment; Focusing Question Task New Read Assessments</p>

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<p>OER Project: World History-1750- free curriculum materials especially designed for high school students learning history that aligns to Ohio Learning Standards for History. OER Ohio Standards alignment</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p>	<p>Socratic Seminar End of Module Task (Opinion) Vocabulary Assessments</p>
	<p>How Re-Taught? *teacher-directed instruction</p>

Strand: HISTORICAL THINKING AND SKILLS

<p>Content Statement 2: Historians develop theses and use evidence to support or refute positions.</p> <p>Content Elaboration:</p> <p>Historians are similar to detectives. They develop a thesis and use evidence to create explanations of past events. Rather than a simple list of events, a thesis provides a meaningful interpretation of the past by telling the reader the manner in which historical evidence is significant in some larger context.</p> <p>The evidence used by historians may be generated from artifacts, documents, eyewitness accounts, historical sites, photographs, and other sources. Comparing and analyzing evidence from various sources enables historians to refine their explanations of past events.</p> <p>Historians cite their sources and use the results of their research to support or refute contentions made by others.</p> <p>Expectations for Learning: <u>Develop</u> a thesis and <u>use</u> evidence to support or refute a position.</p>	<p>How Taught?</p>
<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill OER Project: World History-1750</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p>	<p>How Assessed?</p>
	<p>How Re-Taught?</p>

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Strand: HISTORICAL THINKING AND SKILLS

<p>Content Statement 3: Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.</p> <p>Content Elaboration:</p> <p>When studying a historical event or person in history, historians analyze cause-and-effect relationships. For example, to understand the impact of World War I, an analysis would include the causes and effects of the war.</p> <p>An analysis also would include an examination of the sequence and correlation of events. How did one event lead to another? How do they relate to one another?</p> <p>For example, an examination of the causes of World War I would include the assassination of Austrian Archduke Ferdinand by a Serbian nationalist as a short-term cause and Serbian opposition to the rule of Serbia by imperial powers as a long-term cause.</p> <p>Expectations for Learning: <u>Identify</u> examples of multiple causation and long-and short-term causal relationships with respect to historical events.</p> <p><u>Analyze</u> the relationship between historical events taking into consideration cause, effect, sequence, and correlation.</p>	<p>How Taught? -Historical thinking skills are taught throughout the course based upon the content standards. These skills are an integral part of studying history and as such are found in almost every lesson. Please see content standards 04-28.</p>
<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>OER Project- World History-1750</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p>	<p>How Assessed?</p> <hr/> <p>How Re-Taught?</p>

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Strand: AGE OF ENLIGHTENMENT (1600-1800)

<p>Content Statement 4: The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.</p> <p>Content Elaboration: The Scientific Revolution marked a shift from the perception that truth is revealed solely through the Bible and the Church to the perception that truth could be learned through experience and investigation. The Scientific Revolution served as the turning point for established ideologies leading to the Enlightenment. The Scientific Revolution impacted political, economic, and social ideologies.</p> <p>Expectations for Learning: <u>Describe</u> the causes and effects of the Scientific Revolution.</p>	<p>How Taught? Scientific Revolution student notes. Student station rotation Printing press activity Crash Course #12 Scientific Revolution New Visions 9.7, SQ 13, 14, and 15- independent/group activity</p> <p>TCI Lesson and Activity - <u>Charting Scientific Breakthroughs</u>: In this response group activity students learn about and discuss five revolutionary scientific advances by completing a flow chart that chronicles the development of each breakthrough from its origins through its legacy.</p> <p>New Visions Activities - <u>9.7 SQ 13</u>: What was the Scientific Revolution? How did people in Medieval Europe and scholars in the Scientific Revolution view the world and truth differently? <u>9.7 SQ 14</u>: What ideas influenced the Scientific Revolution? Where did they come from? <u>9.7 SQ 15</u>: What discoveries were made during the Scientific Revolution? What effects have they had?</p>
<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>Teachers' Curriculum Institute - World History Program: Europe's Transition to the Modern World</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p>	<p>How Assessed? Formative Assessments: Key term quiz Summative Assessments: Multiple choice and short answer responses</p> <p>How Re-Taught? -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways</p>

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[New Visions for Public Schools](#)

OER Project World History-1750

Stanford's reading like a historian- Galileo
Crash Course #12 Scientific Revolution
We Are History Teachers video clip- Scientific Revolution
How the Scientific Revolution Changed the World video clip

Strand: AGE OF ENLIGHTENMENT (1600-1800)

Content Statement 5:

Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.

Content Elaboration:

The Enlightenment movement began in Europe and inspired change across the world. Enlightenment thinkers believed in the influence of nature and in human progress. Some suggested that humans were naturally good and by freely exercising reason, would act for the common good. This required freedom from the restraints of the government and the Church. Enlightenment ideas include:

- use of reason;
- education;
- social reforms;
- tabula rasa (blank slate); and
- natural rights (life, liberty, and property).

How Taught?

- student inquiry of key terms
- Enlightenment philosophers and ideas lecture
- Historical Investigation: The Enlightenment of Europe
- Case Study- Enlightened Absolutism

TCI Lesson and Activity - The Challenge of Ruling: Forming a Government: In this Experiential Exercise students are introduced to the concepts of democracy and autocracy as they try to create a rulebook for their own government on a deserted island. Individual work, small group work, whole group work

TCI Lesson and Activity - Debating the Ideal Form of Government: In this Problem Solving Groupwork activity students participate in a panel discussion to debate their views on the ideal form of government. Panelists include: Thomas Hobbes, John Locke, Louis XIV, Montesquieu, Jean Jacques Rousseau, Mary Wollstonecraft, and Voltaire. Individual work, small group work, whole group work

- New Visions Activities

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Enlightenment thinkers believed that natural laws guided social, political and economic systems and institutions and this idea became known as the social contract.

Philosophical thought during the Enlightenment impacted religion, government, and economics in Europe. This was a challenge to many of the Church's doctrines and an increased focus on earthly as well as spiritual welfare. Challenges to the Church included:

humanism;

mercantilism; and

laissez-faire.

There was a shift from forms of government in which power was held by only one or few individuals to forms of government in which many have a say, both directly and indirectly. Enlightenment ideas promoted the belief in a social contract between the governed and their government. These shifts in ideas included:

limited government;

absolute rule;

divine right; and

separation of powers.

The mercantilist system was challenged due to a growing belief that natural laws could define an economic system including a free-market economy with limited, or laissez faire, government regulation.

Expectations for Learning:

Explain how religious authority, absolute rule, and mercantilism were challenged by the ideas of the Enlightenment.

10.2 SQ1: "What was the political and cultural situation in Europe ca. 1750?" - station activity

10.2 SQ2: "What historical circumstances led to the Enlightenment?"

10.2 SQ3: "Who were the Enlightenment thinkers? What points of view did the Enlightenment thinkers have about government?"

10.2 SQ4: "What effect did the Enlightenment have on social reform movements and monarchs in the 18th century?"

-iCivics Philosophically Correct and Enlightenment thinkers- class annotation and independent work

-Compare/Contrast John Locke and Thomas Hobbes

-Textbook notes

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<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>Teachers' Curriculum Institute - World History Program: Western Europe in the Modern World</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p> <p>New Visions for Public Schools</p> <p>OER Project- World History- 1750</p> <p>Dictionary.com Webster's dictionary <i>Second Treatise on Government</i>, John Locke <i>The Spirit of Laws</i>, Baron Montesquieu "Answering the Questions: What is Enlightenment?", Immanuel Kant "Enlightened Opponents of Tradition," Dorinda Outram</p> <p>iCivics online learning curriculum</p>	<p>How Assessed?</p> <p>Formative Assessments: Pre-Assessment Quiz, Key term quiz, Enlightenment thinkers quiz, Historical Investigation</p> <p>Summative Assessments: Multiple choice and short answer responses, essays</p> <hr/> <p>How Re-Taught?</p> <ul style="list-style-type: none"> -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage the material in new and different ways
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Strand: AGE OF ENLIGHTENMENT (1600-1800)

<p>Content Statement 6: Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.</p> <p>Content Elaboration: The political, economic, and social changes that developed during the</p>	<p>How Taught?</p> <ul style="list-style-type: none"> -Defining Revolution lecture -What Causes Revolution student notes -Categorizing the Causes of Revolution lecture -Identifying the influence of Enlightenment thinkers on the revolutionaries primary source small group study.
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Enlightenment Age inspired the American and French Revolutions. Enlightenment writers explored the relationship between governments and the people they governed.

Leaders of revolutions and wars for independence during this time based their goals for political change upon Enlightenment ideas. These ideas include:

freedom;

natural rights;

self-determination;

limited government;

consent of the governed; and

the common good.

Expectations for Learning:

Explain how the Enlightenment ideas influenced the American and French Revolutions.

-iCivics philosophically correct Declaration of Independence enlightenment ideas analysis

-The enlightenment thinkers' influence on the U.S. Constitution- analysis and identification of thinker's influence in the amendments activity

-Enlightenment Ideas influence on modern government identification- independent study

-Causes of the French Revolution- student notes

-Comparing the Declaration of Independence to the Declaration of the Rights of Man and of Citizen

iCivics Online Curriculum - Philosophically Correct Activities: **Activity A** - Students complete a maze by matching quotes with the philosopher who wrote it. If done correctly, a clear path from the start to finish will occur. **Activity B** - Students read excerpts and determine which philosopher's thoughts influenced the passage; then they identify the governmental concept that the passage reflects. **Activity C** - Students read scenarios and choose one philosopher who would agree with the scenario and one who would disagree. Then, they explain why they think they would agree or disagree. **Declaration of Independence Activity** - Students read an excerpt from the Declaration of Independence and highlight phrases or sentences that illustrate Enlightenment ideas (equality, consent of the governed, social contract, natural rights, rule of law, right to revolution, popular sovereignty). Then they use their annotated excerpt to answer questions.

New Visions Activities -

10.2 SQ6: "What was the French Revolution?"

10.2 SQ7: "What were the social, economic, and political issues that led to the French Revolution?"

TCI Lesson and Activity - Experiencing the Fervor of the French Revolution: In this Experiential Exercise students reenact three stages of the French Revolution by assuming the role of an individual in

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	<p>revolutionary France - a monarch, a noble lord, a member of the clergy, or a commoner. Afterward, they compare their experiences with historical reality.</p>
<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>iCivics Online Curriculum - “Philosophically Correct”</p> <p>Teachers’ Curriculum Institute - World History Program: Western Europe in the Modern World</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p> <p>OER Project- World History-1750</p> <p>New Visions for Public Schools</p> <p>DVD Video - “The French Revolution: Liberte, Egalite, Fraternite - A New Republic Born in Blood” - Partisan Pictures, History Channel, 2005</p> <p>Crash Course #29 The French Revolution Constitution of the United States United States Declaration of Independence to Great Britain French Declaration of the Rights of Man and of Citizen Haitian Declaration of Independence “Angostura Address, 15 February 1819 - Simon Bolivar Excerpts from Thomas Paine’s “Common Sense” Youtube video: You Will Love History’s “Influence of the Enlightenment”</p>	<p>How Assessed?</p> <p>Formative Assessments: Key term quiz, Revolution or Not practical application, Categorizing Causes of Revolution practical application, quick checks, homework/classwork</p> <p>Summative Assessments: Multiple choice and short answer responses, essays</p> <hr/> <p>How Re-Taught?</p> <ul style="list-style-type: none"> -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways

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Strand: AGE OF REVOLUTIONS (1750-1914)

Content Statement 7:

The American and French Revolutions influenced Latin American revolutions for independence.

Content Elaboration:

The political, economic, and social events that inspired the American and French Revolutions also inspired revolutions in Latin America. These ideas and events included:

- freedom;
- natural rights;
- self-determination;
- limited government;
- consent of the governed;
- common good; and
- success of the American and French Revolutions.

However, Latin American revolutions had their own unique causes:

- encomienda;
- míta; and
- chattel slavery.

How Taught?

- Latin American Revolutions student notes
- Latin American Revolution Stations
- How the French Revolution inspired change in Haiti- class sources analysis
- The Liberator of Latin America- Simon Bolivar partner read
- Latin America Data Analysis

TCI Lesson and Activity - Political Revolutions and Their Legacies: In this Problem-Solving Groupwork activity, students act out the parts of key nationalist leaders and revolutionaries during the Age of Revolutions. They convene a Revolutionary Council to discuss the key grievances, goals, and outcomes of their revolutions. Leaders explored: Toussaint, L'Ouverture, Simon Bolivar, Jose de San Martin, Miguel Hidalgo, Emperor Meiji, and Sun Yat Sen

New Visions Activities -

10.2 SQ14: "What led to independence movements in the Western Hemisphere in the 18th and 19th centuries?"

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<p>Expectations for Learning: <u>Compare</u> how the American and French Revolutions influenced the Latin American revolutions.</p>	
<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p> <p>OER Project- World History- 1750</p> <p>New Visions for Public Schools</p> <p>Latin American Stations Youtube video links: -Ted-Ed “The first and last king of Haiti”-Marlene Daut -Simon & Schuster Books- “Marie Arana on Simon de Bolivar” -” Brazilian Independence 3 Minute History” -The Singing History Teachers- “Monroe Doctrine” Song</p> <p>Youtube- “Have you ever heard about the Haitian Revolution?” Crash Course #30 The Haitian Revolution & #31 Latin Revolutions</p>	<p>How Assessed? Formative Assessments: Quick checks, homework/classwork Summative Assessments: Multiple choice and short answer responses, essays</p> <p>How Re-Taught? -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways</p>

Strand: AGE OF REVOLUTIONS (1750-1914)

<p>Content Statement 8: Industrialization had social, political and economic effects on Western Europe and the world.</p>	<p>How Taught? -Introduction to Industrialization lecture -Mercantilism to Capitalism Activity -Historical Investigation: The Birth of an Economic Revolution -Asynchronous mini-lesson: A Second Industrial Revolution and graphic</p>
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Content Elaboration:

The Industrial Revolution transformed Europe and North America in the late 18th and 19th centuries. It had positive and negative effects on class distinctions, family life and the daily working lives of men, women and children. Population growth and migrations, urbanization and emigration out of Europe were impacted by the move to an industrialized economy. These impacts include:

migration;

urbanization;

emigration;

industrialization;

labor unions forming

social classes (middle and working class); and

the economy.

The Industrial Revolution led to movements for political and social reform in England, Western Europe, and the United States. It also expanded the world-market economy.

Expectations for Learning:

Analyze the social, political, and economic effects of industrialization on Western Europe and the world.

organizer

-The Urban Game

-Investigating the Effects of the Industrial Revolution Activity

-Explanation of economic theories

-How did the Industrial Revolution shape our modern lives? Group project

-Textbook notes and lecture

-Textbook reading and questions

TCI Lesson and Activity - The Rise of Industrialism: In this Visual Discovery activity students trace the developments of the Industrial Revolution, from the agricultural revolution and cottage industry through capitalism, the rise of industrial inventions, and new technologies.

TCI Lesson and Activity - Investigating the Effects of the Industrial Revolution: In this Writing for Understanding activity students investigate various effects of the Industrial Revolution and write an editorial proposing solutions to industrial problems. Then, they learn about actual responses to industrial changes, such as labor unions, socialism, Parliamentary reforms, and utopian experiments.

New Visions Activities -

10.3 SQ1: “How did the Agrarian Revolution change Great Britain?”

10.3 SQ2: “What was the Industrial Revolution?”

10.3 SQ4: “How did innovations during the Industrial Revolution change life in Great Britain in the 19th century?”

10.3 SQ5: “How did industrialization and urbanization affect British cities?”

10.3 SQ6: “How did industrialization affect the British middle class?”

10.3 SQ7: “To what extent did people experience the Industrial Revolution in Great Britain differently? How were their experiences similar?” (working class and middle class)

10.3 SQ8: “How did reform movements attempt to transform society?”

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	<p><u>10.3 SQ9</u>: “In Karl Marx and Friedrich Engels’ <i>The Communist Manifesto</i> (1848), what points of view are expressed about the impacts of capitalism and the Industrial Revolution?”</p> <p><u>10.3 SQ10</u>: “According to Adam Smith’s <i>Wealth of Nations</i> (1776), how does a nation build wealth?”</p> <p><u>10.3 SQ11</u>: “What is the difference between capitalism, socialism, and communism?”</p> <p>TCI Lesson and Activity - <u>Rock, Paper, Scissors: Understanding Marxist Theory</u>: In this Experiential Exercise students gain a basic understanding of Marxist theory by experiencing the unequal distribution of wealth in a capitalist system and the resulting frustration of the working class.</p>
<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>Teachers’ Curriculum Institute - World History Program: Western Europe in the Modern World</p> <p>Teachers’ Curriculum Institute - World History Program: The Rise and Fall of the Soviet Union</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p> <p>OER Project- World History-1750</p> <p>New Visions for Public Schools</p> <p>Nike - Text Adapted from Sneaker Factory. <i>How Does a Factory Make Shoes? Secondary source excerpts</i> - Christina Majaski (Investopedia). <i>Invisible Hand Definition</i>.</p> <p>Maps of British coalfields and waterways</p>	<p>How Assessed?</p> <p>Formative Assessments: Multiple choice pre-assessment, Key terms quiz, factors of production application, Mercantilism to Capitalism check-up (quiz), Historical Investigation, writing for understanding</p> <p>Summative Assessments: Multiple choice and short answer responses, final summative product: essay, presentation, editorial, journal, blog, or other approved student suggestions to demonstrate comprehension.</p> <p>How Re-Taught?</p> <ul style="list-style-type: none"> -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways

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1899 Landmarks in English Industrial History George Warner
The Industrial and Commercial Revolutions in Great Britain Lillian Knowles
The History of the Cotton Manufacture in Great Britain Edward Baines
Painting: "Ancoats, Manchester. McConnel & Company's Mills, 1820"
Map: "Extent of British Empire in 1886"
Teachers' Curriculum Institute - Western Europe in the Modern World
The World History Hybrid Course Development Consortium

Strand: IMPERIALISM (1800-1914)

Content Statement 9:

Imperial expansion had political, economic and social roots.

Content Elaboration:

By the early 20th century, many European nations, as well as Japan, extended their control over other lands and created empires based on imperialism. Their motivations had economic, political, and social roots.

The political motivations for imperialism included the desire to appear more powerful, bolster nationalism, and provide security through the building of military bases overseas (militarism). Japanese leaders wanted to exert the power of Japan and confront Western imperialism by engaging in imperialist actions. Japan used its military might to establish footholds in Taiwan, China, and Korea.

Economic motivations were tied to production and consumption of goods. There was a need for new markets, raw materials and outlets for population growth.

European powers used spheres of influence to establish economic control in China. Economic influences of imperialism include:

How Taught?

-Key terms student inquiry

-Birth of an Imperial World lecture and student notes

-Asynchronous video activity - Industrialization and Imperialism

-Motives for Imperialism Reading Activity

-Motives for Imperialism lecture and student notes

-Motives Primary Sources Activity

-Asynchronous mini-lesson: "Social Darwinism and the "White Man's Burden"

-Historical Investigation: Motives for Imperialism

-Japanese Imperialism and Chinese Spheres of Influence student notes

-10.3 SQ12: "What is nationalism? What impact can it have?"

-10.4 SQ1: "What is imperialism?"

TCI Lesson and Activity - The Scramble for Territory: In this Experiential Exercise groups of students claim possession of desks, tables and chairs as they attempt to reconfigure the classroom. Afterward, students compare their race to claim furniture with the European "scramble for Africa" of the 1870s.

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<p>consumption;</p> <p>exploitation of labor;</p> <p>exploitation of raw materials;</p> <p>spheres of influence; and</p> <p>free market.</p> <p>The social roots for imperial expansion included the spread of Western values and the vision of some that it was “the white man’s burden” to civilize those perceived as uncivilized. There also were humanitarian concerns and the spread of Christianity. The social roots of imperialism also included paternalism and social Darwinism.</p> <p>Expectations for Learning: <u>Describe</u> the political, economic, and social causes of imperialism.</p>	<p>TCI Lesson and Activity - <u>The Quest for Empire: Analyzing European Motives</u>: In this Social Studies Skill Builder activity students examine 15 written and visual artifacts to analyze which European imperial motive - political, economic, exploratory, religious, or ideological - each represents.</p> <p>New Visions Activities - <u>10.3 SQ13</u>: “Why did Japan industrialize during the Meiji Period? How did industrialization affect Japan?” <u>10.4 SQ1</u>: “What is imperialism? What do images from the period tell you about imperialism in the 19th and 20th centuries?” <u>10.4 SQ2</u>: “What was the geographic context for imperialism in the 19th and 20th centuries?” <u>10.4 SQ3</u>: “Why did imperialism expand in the 19th and 20th centuries?”</p>
<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>OER Project-World-1750 Teachers’ Curriculum Institute - World History Program: Western Europe in the Modern World</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p> <p>New Visions for Public Schools</p> <p>Primary source images - Open-shaft diamond mining at Kimberley, South Africa, 1872; A Methodist Sunday school at Guionga, Angola, 1925; Germans taking possession of Cameroon, 1881; Quote from explorer Henry Stanley, 1882; Africans bringing ivory to the wagons in South Africa, c. 1860; Sketch map of Central Africa, showing Dr.</p>	<p>How Assessed?</p> <p>Formative Assessments: Multiple choice pre-assessment, key terms quiz, Historical Investigation, Document analysis Summative Assessments: Multiple choice and short answer responses, essays</p> <p>How Re-Taught?</p> <p>-Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways</p>

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Livingstone's exploration; An advertisement for Pears' Soap from 1890s, and one stanza of the British poet Rudyard Kipling's poem, *The White Man's Burden*, 1899; Mrs. Marcia C. Douglas, doctor and missionary, and the first class of pupil nurses in Burma, 1888; British cartoon showing the Chinese being savaged by European powers, and the poem *The Partition of China*, 1897; Bagged groundnuts in pyramid stacks in West Africa; French capture of the citadel of Saigon, Vietnam; British Lipton Tea advertisement in the 1890s; British cartoon "The Rhodes Colossus," showing Cecil Rhodes' vision of making Africa "all British from Cape to Cairo," 1892; epitaph and quote from missionary and explorer David Livingstone; an imperial yacht passing through the Suez Canal in Egypt at the opening of the canal in 1870

- Khan Academy video: "Industrialization and Imperialism"
- Motive images: Lipton Tea Advertisement, Pears' Soap Advertisement, Mining in Africa, "The First Vessel through the Canal," African miners with mining car, merchant ship passing through the Suez Canal, Christian missionaries with African children.
- The World History Hybrid Course Development Consortium
- Image: "Cacao & Chocolaad A-Driessen Rotterdam"
- Image: "New crowns for old ones!"
- Image: "Colossus of the Pacific"
- Advertisement: "Pears' Soap"
- Advertisement: "S.S. Peirce Co. London Mixture"*
- Editorial cartoon: "'White Man's Burden' (Apologies to Rudyard Kipling)" Victor Gillam
- Image: "The White Man's Burden" New York World
- Image: "Some One Must Back Up" Judge Magazine

Strand: IMPERIALISM (1800-1914)

Content Statement 10:

Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.

How Taught?

- Key terms student inquiry
- Birth of an Imperial World lecture and student notes
- Asynchronous video activity - Industrialization and Imperialism
- Motives for Imperialism Reading Activity
- Motives for Imperialism lecture and student notes

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<p>Content Elaboration:</p> <p>In the late 19th and early 20th centuries, European countries competed to establish colonies in Africa and Asia. Raw materials needed for their growing industries were extracted from the colonies. Colonial powers made unilateral decisions about land and people without consulting people living there, including:</p> <ul style="list-style-type: none">exploiting raw materials;exploiting people; andBerlin or Congo Conference. <p>Some European powers preferred direct control over the colonies they established during this period. Other European powers preferred indirect control over their colonies, using local systems of authority, believing that working with the local native leaders would lessen the possibility of revolts and would encourage assimilation into Western traditions.</p> <p>Expectations for Learning: <u>Describe</u> how imperialism involved land acquisitions, extraction of raw materials, the spread of Western values, and maintenance of political control.</p>	<ul style="list-style-type: none">-Motives Primary Sources Activity-Asynchronous mini-lesson: “Social Darwinism and the “White Man’s Burden”-Historical Investigation: Motives for Imperialism-Japanese Imperialism and Chinese Spheres of Influence student notes-Imperialism cooperative learning activity-Imperialism lecture and notes (Southeast Asia, China, Japan, India, Africa)-Southeast Asia history of imperialism independent work-China Webquest-Imperialism in China history independent work packet-Imperialism in Japan history independent work-Imperialism in Africa history independent work-Rise of New Imperialism group activity-Unfair treaties (China) group activity-The United States’ influence on Japan primary source evaluation-Berlin Conference independent work-Dr. Livingstone reading and questions independent work <p><u>New Visions Activities</u></p> <p><u>10.4 SQ4:</u> “How did the British gain, consolidate and maintain power in India?”</p> <p><u>10.4 SQ5:</u> “What were the causes and effects of the Sepoy Rebellion?”</p> <p><u>10.4 SQ7:</u> “How did the Europeans, American, and the Japanese gain, consolidate, and maintain power in China?”</p> <p><u>10.4 SQ8:</u> “What were the causes and effects of the Boxer Rebellion?”</p> <p><u>10.4 SQ10:</u> “How did Europeans and peoples of European descent gain, consolidate, and maintain power in South Africa?”</p>

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<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>-Khan Academy video: “Industrialization and Imperialism”</p> <p>-Motive images: Lipton Tea Advertisement, Pears’ Soap Advertisement, Mining in Africa, “The First Vessel through the Canal,” African miners with mining car, merchant ship passing through the Suez Canal, Christian missionaries with African children.</p> <p>-The World History Hybrid Course Development Consortium</p> <p>-Image: “Cacao & Chocolate A-Driessen Rotterdam”</p> <p>-Image: “New crowns for old ones!”</p> <p>-Image: “Colossus of the Pacific”</p> <p>-Advertisement: “Pears’ Soap”</p> <p>-Advertisement: “S.S. Pierce Co. London Mixture”*</p> <p>-Editorial cartoon: “‘White Man’s Burden’ (Apologies to Rudyard Kipling)” Victor Gillam</p> <p>-Image: “The White Man’s Burden” New York World</p> <p>-Image: “Some One Must Back Up” Judge Magazine</p> <p>-Image: “From Cape to Cairo” Udo Keppler</p> <p>-Image: “Scramble for Africa”</p> <p>-Image: “The Submission of King Prempeh: The Final Act of Humiliation, 1896”</p> <p>-Image: “British Raj: The life of a British Army officer during the early days of British rule in India”- The Daily Mail</p> <p>-Image: The Devilfish in Egyptian Waters-Source: The British Empire in the Nineteenth Century, Highsmith, 2000 (adapted) from the NYS Global History and Geography Regents.</p> <p>-Image: The Rhodes Colossus Striding from Cape Town to Cairo, Punch Magazine 10 December 1892 by Edward Linley Sambourne</p> <p>-Image: “China -- the cake of kings and... of emperors” French political cartoon</p> <p>-Image: “In The Rubber Coils. Scene - The Congo 'Free' State (1906)”</p> <p>-Image: “Photographs from the Congo Free State” From: King Leopold's Soliloquy: A Defense of His Congo Rule, By Mark Twain</p> <p>OER Project- World History-1750</p>	<p>How Assessed?</p> <p>Formative Assessments: Multiple choice pre-assessment, key terms quiz, Historical Investigation, Document analysis</p> <p>Summative Assessments: Multiple choice and short answer responses, essays</p> <p>How Re-Taught?</p> <p>-Teacher-directed instruction</p> <p>-Learning lab instruction</p> <p>-Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways</p>
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<p>Textbook and accompanying materials: TCi History Alive! World Connections</p> <p>New Visions for Public Schools</p>	
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Strand: IMPERIALISM (1800-1914)

<p>Content Statement 11: The consequences of imperialism were viewed differently by the colonizers and the colonized.</p> <p>Content Elaboration: Dramatic differences in viewpoints existed between colonizers and those they colonized. Different viewpoints between these two groups included the extension of cultural practices versus the loss of traditions and modernization versus breakup of past institutions.</p> <p>Expectations for Learning: <u>Describe</u> how the effects of imperialism were viewed differently by the colonizers and the colonized.</p>	<p>How Taught? -Sepoy Rebellion new visions; Stanford’s Think Like a Historian primary source analysis -Boxer Rebellion- spheres of influence and boxer rebellion independent work -Opium Wars-Primary source document evaluation; goals and conflicts</p> <p><u>New Visions Activities</u> <u>10.4 SQ4:</u> “How did the British gain, consolidate and maintain power in India?” <u>10.4 SQ5:</u> “What were the causes and effects of the Sepoy Rebellion?” <u>10.4 SQ7:</u> “How did the Europeans, American, and the Japanese gain, consolidate, and maintain power in China?” <u>10.4 SQ8:</u> “What were the causes and effects of the Boxer Rebellion?” <u>10.4 SQ10:</u> “How did Europeans and peoples of European descent gain, consolidate, and maintain power in South Africa?”</p>
<p>Materials: Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>OER Project- World History-1750</p> <p>New Visions for Public Schools</p> <p>Textbook & materials: TCi History Alive! World Connections</p>	<p>How Assessed? Formative Assessments: Multiple choice pre-assessment, quick checks Summative Assessments: Multiple choice and short answer responses, New Visions 10.4 SQ4 Imperialism Inquiry</p> <p>How Re-Taught? -Teacher-directed instruction -Universal Design for Learning -Learning lab instruction</p>

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Strand: ACHIEVEMENTS AND CRISES (1900-1945)

<p>Content Statement 12: Advances in technology, communication and transportation improved lives, but also had negative consequences.</p> <p>Content Elaboration: During the 20th century, advances in technology improved lives through an increase in the availability and variety of consumer goods, communication, and technology both for individuals and in the military. Advances in technology, communication, and transportation also had negative impacts for both individuals and the military. As wars are fought new technologies are created and war becomes impersonal, industrialized, and efficient resulting in total war.</p> <p>Expectations for Learning: <u>Explain</u> how advancements in technology, communication, and transportation improved lives and had negative consequences.</p>	<p>How Taught? -Asynchronous mini-lesson: Technology and War: Global Effects of a Total War -Casualties of War lecture -Total War and Propaganda collaborative exercise -Technology of WWI hyperdoc independent lesson -WWI bracket challenge</p> <p>TCI Lesson and Activity - <u>The First World War: European Tensions Ignited</u> - In this Visual Discovery activity students view and discuss images depicting fighting during the war and the war's effect on the home front.</p> <p><u>New Visions Activities</u> <u>10.5 World War I Warfare</u> - (1) "What was war like in WWI? How did it affect those involved?" (2) "What ended WWI?"</p> <p>March Madness Bracket Challenge - Weapons of WWI</p>
<p>Materials: Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>Teachers' Curriculum Institute - World History Program: Western Europe in the Modern World</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p> <p>-The World History Hybrid Course Development Consortium OER Project- World History- 1750</p> <p>New Visions for Public Schools</p>	<p>How Assessed? Formative Assessments: Multiple choice pre-assessment, Historical Investigation Summative Assessments: Multiple choice and short answer responses</p> <p>How Re-Taught? -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways</p>

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- Video: "Germany's Plan to Win WW I and Why it Failed"
- Video segments: "War Horse" (PG-13)
- Video: "No Man's Land Shelling (1914-1918)"
- Video: "Verdun-Shell Shock"
- Video: "WW I TANKS"
- Video: "Smokeless Powder Vs Black Powder"
- Video: "World War I machine gun testing and demonstration (Critical Past)"
- Video: "Over the Front" - original aircraft footage
- Video: "World War I in Color & HD Episode 2"
- Medal of Honor Citation: GySgt Ernest Janson USMC
- Medal of Honor Citation: PVT John Kelly USMC
- Medal of Honor Citation: GySgt Fred Stockham USMC
- Medal of Honor Citation: Cpl John Pruitt USMC
- Medal of Honor Citation: Sgt. Matej Kocak USMC
- Video: "Introduction to Propaganda"
- Video: "Medical Treatment in WWI"
- Video: "Tank Development in World War I"
- Video: "How Gas Became WWI's Most Feared Weapon"
- "At the Front" British enlistment poster
- "Honor Button" Canadian bond poster
- "Propaganda Posters firstworldwar.com"

DVD - History Channel series, "The World Wars" - Episode 1: Trial by Fire

Course of Study [Social Studies] - [2022-23]

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Strand: ACHIEVEMENTS AND CRISES (1900-1945)

<p>Content Statement 13: The causes of World War I included militarism, imperialism, nationalism and alliances.</p> <p>Content Elaboration:</p> <p>Military spending among the great powers of Europe increased greatly in the years prior to World War I. Rivalries between global powers led to a building up of armed forces and an increase in distrust amongst the European nations.</p> <p>The great powers of Europe were competing for land and resources around the world.</p> <p>Intense nationalism was on the rise in Europe, including in the Balkans, which was a factor in the outbreak of World War I. Due to national animosities, there was little resistance to war when it began.</p> <p>The system of alliances early in the century set the stage for entangling a small-scale conflict into a world war since each alliance brought several nations into the conflict. By the beginning of the war, the two large alliances were the Triple Entente and the Triple Alliance.</p> <p>Expectations for Learning: <u>Identify</u> and <u>explain</u> the causes of World War I.</p>	<p>How Taught?</p> <ul style="list-style-type: none">-Student inquiry on key terms-Nationalism lecture and student notes-Militarism, Alliances, and Imperialism Round Robin Activity-Lecture: “Awful Governments”-Assassination of Archduke Franz Ferdinand - lecture or mini-lesson-U.S. Joins the War lecture and student notes.-Causes of WWI and US entry lecture and notes-Causes of WWI mini-Q primary source analysis-Crisis in the Balkans reading and map analysis-World War I Propaganda analysis-Europe Map completion- 1914 1818-Decoding the Zimmerman Note <p>TCI Lesson and Activity - <u>The First World War: European Tensions Ignited</u> - In this Visual Discovery activity students view and discuss images depicting prewar tensions and alliances in Europe and the outbreak of war.</p> <p><u>New Visions Activities</u></p> <p><u>10.5 SQ1:</u> “What was World War I?”</p> <p><u>10.5 SQ2:</u> “What were the long-term causes of World War I?”</p> <p>Mini-Lectures - Militarism, Alliances, Imperialism, and Nationalism - interspersed with SQ2 activities</p>
<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>OER Project- World History-1750</p>	<p>How Assessed?</p> <p>Formative Assessments: Multiple choice pre-assessment, key terms and causes quiz, Historical Investigation, Factors that Unify / Factors that Lead to Conflict,</p> <p>Summative Assessments: Multiple choice and short answer responses</p>

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Teachers' Curriculum Institute - World History Program: Western Europe in the Modern World

Textbook and accompanying materials: TCi History Alive! World Connections

New Visions for Public Schools

-Video: "Rule Britannia"

-Video: "Deutschlandlied"

-Video: "God Save the Tsar"

-Video: "Tinderbox Europe - From Balkan Troubles to World War I Prelude to WW I - Part 2/3"

-The World History Hybrid Course Development Consortium

-Video: "5 Major Treaties & Alliances in the Build Up to World War I"

-Video: "APOCALYPSE La lere Guerre Mondiale: L'attentat de Sarajevo"

-The World History Hybrid Course Development Consortium

WWI Nationalistic Propaganda Posters

"The Hun and the Home"-British

"Halt the Hun!"- U.S.

"Women of Britain Say Go!"- British

"Hun or Home? Liberty Bonds"- U.S.

"The Empire Needs Men"- British

"Coal- Save your bit"- British

"Preserve Perishable Produce"- British

"Daddy, what did you do in the great war?"

"Food- don't waste it!"- U.S.

"Are YOU in this?" -British

"Don't Stop Saving Food" U.S.

"First Call (Uncle Sam)"-U.S.

"Once a German, always a German"-British

"Red Cross or Iron Cross"-British

"Enlist Today"-British

How Re-Taught?

-Teacher-directed instruction

-Learning lab instruction

-Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways

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Strand: ACHIEVEMENTS AND CRISES (1900-1945)

Content Statement 14:

The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.

Content Elaboration:

The human cost of World War I on Russia fueled the Bolshevik Revolution and ushered in the ideology of state-sponsored communism.

Following World War I, the Treaty of Versailles forever changed the political and social organizations of Europe. The harsh terms for the defeated countries caused anger and created a climate for retribution. It also contributed to a worldwide depression.

The German, Austro-Hungarian, and Ottoman empires collapsed, and their former lands were carved up into new states and nations. European powers were weakened by the following:

financial loss through reparations and war debt;

population loss; and

destruction of towns, cities, and infrastructure.

Nationalistic and militaristic political parties took advantage of economic troubles in order to gain political power. Totalitarian regimes found wide bases of support in several European countries, including Germany, Spain, and Italy. Great Britain and France's reluctance to challenge Nazi Germany's expansion efforts in the 1930s was a consequence of the devastation that resulted from World War I. This reluctance led to policies that allowed the Nazi party in Germany to grow, including:

How Taught?

- Student inquiry key terms
- Road to Neutrality lecture and student notes
- Asynchronous mini-lesson: "The Treaty of Versailles - A Plan for Peace"
- Document Analysis: Redrawing the Map of Europe
- Effects of the Treaty of Versailles on World Regions lecture and student notes.
- Historical Investigation: "Reactions to the Treaty of Versailles"
- Economic Principles and Their Relationship to Citizens lecture and student notes.
- Asynchronous mini-lesson: "Causes and Responses to the Great Depression"
- Synchronous or Asynchronous: Causes of the Russian Revolution (lecture or mini-lesson)
- Collaborative inquiry: "Communism in Russia"
- Rise of Dictators lecture
- Asynchronous mini-lesson: "Causes of World War II"
- Treaty of Versailles-group analysis and simulation
- Lecture- Russian Revolution student notes
- Russian Revolution Jigsaw
- Mini review of socialism, communism, and capitalism to prepare for the Russian Revolution lecture and notes
- Benito Mussolini's appeal to the Italian people and use of fascism to rise of power partner read and analysis
- Rise of fascism lecture, notes, questions
- Weimer Republic primary sources stations
- Lecture and notes: causes of WWII
- Failure of the League of Nations reading and questions- independent work
- Stanford's Reading like a Historian- Appeasement

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appeasement policy;

Munich Crisis;

isolationism; and

failure of the League of Nations.

This aggressive expansion, met with appeasement, led to World War II.

Expectations for Learning:

Explain how the consequences of World War I set the stage for World War II.

TCI Lesson and Activity - The First World War: European Tensions Ignited - In this Visual Discovery activity students view and discuss images depicting the outcomes of the Paris Peace Conference.

New Visions Activities

10.5 Treaty of Versailles - (1) "How did nations work together to build stability and peace after World War I?" (2) "How did the Treaty of Versailles impact Germany?"

Presentation: "The Peace Treaties of WWI"

10.5 Causes of the Russian Revolution - (1) "What were the causes of the Russian Revolution?"

10.5 Vladimir Lenin and the Founding of the Soviet Union - (1) "Who was Vladimir Lenin? What did he believe?" (2) "How did Lenin and the Bolsheviks gain, consolidate, and maintain power in Russia?"

10.5 Joseph Stalin's Totalitarian Rule - (1) "Who was Joseph Stalin? How did he rule?" (2) "How did Stalin gain, consolidate, and maintain power in Russia?"

10.5 The Great Depression and the Rise of Hitler - (1) "How did the end of World War I impact Germany?" (2) "How did Hitler gain, consolidate, and maintain power in Germany **before** the Great Depression?" (3) "What caused the Great Depression? How did the Great Depression impact the rise of totalitarian dictators?" (4) "How did Hitler gain, consolidate, and maintain power in Germany **after** the Great Depression?"

10.5 Causes of World War II - (1) "What caused World War II?"

TCI Lesson and Activity - The Russian Revolution: In this Visual Discovery activity students learn about events leading up to and directly

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	<p>after the Russian Revolution of 1917; Nicholas II, the 1905 Revolution, World War I in Russia, the February Revolution, Lenin and the Great October Revolution, and the Soviet Union Under Lenin</p> <p>TCI Lesson and Activity - <u>The Purges Under Stalin</u>: In this Experiential Exercise students experience the emotions surrounding the purges under Stalin in the 1930s as they become involved in an investigation about who is responsible for a fictitious incident of wrongdoing</p> <p>TCI Lesson and Activity - <u>Investigating Perspectives on Soviet Daily Life</u>: In this Writing for Understanding activity students assume the role of Soviet journalists to investigate government propaganda and alternative information on aspects of life under Stalin. They then use their findings to write articles to be smuggle out of the Soviet Union and published in a western newspaper.</p> <p>TCI Lesson and Activity - <u>World War II Events: Predicting European Responses</u> - In this Response Group activity students predict European responses to seven events leading up to and during World War II. Working in groups of 3-4, they assume the role of foreign-policy experts of one of six European countries and predict their country's response to each event.</p>
<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>Teachers' Curriculum Institute - World History Program: Western Europe in the Modern World</p> <p>Teachers' Curriculum Institute - World History Program: The Rise and Fall of the Soviet Union</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p>	<p>How Assessed?</p> <p>Formative Assessments: Multiple choice pre-assessment, key terms and causes quiz, Historical Investigation,</p> <p>Summative Assessments: Multiple choice and short answer responses</p> <hr/> <p>How Re-Taught?</p> <ul style="list-style-type: none"> -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage the material in new and different ways

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OER Project- World History- 1750

New Visions for Public Schools

- The World History Hybrid Course Development Consortium
- Maps: “The Middle East 1914 / 1922, Western Europe 1905 / 1920
- Image: Chinese newspaper photo, Protestors in Tiananmen Square, Beijing, May 4th, 1919
- Excerpt from Adolf Hitler’s response to the Treaty of Versailles: “speech in Munich, Germany, April 13, 1923”
- Excerpt from the “Manifesto of the Second Pan-African Congress, 1921”
- Speech to Congress, November 19, 1919 by Senator William E. Borah (Idaho)
- Video: “Fascism Explained” Mr. Beat.
- Video: “The Story of Fascism: Hitler’s Rise to Power” Rick Steves’ Europe
- Video: “Rise of the Nazis” Discovery UK
- Video: “History vs. Vladimir Lenin” Alex Gendler
- Video: “20th December 1917: Cheka established by the Bolsheviks” HistoryPod
- Video: “The Truth About Stalin’s Prison Camps” The Atlantic
- Video: “Life Inside the Soviet Gulag” History Channel
- Video: “The History of the Gulag (1929-1953) - The Soviet Labor Camps Under Joseph Stalin” History Hustle
- Video: “Common Lies about the Holodomor” Ukrainer
- Video: “The Brutal Executions of Stalin’s Great Purge” TheUntoldPast
- Political Cartoon “Gelbe Gefahr”
- Video: “Animated Map Shows How World War I Changed Europe’s Borders”
- Video: “History vs. Vladimir Lenin” -TedEd
- Nationalistic propaganda poster (German): “Entartete Musik”
- 1932 German Election Poster: “Wie Arbeiter sind erwacht”
- Nationalistic propaganda poster (Italiano): “La Rivoluzione Fascista” and Acquistate Prodotti Italiani”
- Recruitment Posters WW II: “Make us as proud of you as we are of him” (Australian), “Americans ALL” (American), “Finland Sak Ar Din” (Finnish), “Enrolons-nous” (British)
- Nationalistic propaganda postcard: “Lost– but not forgotten land”,

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<p>“Hands off the German homeland!”, “A Consolation.”, “Coal is Bread”, “Our last hope Hitler”-German Hitler the Orator: Source A- excerpt from Albert Speer’s <i>Inside the Third Reich</i>, 1970. Source B: excerpt from Karl Ludecke’s <i>I Knew Hitler</i></p> <p>World War I reparations. Political cartoon 1921; Will Dyson, Daily Herald, May 1919: featuring Allied leaders coming out of the Versailles conference; “The Finishing Touch” political cartoon. Primary sources - excerpt from Woodrow Wilson’s “Peace without Victory” speech, 1917; excerpts from the Treaty of Versailles - Article 159-160, 231-232</p> <p>DVD - “Hitler and Stalin: Roots of Evil” 2002 (sometimes available on Youtube, but often taken down due to copyright)</p> <p>DVD - History Channel series, “The World Wars” - Episode 2: A Rising Threat; Episode 3: Never Surrender</p>	
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Strand: ACHIEVEMENTS AND CRISES (1900-1945)

<p>Content Statement 15: Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.</p> <p>Content Elaboration:</p> <p>By the early 1900s, the Ottoman Empire was in decline and the Ottomans believed that minority groups within the Empire were partially to blame for this decline, including the Armenians. The Ottomans began a systematic targeting of Armenians during World War I leading to the murder of millions of Armenians.</p> <p>When the Nazi Party came to power in Germany, it capitalized on long-standing anti-Semitic ideologies to institutionalize discrimination and dehumanizing of Jews leading to the government’s “Final Solution”,</p>	<p>How Taught?</p> <ul style="list-style-type: none">-”19th and 20th Century Genocide” lecture and student notes-Student Inquiry: “20th Century Genocide”-The Armenian Genocide lecture and notes; reading and questions <p>TCI Lesson and Activity - <u>Recounting Stories of Resistance from the Holocaust</u>: In this Problem-Solving Groupwork activity students learn about and dramatically recount stories of resistance to escalating stages of the Holocaust and then create a Holocaust Wall of Remembrance.</p> <p><u>New Visions Activities</u></p>
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<p>the systematic mass murder of millions of Jews. Other groups of people suffered atrocities under Nazi persecution.</p> <p>Factors that impacted the Holocaust include:</p> <ul style="list-style-type: none"> anti-Semitism (historical, economic, and racial ideology); Nuremberg Laws; propaganda (using available means of technology); and concentration and death camps. <p>Expectations for Learning: <u>Analyze</u> how oppression and discrimination led to the genocides of the Armenians during World War I and Jews during World War II.</p>	<p><u>10.5 The Holocaust</u> - (1) “What was the Holocaust?” (2) “What happened during the Holocaust?” (3) “Who was responsible for the Holocaust?”</p>
<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>Teachers’ Curriculum Institute - World History Program: Western Europe in the Modern World</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p> <p>OER Project- World History-1750</p> <p>New Visions for Public Schools</p> <p>-Video: “Katyusha rocket launcher WW II, History Documentary, World War II, War Documentary, Red Army, Stalin” Zian history -Movie: “Hotel Rwanda” (PG-13) -Article: “Top Ten Most Evil Dictators of All Time” Juan Carlos, Popten -Article: “World’s Worst Genocides” Mallory Thayer, Borgen Magazine -”Introduction to the Holocaust” and “The Armenian Genocide” Holocaust Encyclopedia (United States Holocaust Memorial Museum)</p>	<p>How Assessed? Formative Assessments: Multiple choice pre-assessment, key terms and causes quiz, Historical Investigation, Summative Assessments: Multiple choice and short answer responses</p> <p>How Re-Taught? -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways</p>

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Strand: ACHIEVEMENTS AND CRISES (1900-1945)

Content Statement 16:

World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.

Content Elaboration:

World War II was a total war that caused unprecedented physical, economic, social, and cultural damage. Both the Axis and Allies targeted civilians during World War II. Damage included:

refugees;

casualties;

loss of art;

loss of infrastructure; and

loss of employment.

The Allies divided Europe into zones of occupation at conferences in Yalta and Potsdam. Conflicts between the Allies about the zones of occupation led to competition for political influence.

World War II also changed the nature of warfare by introducing the use of atomic weapons, setting the stage for an era of political tension.

Expectations for Learning:

Describe how World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and started the atomic age.

How Taught?

-Total War and Civilian Impact lecture and student notes
-"New Boundaries and Institutions" Lecture and student notes
-"New Boundaries and Institutions" Asynchronous mini-lesson

Loss of art and culture- *The Monuments Men*
-Weapons of WWII stations

New Visions Activities

10.5 World War II Warfare - (1) "What was war like in World War II? How did it affect those involved?"

10.6 SQ5: "How did events in Europe in the early years of the Cold War help to achieve, maintain, and/or threaten world peace?"

TCI Lesson and Activity - The Roots of the Cold War: In this Visual Discovery activity students learn about the tensions between the Soviet Union and the United States that developed into the Cold War: Conflicts in Postwar Europe

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<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>Teachers' Curriculum Institute - World History Program: The Rise and Fall of the Soviet Union</p> <p>-The World History Hybrid Course Development Consortium</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p> <p>OER Project- World History- 1750</p> <p>New Visions for Public Schools</p> <p>Video: DVD <i>The Monuments Men</i> 1h 58m PG-13</p>	<p>How Assessed?</p> <p>Formative Assessments: Multiple choice pre-assessment, key terms and causes quiz, Historical Investigation, Summative Assessments: Multiple choice and short answer responses</p> <hr/> <p>How Re-Taught?</p> <ul style="list-style-type: none"> -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways
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Strand: THE COLD WAR (1945-1991)

<p>Content Statement 17: The United States and the Soviet Union became superpowers and competed for global influence.</p> <p>Content Elaboration:</p> <p>The United States and Soviet Union both emerged as superpowers following victories during World War II. Unlike most of Europe and parts of Asia, the United States had sustained little damage and had a strong economy at the end of World War II. The Soviet Union utilized its position to expand its territorial control of most of Eastern Europe.</p> <p>The Cold War Era was a time of tension around the World. The United States and Soviet Union competed to assert political, economic, and social ideologies. The Cold War rivalry intensified around the world and Alliances were formed that reflected the tensions between the two</p>	<p>How Taught?</p> <ul style="list-style-type: none"> - “Opposing Ideologies” Lecture/asynchronous mini-lesson and student notes - “Becoming a Superpower” Lecture/asynchronous mini-lesson and student notes - “Territorial Disputes” Lecture/asynchronous mini-lesson and student notes - “Militarization” Lecture/asynchronous mini-lesson and student notes - “Alliances and Spies” Lecture/asynchronous mini-lesson and student notes - “Chinese Revolution” Lecture/asynchronous mini-lesson and student notes - “China and the Soviet Union” Lecture/asynchronous mini-lesson and student notes
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major superpowers. Some of the factors that contributed to the tensions between the superpowers include:

Berlin Airlift;

NATO;

Warsaw Pact;

containment policy;

domino theory; and

growth of government intelligence services.

By the end of the 1940s there were several notable changes in the world. Communists gained control in China and the nuclear arms race between the United States and Soviet Union led to both sides developing and stockpiling more nuclear weapons.

Conflicts related to the Cold War rivalry, decolonization and national liberations provided opportunities for intervention by both sides. This rivalry impacted foreign policy in:

Europe (e.g. East and West Germany, Greece);

Asia (e.g., Korea, Vietnam, Turkey);

Africa (e.g., Angola, Congo); and

the Caribbean (e.g., Cuba).

Expectations for Learning:

Analyze how the United States and the Soviet Union became superpowers.

Describe the causes and effects of their competition for global influence politically, economically, and socially.

- “Conflicts within the Cold War” Lecture/asynchronous mini-lesson and student notes

TCI Lesson and Activity - The Roots of the Cold War: In this Visual Discovery activity students learn about the tensions between the Soviet Union and the United States that developed into the Cold War: western intervention in the Russian Civil War, the alliance between the Soviet Union and the West during World War II, conflict in postwar Europe, the escalation of the Cold War in Germany, and the beginning of the arms race.

TCI Lesson and Activity - Exploring Events of the Cold War in Europe: In this Social Studies Skill Builder students create a map and annotated timeline to analyze escalating events during the Cold War in Europe.

TCI Lesson and Activity - Communist Rule in Modern China: In this Visual Discovery activity students explore major events in twentieth-century China, including the Communist Revolution of 1949, the influence of Soviet socialism, the Great Leap Forward, the Cultural Revolution

New Visions Activities

10.6 SQ1: “What was the Cold War?”

10.6 SQ2: “What political and economic ideologies influenced the foreign policies of the Soviet Union and the United States during the Cold War?”

10.6 SQ3: “What alliances formed during the Cold War? Why did countries join them?”

10.6 SQ5: “How did events in Europe in the early years of the Cold War help to achieve, maintain, and/or threaten world peace?”

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<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>-The World History Hybrid Course Development Consortium</p> <p>Teachers' Curriculum Institute - World History Program: The Rise and Fall of the Soviet Union</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p> <p>OER Project- World History-1750</p> <p>New Visions for Public Schools</p> <p>-Video: "First U.S. Hydrogen Bomb Test, Mike Shot" Truth Be Known Revolution</p> <p>-Video: "Russia releases secret footage of 1961 Tsar Bomba hydrogen blast" Reuters</p> <p>-Video: "The Castle Bravo Disaster - A Second Hiroshima" Kyle Hill</p> <p>-Video: "Castle Bravo Nuclear Test" rammy9</p> <p>-Video: "Nuclear Weapons: A Time-Lapse History" TDC</p> <p>-Video: "Duck and Cover (1951) Bert the Turtle" Nuclear Vault</p> <p>-Video: "The Cold War: The Greek Civil War - Episode 6" I'm Stuck Revision</p> <p>-Video: "The Korean War" (1950-1953)" Simple History</p> <p>-Video: "The Cold War: The Angolan Civil War - Episode 49" I'm Stuck Revision</p> <p>-Video: "The history of the Cuban Missile Crisis" TedEd</p> <p>-Video: "What is NATO, why does it still exist, and how does it work? [2020 version]" NATO</p> <p>-Video: "NATO-Summary on a Map" GeoHistory</p>	<p>How Assessed?</p> <p>Formative Assessments: Multiple choice pre-assessment, key terms and causes quiz, Historical Investigation,</p> <p>Summative Assessments: Multiple choice and short answer responses</p> <hr/> <p>How Re-Taught?</p> <p>-Teacher-directed instruction</p> <p>-Learning lab instruction</p> <p>-Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways</p>
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Course of Study [Social Studies] - [2022-23]
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Strand: THE COLD WAR (1945-1991)

<p>Content Statement 18: Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.</p> <p>Content Elaboration:</p> <p>National boundaries, particularly in Eastern Europe, changed as a result of World War II. Germany's boundaries also changed and became a divided country, occupied by the former Allies in the west and the Soviet Union in the east.</p> <p>The Soviet Union annexed several Eastern European countries and exerted control in others, ushering in the era of the Iron Curtain.</p> <p>Several multinational organizations were created between the Allies to promote economic and political stability; including:</p> <ul style="list-style-type: none">United Nations;World Bank; andInternational Monetary Fund. <p>Expectations for Learning: <u>Explain</u> why national boundaries changed and multinational organizations were created at the end of World War II.</p>	<p>How Taught?</p> <ul style="list-style-type: none">- "New Boundaries and Institutions" Lecture and student notes- "New Boundaries and Institutions" Asynchronous mini-lesson <p><u>New Visions Activities</u></p> <p><u>10.6 SQ5:</u> "How did events in Europe in the early years of the Cold War help to achieve, maintain, and/or threaten world peace?"</p>
<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p>	<p>How Assessed?</p> <p>Formative Assessments: Multiple choice pre-assessment, key terms and causes quiz, Historical Investigation,</p> <p>Summative Assessments: Multiple choice and short answer responses</p>

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<p>-The World History Hybrid Course Development Consortium -Video: “The United Nations is Created” History</p> <p>OER Project- World History- 1750</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p> <p>New Visions for Public Schools</p>	<p>How Re-Taught?</p> <ul style="list-style-type: none"> -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways
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Strand: THE COLD WAR (1945-1991)

<p>Content Statement 19: Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.</p> <p>Content Elaboration:</p> <p>The conflicts in the Middle East during the second half of the 20th century were the culmination of several factors that have deep roots in history. Contacts among major religions and religious sects in the Middle East have caused long-standing tensions and conflicts.</p> <p>The end of colonial rule also caused tensions that resulted in conflict.</p> <p>The rise in nationalism among Arab nations coincided with their opposition to the creation and presence of the modern state of Israel.</p> <p>Expectations for Learning: Describe the causes and effects of conflicts in the Middle East during the second half of the 20th century.</p>	<p>How Taught?</p> <ul style="list-style-type: none"> -“Zionism” lecture and student notes -Timeline activity of significant events -Chapter based foldable activity -Guided Reading Activities -Reading Essentials and Study Guide Workbook
<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p>	<p>How Assessed?</p> <p>Formative Assessments: Multiple choice pre-assessment, key terms and causes quiz, Historical Investigation,</p>

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<p>OER Project- World History- 1750</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p> <p>New Visions for Public Schools</p> <p>- “Balfour Declaration” Arthur James Balfour -”Palestinian Mandate” Avalon Project</p>	<p>Summative Assessments: Multiple choice and short answer responses</p> <p>How Re-Taught?</p> <ul style="list-style-type: none"> -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways
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Strand: THE COLD WAR (1945-1991)

<p>Content Statement 20: Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.</p> <p>Content Elaboration:</p> <p>World War II had an important effect on Africa and Southeast Asia both during and after the war. Battles had been fought on both continents; and many Africans and Asians, were conscripted to serve as soldiers at home and in Europe. Oppression and exploitation in these colonies, as well as weaknesses of the colonial powers and Cold War rivalries, helped unite different ethnic and religious groups in their struggles for independence.</p> <p style="padding-left: 40px;">Nationalist movements united citizens for change in Africa; including the:</p> <p style="padding-left: 40px;">Négritude movement; and</p> <p style="padding-left: 40px;">Pan-African movement.</p> <p>In Southeast Asia, nationalists organized against colonial control and,</p>	<p>How Taught?</p> <ul style="list-style-type: none"> -“Successes and failures of democratic reform movements in Southeast Asia” lecture/asynchronous mini-lesson and student notes -Guided Reading Activities -Reading Essentials and Study Guide Workbook -”Pan-Africanism” lecture/asynchronous mini-lesson and student notes
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<p>in some cases, the American presence in:</p> <p>Philippines;</p> <p>Vietnam; and Cambodia</p> <p>Expectations for Learning: <u>Analyze</u> post-World War II global politics and explain the causes and effects of the nationalist movements in Africa and Southeast Asia.</p>	
<p>Materials: Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>OER Project- World History- 1750</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p> <p>New Visions for Public Schools</p>	<p>How Assessed? Formative Assessments: Multiple choice pre-assessment, key terms and causes quiz, Historical Investigation, Summative Assessments: Multiple choice and short answer responses</p> <p>How Re-Taught? -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways</p>

Strand: THE COLD WAR (1945-1991)

<p>Content Statement 21: Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.</p> <p>Content Elaboration: During the second half of the 20th century, human rights organizations and the media fueled the impetus for the expansions of rights and freedoms for women and indigenous people.</p> <p>In spite of resistance in many countries, governments were also pressured to end discriminatory practices and violence against women</p>	<p>How Taught? -"Human Rights and Equality for Women" lecture/asynchronous mini-lesson and student notes "The end of Apartheid" lecture/asynchronous mini-lesson and student notes -Guided Reading Activities -Reading Essentials and Study Guide Workbook -Analyzing Primary Sources</p> <p><u>New Visions</u> <u>10.7SQ7</u>: What was apartheid?</p>
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<p>and indigenous people in developing nations. The struggle for the rights of women and indigenous people compelled more countries to extend opportunities for all to participate in society in the following ways:</p> <ul style="list-style-type: none"> politically; educationally; economically; and socially. <p>The ending of apartheid in South Africa provided blacks the rights they had been denied. This was the result of political pressure within and outside the country.</p> <p>International pressure to change did not lead to immediate or universal change for women or indigenous people in some areas of the world where they are still fighting for these changes.</p> <p>Expectations for Learning: <u>Analyze</u> how achievements in the domain of women’s rights in industrialized nations spurred increased opportunities for women throughout the world.</p> <p><u>Explain</u> how governments have changed their policies regarding women’s rights and indigenous people.</p>	
<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill -Universal Declaration of Human Rights 1948” UN General Assembly OER Project</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p>	<p>How Assessed? Formative Assessments: Multiple choice pre-assessment, key terms and causes quiz, Historical Investigation, Summative Assessments: Multiple choice and short answer responses</p> <hr/> <p>How Re-Taught? -Teacher-directed instruction -Learning lab instruction</p>

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New Visions for Public Schools	-Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways
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Strand: GLOBALIZATION (1991-PRESENT)

<p>Content Statement 22: The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.</p> <p>Content Elaboration:</p> <p>The ending of the Cold War was marked by the collapse of the Soviet Union. A new relationship between the United States and Russia and the other former Soviet republics developed and offered new challenges for the United States. The United States moved away from its containment policy and moved towards bilateral agreements in areas such as:</p> <ul style="list-style-type: none">space;energy;technology; andnuclear weapons. <p>The demise of the Soviet Union also created new challenges for its former allies, the former Soviet republics, Europe, and the non-aligned world as well as the United States. Among the challenges:</p> <ul style="list-style-type: none">creation of separate and independent governments;control of the nuclear arsenals installed by the former Soviet	<p>How Taught?</p> <ul style="list-style-type: none">-“Fall of the Red Bear” lecture/asynchronous mini-lesson and student notes-Guided Reading Activities-Reading Essentials and Study Guide Workbook
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**Course of Study [Social Studies] - [2022-23]
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<p>Union; rise of ethnic tensions; and transition to free-market economies.</p> <p>Expectations for Learning: Describe the outcome of the relationship with the United States and the former Soviet Republics and the impact it has on the post-Cold War world.</p>	
<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>OER Project- World History- 1750</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p> <p>New Visions for Public Schools</p>	<p>How Assessed? Formative Assessments: Multiple choice pre-assessment, key terms and causes quiz, Historical Investigation, Summative Assessments: Multiple choice and short answer responses</p> <p>How Re-Taught? -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways</p>

Strand: GLOBALIZATION (1991-PRESENT)

<p>Content Statement 23: Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.</p>	<p>How Taught? "Terrorism" lecture/asynchronous mini-lesson and student notes -Guided Reading Activities -Reading Essentials and Study Guide Workbook</p>
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<p>Content Elaboration:</p> <p>Acts of terrorism resulting from regional and ethnic conflicts in the post-Cold War era include those initiated by Islamic fundamentalists and by separatist groups (e.g., Al Qaeda, ISIS, Hamas, Chechen separatists, Irish Republican Army, Boko Haram).</p> <p>Regional and ethnic conflicts have led to acts of genocide and ethnic cleansing. Genocide involves the systematic extermination of a group of people based upon specific religious, national, racial or other cultural characteristics. Ethnic cleansing involves the purposeful and forceful removal of a group of people from a region. The targeted groups have specific religious, national, racial or other cultural characteristics. Members of these groups are typically subjected to deportation, displacement or, ultimately, genocide.</p> <p>The rise of nationalism among ethnic groups in the republics that emerged from the former Yugoslavia led to ethnic cleansing and the murder of thousands in Bosnia. Other examples of ethnic cleansing/genocide occurred in Sudan (Darfur), Iraq, Rwanda, and the Rohingya in Myanmar.</p> <p>Expectations for Learning: <u>Describe</u> how regional, religious, and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide, and ethnic cleansing.</p>	
<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>OER Project- World History- 1750</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p> <p>New Visions for Public Schools</p>	<p>How Assessed?</p> <p>Formative Assessments: Multiple choice pre-assessment, key terms and causes quiz, Historical Investigation, Summative Assessments: Multiple choice and short answer responses</p> <hr/> <p>How Re-Taught?</p> <ul style="list-style-type: none"> -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways

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Strand: GLOBALIZATION (1991-PRESENT)

<p>Content Statement 24: Political and cultural groups have struggled to achieve self-governance and self-determination.</p> <p>Content Elaboration: Political and cultural groups have struggled to achieve self-governance and self-determination in many places since 1991, including:</p> <ul style="list-style-type: none">former Soviet republics;former communist countries in Europe;Post-Colonial Asia;nations in Southwest Asia;South Africa and other nations in Africa;Western Europe; andLatin America. <p>Expectations for Learning: <u>Select</u> an example of a political or cultural group and explain how they struggled to achieve self-governance and self-determination.</p>	<p>How Taught?</p> <ul style="list-style-type: none">-”Struggles in Latin America” lecture/asynchronous mini-lesson and student notes-Guided Reading Activities-Reading Essentials and Study Guide Workbook
<p>Materials:</p>	<p>How Assessed?</p>

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<p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p>	<p>Formative Assessments: Multiple choice pre-assessment, key terms and causes quiz, Historical Investigation, Summative Assessments: Multiple choice and short answer responses</p>
<p>OER Project- World History-1750</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p> <p>New Visions for Public Schools</p>	<p>How Re-Taught?</p> <ul style="list-style-type: none"> -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways

Strand: GLOBALIZATION (1991-PRESENT)

<p>Content Statement 25: Emerging economic powers and improvements in technology have created a more interdependent global economy.</p> <p>Content Elaboration</p> <p>Emerging economic powers have resulted in the creation of a more global economy. This interdependent global economy is based on a market share in the production of some goods and services in the late 20th and 21st century.</p> <p>The European Union was created in the early 1990s to strengthen the economies of the member nations and make them more competitive in the world market by using a common currency and eliminating trade barriers.</p> <p>Improvements in technology increased interdependence in the global economy. These improvements include:</p> <p style="padding-left: 40px;">expanded use of satellites;</p>	<p>How Taught?</p> <ul style="list-style-type: none"> -”A Global Economy” lecture/asynchronous mini-lesson and student notes -Guided Reading Activities -Reading Essentials and Study Guide Workbook
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<p>personal computers;</p> <p>Internet; and</p> <p>cellular and satellite phones.</p> <p>Expectations for Learning:</p> <p><u>Analyze</u> the factors that have created a more interdependent global economy since 1991.</p>	
<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>OER Project- World History- 1750</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p> <p>New Visions for Public Schools</p>	<p>How Assessed?</p> <p>Formative Assessments: Multiple choice pre-assessment, key terms and causes quiz, Historical Investigation,</p> <p>Summative Assessments: Multiple choice and short answer responses</p> <hr/> <p>How Re-Taught?</p> <ul style="list-style-type: none"> -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways

Strand: GLOBALIZATION (1991-PRESENT)

<p>Content Statement 26:</p> <p>Proliferation of nuclear weapons has created a challenge to world peace.</p> <p>Content Elaboration:</p> <p>The end of the Cold War posed new challenges with the proliferation of nuclear weapons and their threat to world peace on a global scale.</p>	<p>How Taught?</p> <ul style="list-style-type: none"> -”Proliferation of Nuclear Weapons” lecture/asynchronous mini-lesson and student notes -Guided Reading Activities -Reading Essentials and Study Guide Workbook
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<p>These new challenges include:</p> <ul style="list-style-type: none"> the global danger of competing and emerging nuclear arsenals; unstable former Soviet republics housing weapons of mass destruction; and the possibility of access to nuclear weapons by terrorists and state supported terrorism. <p>Expectations for Learning: <u>Describe</u> how the proliferation of nuclear weapons since the end of the Cold War has created a challenge to world peace.</p>	
<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>OER Project- World History- 1750</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p> <p>New Visions for Public Schools</p>	<p>How Assessed?</p> <p>Formative Assessments: Multiple choice pre-assessment, key terms and causes quiz, Historical Investigation, Summative Assessments: Multiple choice and short answer responses</p> <hr/> <p>How Re-Taught?</p> <ul style="list-style-type: none"> -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways

Strand: GLOBALIZATION (1991-PRESENT)

<p>Content Statement 27: The rapid increase of the global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.</p>	<p>How Taught?</p> <ul style="list-style-type: none"> -”Refugees and Immigrants” lecture/asynchronous mini-lesson and student notes -Guided Reading Activities -Reading Essentials and Study Guide Workbook
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<p>Content Elaboration:</p> <p>The rapid increase of global population in the 20th and 21st centuries contributed to societal and governmental challenges as resources are allocated and consumed to meet demand. The environmental impact has pressured governments to institute policies to reduce pollution and conserve resources. Increased life expectancy has placed burdens on many countries to provide adequate health care.</p> <p>Mass migrations have created societal and governmental challenges, including:</p> <ul style="list-style-type: none">brain drain out of developing countries;political refugees and those seeking asylum;tension and conflict in countries where refugees seek safety; andlegal and illegal immigration. <p>Expectations for Learning: <u>Describe</u> societal and governmental challenges resulting from the rapid increase of global population, increased life expectancy and mass migrations.</p>	
<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>OER Project- World History- 1750</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p>	<p>How Assessed?</p> <p>Formative Assessments: Multiple choice pre-assessment, key terms and causes quiz, Historical Investigation, Summative Assessments: Multiple choice and short answer responses</p> <p>How Re-Taught?</p> <ul style="list-style-type: none">-Teacher-directed instruction-Learning lab instruction

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New Visions for Public Schools	-Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways
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Strand: GLOBALIZATION (1991-PRESENT)

<p>Content Statement 28: Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.</p> <p>Content Elaboration:</p> <p>World population growth and the competition for energy supplies have led to an increase in greenhouse gas emissions, the loss of tens of thousands of plant and wildlife species, and the rapid decline of rainforests.</p> <p>A new environmental consciousness and a movement for the sustainability of the world's resources has influenced the actions of:</p> <p>Citizen organizations (e.g., Greenpeace, Sierra Club, World Wildlife Fund, Ocean Conservancy); and</p> <p>Government conferences (e.g., 1992 Earth Summit, 1997 Kyoto Protocol, 2012 Rio Earth Summit, 2016 Paris Agreement).</p> <p>Expectations for Learning: <u>Describe</u> the environmental challenges that have resulted from industrial development.</p>	<p>How Taught?</p> <p>-"The Green New Deal" lecture/asynchronous mini-lesson and student notes</p> <p>-Guided Reading Activities</p> <p>-Reading Essentials and Study Guide Workbook</p>
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<p><u>Describe</u> the reasons for the new environmental consciousness and movement for sustainability.</p>	
<p>Materials:</p> <p>Textbook and accompanying materials: World History and Geography, Modern Times by McGraw Hill</p> <p>OER Project- World History- 1750</p> <p>Textbook and accompanying materials: TCi History Alive! World Connections</p> <p>New Visions for Public Schools</p>	<p>How Assessed?</p> <p>Formative Assessments: Multiple choice pre-assessment, key terms and causes quiz, Historical Investigation,</p> <p>Summative Assessments: Multiple choice and short answer responses</p> <p>How Re-Taught?</p> <ul style="list-style-type: none">-Teacher-directed instruction-Learning lab instruction-Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways