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| **Curriculum Framework Quarter 3 World History**  **High School** |

**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025. **By 2025,**

* **80% of our students will graduate from high school college or career ready**
* **90% of students will graduate on time**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The plan ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students and across content areas. Destination 2025, the Comprehensive Literacy Improvement Plan, and TN State Standards establish common goals and expectations for student learning across schools and are the underpinning for the development of the curriculum frameworks/maps.

**Purpose** - This curriculum framework or map is meant to help teachers and their support providers (e.g., coaches, leaders) on their path to effective, college and career ready (CCR) aligned instruction and our pursuit of Destination 2025. It is a resource for organizing instruction around the TN State Standards, which define what to teach and what students need to learn at each grade level. The framework is designed to reinforce the grade/course-specific standards and content—the major work of the grade (scope)—and provides a *suggested* sequencing and pacing and time frames, aligned resources—including complex texts, sample questions and tasks, and other planning tools. Our hope is that by curating and organizing a variety of standards-aligned resources, teachers will be able to spend less time wondering what to teach and searching for quality materials (though they may both select from and/or supplement those included here) and have more time to plan, teach, assess, and reflect with colleagues to continuously improve practice and best meet the needs of their students.

The map is meant to support effective planning and instruction to rigorous standards; it is *not* meant to replace teacher planning or prescribe pacing or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. Teachers who are knowledgeable about and intentionally align the learning target (standards and objectives), topic, text(s), task, topic, and needs (and assessment) of the learners are best-positioned to make decisions about how to support student learning toward such mastery. Teachers are therefore expected--with the support of their colleagues, coaches, leaders, and other support providers--to exercise their professional judgement aligned to our shared vision of effective instruction, the Teacher Effectiveness Measure (TEM) and related best practices. However, while the framework allows for flexibility and encourages each teacher/teacher team to make it their own, our expectations for student learning are non-negotiable. We must ensure all of our children have access to rigor—high-quality teaching and learning to grade level specific standards, including purposeful support of literacy and language learning across the content areas.

It is essential for students to strategically leverage their literacy skills to comprehend informational texts and explicitly demonstrate competence in thinking, reading, writing, and communicating.

Integration of literacy skills is critical for student success in post-secondary education and to prepare students, teachers must regularly engage students with:

1. Regular practice with complex text and vocabulary.
2. Reading, writing, and speaking grounded in evidence from texts.
3. Using literacy skills to gain knowledge and demonstrate competence in rigorous activities and tasks.

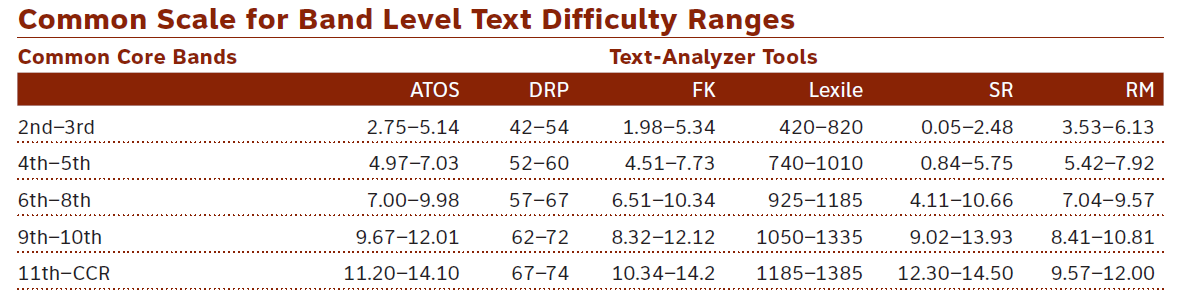
Effective Social Studies instruction should model and teach students to effectively manage and analyze information using literacy skills and strategies. This requires consistent demonstration and practice of how to use literacy skills with Social Studies content. Document–Based Questions (DBQs) and Text Dependent Questions (TDQs) are included in the suggested activities throughout this document. “Best Practice” requires student to regularly engage with challenging texts and requires students to substantiate their answers using evidence taken from the text/passage.

“The implementation of Common Core State Standards is a full-school endeavor, not just a project for math and ELA teachers. The Common Core State Standards, in addition to the English Language Arts (ELA) Standards, includes Literacy (reading and writing) standards for the “specialized disciplines” of history, social studies, science, and technical subjects for grades 6-12. Teachers of all grades and subjects can integrate math and literacy skills and activities into their disciplines in order to harness the power of the Common Core to improve student learning across the board.”

Source: TN Core

<http://www.tncurriculumcenter.org/social_studies>

To support literacy and language learning across the content areas and support deeper knowledge building in the content area, throughout this curriculum map, you will see high-quality texts from both the textbook(s) and external/supplemental texts to ensure students are reading appropriately complex, worthwhile material. These texts have been evaluated by district staff to ensure that they meet criteria for text complexity--Quantitative, Qualitative, and Reader & Task Factors.  Lexile Levels are listed on the Curriculum Maps, and additional information is cited, where available.



**Key**

**ATOS**: ATOS (Renaissance Learning); **DRP**: Degrees of Reading Power (Questar); **FK**: Flesch Kincaid (public domain, no mass analyzer tool available); **Lexile**: Lexile Framework (MetaMetrics); **SR**: Source Rater (ETS); **RM**: Pearson Reading Maturity Metric (Pearson Education)

Note:

# **What is a DBQ/TDQ?**

Document-Based Questions (DBQs) and Text-Dependent Questions (TDQs) are for all students, from elementary school through high school. They are a type of authentic assessment and a way for students to interact with historical records and information.

**DBQS/TDQs, may not only be in the form of an actual question, but rather in the form of tasks or activities that requires students to read, analyze, gather information, complete scaffolding responses, assimilate or synthesize information from the listed resources, text or documents.**

Throughout this map, the suggested activities are designed to help students gain strength in content knowledge and to provide opportunities at high levels of thinking as they develop life skills.

\***If hyperlinks in this document are not active due to digital translation issues, the user should copy and paste the link into the address bar of a web browser such as *Google Chrome* or *Mozilla Firefox*.**

**Vocabulary Instruction**

Effective vocabulary development occurs both incidentally and through explicit instruction.  Mastery requires daily immersion in word-rich environments, while teaching and modeling word learning strategies—from the use of context clues and concept maps (to connect related ideas) to understanding the nuance of words: origin, root, and/or affixes.  In all content areas, terms should be integrated into tasks and reinforced over time and across contexts.

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| **Basic Vocabulary (Tier 1)** - Words that commonly appear in spoken language and are heard frequently in numerous contexts. Tier 1 words rarely require explicit instruction. (Ex: write, read and gather)  **Academic Vocabulary (Tier 2)** - High frequency words used across content areas. (Ex: expose, establish and verify.) Tier Two words are general academic words and appear in all sorts of texts: informational, technical, and literary texts. Explicit instruction of the Tier 2 academic words, typically occurs within the context of the text is required in order for students to know and use these words. Tier Two words often represent precise ways to say relatively simple things (Ex: “saunter” vs. “walk”).  (For more information consult the *BUSD Grade Level Academic Vocabulary,* <http://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD_Academic_Vocabulary.pdf>)    **Content Vocabulary (Tier 3)** - Words are used in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and are an integral part of content instruction. (Ex: lynching, abolitionist, slavery) Tier Three words are what the standards refer to as “domain-specific” words are specific to a particular field of study (Ex: legislature, Angora, slavery) and key to understanding a new concept within a text. These words are often explicitly defined by the text, repeatedly used, and heavily front-loaded by the teacher. |

**Teaching Vocabulary for Mastery…**

Vocabulary mastery means that students know and use the words accurately without hesitation. This requires explicit instruction:  practice, review, and deep processing. Instruction must be cumulative; teachers must integrate the terms into complex tasks and require them to be used when discussing/using text.  For an example of integrating explicit teaching of vocabulary strategies, watch this [video](https://www.youtube.com/watch?v=iKIUovilf5Y) of an 11th grade US History teacher using the close reading strategy for explicit use of academic vocabulary.

Here is another resource to provide support for vocabulary instruction, <http://www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger>

1.  Create an interactive vocabulary wall and use the words in discussions with students.

2.  Oral Discourse- develop a balance in student talk and teacher talk to promote meaningful language learning opportunities.

3.  Vocabulary Journals - Students can revisit and add to their entries as their understandings develop

4.  Concept Sort - identify the key vocabulary terms of an overarching concept or topic

5.  Provide a student-friendly definition of the word and students suggest synonyms or antonyms for the word.

7.  Use the new word on multiple occasions and in multiple contexts (e.g., sentence starters, games, student writing).

8.  Use the new words in context of the lesson.

**WIDA**

*WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards.* *By referencing the provided MPIs and those MPIs within the given links, teachers have access to “I can” statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.*

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| **WIDA**  <https://www.wida.us/standards/ELP_standardlookup.aspx>  **Below is a sample of modifications provided on the WIDA site, feel free to search WIDA for other examples.** |

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| Example: Reading  World histories, civilizations, and cultures |  |  |  |  |
| **Entering:**  Match people or places with periods in world history through illustrations, words/phrases, and timelines | **Beginning:**  Identify features of periods in world history from phrases or sentences and timelines | **Developing:**  Classify features of periods in world history from descriptive sentences and timelines (e.g., before or after French Revolution) | **Expanding:**  Compare/contrast features of periods in world history based on paragraphs and timelines | **Bridging:**  Interpret features of periods in world history from grade level text |
| Example: Writing  Historical figures and times |  |  |  |  |
| **Entering:**  Label significant individuals or historical times in politics, economics, or society using illustrations or photographs and models | **Beginning:**  Outline contributions of significant individuals or historical times in politics, economics, or society using illustrations or photographs and models | **Developing:**  Describe contributions of significant individuals or historical times in politics, economics, or society using illustrations or photographs and models | **Expanding:**  Discuss how significant individuals or historical times have impacted politics, economics, or society using illustrations or photographs | **Bridging:**  Explain and evaluate contributions of significant individuals or historical times in politics, economics, or society |

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| \* Please note that these time frames are suggested/estimated times. Instructional timing may vary due to schedule complications, remediation efforts or other factors.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **World History Pacing Guide** | | | | | | | **FIRST QUARTER** | | | **SECOND QUARTER** | | | | | **Suggested Time** | **Topics** | **Big Ideas** | **Suggested Time** | **Topics** | **Big Ideas** | | | 1-3 | Enlightenment and the Founding of the United States  (1750-1797) | * Explain causes, courses, and outcomes of the Enlightenment * Analyze impact of Enlightenment thinking on the United States | 1-3.5 | Unification and Imperialism  (1800-1914) | * The differences between colonial and empire rule in Southeast Asia, Africa, India, and Latin America * Analyze native resistance to Imperialism | | | 4-6 | The Age of Revolution  (1750-1850) | * Evaluate the influence of the U.S. revolution and Enlightenment thinking on succeeding revolutions in history | 3.5-7 | World War I  (1914-1919) | * Evaluate impact of politics and technology on war | | | 7-9 | The Industrial Revolution  (1750-1914) | * Understands the causes, courses, and consequences of the Industrial Revolution * Analyze influence of industry on mass society and modern ideas | 7-9 | Interwar Changes  (1919-1939) | * Research the influence of political change and economic instability on society | | | **THIRD QUARTER** | | | **FOURTH QUARTER** | | | | | **Suggested Time** | **Topics** | **Big Ideas** | **Suggested Time** | **Topics** | **Big Ideas** | | | 1-2 | Nationalism  (1919-1939) | * Explain how economic exploitation and political control can lead to nationalist movements | 1-3 | Post Cold War Changes  (1989- Present) | * Evaluate motivations to end the Cold War * Explain the collapse of the Soviet Union * Research the economic and social developments occurring in Western Europe, North America, China, Japan, and the Koreas | | | 3-5 | World War II  (1939-1945) | * Evaluate impact of War on society | 4-6 | A New Era | * Identify and summarize challenges in the modern world including weapons of mass destruction, terrorism, ethnic conflict, and global poverty. | | | 6-9 | The Cold War  (1945-1989) | * Analyze how political relationships and change can develop conflict and impact the economy * Explain conflicts in the developing countries of the Middle East, Asia, Africa, and Latin America (1993) | 7-9 | Culture, Geography, History, & Economics | * Recognize Global and Environmental Issues * Africa in April and Memphis in May * Locate pre and post-war countries on a map/globe. * Compare and contrast culture, holidays, and themes across nations. | | | | | | | | |
| **World Wars (1914-1945)**  **Weeks: 1-5** | | | | |
| **Textbook**: McGraw Hill: Tennessee World History & Geography: Modern Times  **TN State recommended Primary Documents and Supporting Readings:**  Excerpts from Wilfred Owen’s “Dulce et Decorum Est” (NP-L) <http://www.warpoetry.co.uk/owen1.html>  The “Zimmerman Telegram” (Not Rated Lexile) <https://www.archives.gov/education/lessons/zimmermann/>  Excerpts from Erich Maria Remarque ‘s “All Quiet on the Western Front” (830L) <http://www.myteacherpages.com/webpages/esimpson/files/AQWF%20-%20full%20text.pdf>  Excerpts from Ernest Hemingway’s “The Sun Also Rises” (1070L) <http://www.24grammata.com/wp-content/uploads/2013/06/Hemingway-TheSunAlsoRises-24grammata.pdf>  Excerpts from Adolph Hitler’s “Mein Kampf” (Not Rated Lexile) <http://www.greatwar.nl/books/meinkampf/meinkampf.pdf>  Excerpts from “The Nuremburg Laws” (Not Rated Lexile) <http://faculty.polytechnic.org/gfeldmeth/lecnuremberglaws.pdf>  Excerpts from Elie Wiesel’s “Night” (570L) <https://docs.google.com/viewer?a=v&pid=sites&srcid=cHJvZXN1ci51dmcuZWR1Lmd0fGhpZ2hzY2hvb2wyMDE0fGd4OjUyNmU5NzAyZmUxYzQ5NDY>  Excerpts from Franklin D. Roosevelt’s “Arsenal of Democracy” (Not Rated Lexile) <http://www.americanrhetoric.com/speeches/fdrarsenalofdemocracy.html>  Excerpts from Winston Churchill’s “Fight on the Beaches” speech (Not Rated Lexile) <http://www.winstonchurchill.org/resources/speeches/1940-the-finest-hour/128-we-shall-fight-on-the-beaches>  Excerpts from John Hershey’s “Hiroshima” (1190L) <http://www.eflclub.com/10books/hiroshima.pdf> | | | | |
| **TN State Social Studies Standards** | **Big Ideas, Guiding Questions &**  **Vocabulary** | | **Suggested DBQs/TDQs, Activities & Resources** | | |
| **W.39** Use technology to produce, publish, and update individual or shared writing projects describing how economic instability led to political instability in many parts of the world and helped to give rise to dictatorial regimes such as Adolf Hitler’s in Germany and the military’s in Japan. (E, H, P)  **W.40** Explain the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians. (C, H, P)  **W.41** Draw evidence from literary or informational texts determining the causes and consequences of the Bolshevik Revolution and Civil War in Russia, including Lenin’s use of totalitarian means to seize and maintain control including the Gulag. (H, P)  **W.42** Compare the connection between economic and political policies, the absence of a free press, and systematic violations of human rights during Stalin’s rise to power in the Soviet Union. (E, H, P)  **W.43** Analyze the assumption of power by Adolf Hitler in Germany and the resulting acts of oppression and aggression of the Nazi regime. (C, H, P)  **W.44** Trace Mussolini’s rise to power in Italy and his creation of a fascist state through the use of state terror and propaganda. (H, P)  **W.45** Compare the German, Italian, and Japanese drives to expand their empires in the 1930s, including atrocities in China, Italian invasion of Ethiopia, German militarism, and the Stalin- Hitler Pact of 1939. (C, G, H, P) | | **W.39** What triggered the rise of militarism in Japan?  **W.39** Explain how the economic instability in Asia led to the rise of the military in Japan.    **{**Note: Students will encounter these words in this unit/chapter. Encourage their use in the suggested activities.}  **Content Vocabulary (Tier 3):**  Zaibatsu, militarism, oligarchy, Manchuria,  Black Dragon Society, Pan-Africanism  **Academic Vocabulary (Tier 2)**: Volunteer, Compensation, Industrial  **W.40** Why Communism was more accepted in Asia after World War I?  **Content Vocabulary (Tier 3):**  Civil Disobedience, Communism,  Ho Chi Minh, Marxism, Bolshevik Revolution, Lenin, Collectivization,  USSR, Joseph Stalin, Adolf Hitler,  Nazi Party, Aryan, Concentration Camp, Benito Mussolini, Fascism, Totalitarian State, Deficit spending, Surrealism, Dictator, Regime, Mao Zedong, oligarchy, zaibatsu, civil disobedience  **Academic Vocabulary (Tier 2)**: Compensate, expansion, Invasion, ceased, eventually, investor, establish  (Vocabulary Strategies- see page 4)  **Connection to Language Standards**  Greek & Latin Roots and Affixes  ***-ism (the act, state or theory of)***  Examples from the unit: communism, Marxism, fascism, surrealism, militarism, Pan Afiricanism  Other examples: internationalism, nativism, capitalism, isolationism  ***-ion (the Process of, result of an act, state or condition of)***  Examples from this unit: expansion, invasion  Other examples: violation, Sanction  **Language Standards**  L.9-10.6  Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).  **For More on Morphemes:**  [**http://www.cognatarium.com/cognatarium/**](http://www.cognatarium.com/cognatarium/)  **W.41** How did Lenin use totalitarian means to seize control of Russia?  **W.42** What were Joseph Stalin’s 5 year plans?  **W.43** What was the basis of Adolf Hitler’s ideas?How did the Nazi regime commit acts of oppression and aggression?  **W.44** How did Benito Mussolini create a dictatorial state in Italy?  **W.45** Compare and contrast the empire expansions of Germany, Italy, and Japan. | | **W.39** Record information concerning Japan’s economic instability after WWI and during the worldwide depression, especially noting: Post War Collapse 1920, Showa Financial Crisis 1927, Banking Act 1927, Showa Depression 1930-1931, Departure from the Gold Standard using a graphic organizer.  Compile a timeline of economic issues that contributed to the rise of militarism in Germany and give a rationale for each.  Literacy RH.9-10.2; WHST. 9-10.1,4  use:  Textbook Pp. 323-324  <http://www.willamette.edu/~rloftus/militarismrise.html>  Create a newspaper article in the year of 1931 explaining the rise of militarism in Japan.  Contrast the Japanese economy before and after WWI.  <http://www.willamette.edu/~rloftus/militarismrise.html>    Literacy RH.9-10.9: WHST.9-10.2.B,4  **W.39** Students should work in groupsto produce, publish, and shared writing projects describing how economic instability led to political instability and helped to give rise to dictatorial regimes such as Adolf Hitler’s in Germany and the military’s in Japan. Use the following resources:  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 323-324. Print  Excerpts from Adolph Hitler’s “Mein Kampf” (Not Rated Lexile) <http://www.greatwar.nl/books/meinkampf/meinkampf.pdf>  Excerpts from John Hershey’s “Hiroshima” (1190L) <http://www.eflclub.com/10books/hiroshima.pdf>  Literacy RH.9-10.2.B; WHST.9-10.2.,4  **W.40** Explain the reason why most Asian societies did not accept Marxist ideas before WWI, and then explain why they were more widely accepted after WWI. This will lead to classroom discussions that explain the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.  Text pp.206-7  <https://sites.google.com/site/106jiang2013/home/10-6-3-disillusionment-and-the-rise-of-totalitarian-leaders>  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 321-322. Print.  Literacy RH.9-10.1; WHST.9-10.1.B,2,4  Evaluate prewar conditions that contributed to the Bolshevik Revolution.  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 301-302. Print.  Literacy RH.9-12.3; WHST.9-10.1  TDQ-Text Dependent task …  **W.41** Draw evidence from literary or informational texts determining the causes and consequences of the Bolshevik Revolution and Civil War in Russia, including Lenin’s use of totalitarian means to seize and maintain control including the Gulag.  Use textbook pp. 281-282  Also refer to:  <http://www.bbc.co.uk/bitesize/higher/history/russia/october/revision/1/>  Literacy RH.9-10.2,3; WHST 9-10.3,4,6  **W.42** Read biographical informational text about Stalin. Students decide on the success of Stalin’s plans from the position of a member of the USSR who supports Stalin, or a member who does not support Stalin. Write a persuasive newspaper article from either perspective.  <http://spartacus-educational.com/RUSfive.htm>  Literacy WHST.9-10.4  <http://ibatpv.org/projects/soviet_union/five%20year%20plans.htm>  Compose a timeline of events while reading.  Literacy RH.9-10.3: WHST.9-10.2.A  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 302-303. Print.  **W.43** First, create a T-chart to list the anti-Semitic policies of the Nazi regime and their impact. Then, evaluate the impact of the Enabling Act on Adolf Hitler’s rise to power. Analyze the assumption of power by Adolf Hitler in Germany and the resulting acts of oppression and aggression of the Nazi regime. Hypothesize why Nazi control of media such as radio and film helped keep the regime in power.  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 305-309. Print.  **W.44** Discuss and analyze the fascist movement in Italy using maps and secondary sources.  <http://www.funfront.net/hist/total/f-italy.htm>  <https://fascistitaly.wordpress.com/benito-mussolini/>  Literacy RH.9-10.3  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 299-300. Print.  **W.45** Interpret the expansion of empires.  Using the links listed here to evaluate the impact of the Nationalist- Communist Alliance in China, the Italo-Ethipoian War, German militarism, and the 1939 Hitler-Stalin Non-Aggression Pact.  <http://www.britannica.com/event/Italo-Ethiopian-War-1935-1936>  <http://www.history.com/topics/world-war-ii/german-soviet-nonaggression-pact>  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 294-305. Print.  Literacy.RH.9-10.1,2,3 |

| **Curriculum Framework** | **Quarter 3** | | **World History**  **High School** |
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| **TN State Social Studies Standards** | **Guiding Questions &**  **Vocabulary** | **Instructional Activities & Resources** | |
| **W.46** Explain the role of appeasement, isolationism, and the domestic distractions in Europe and the United States prior to the outbreak of World War II. (H, P)  **W.47** Identify and locate the Allied and Axis powers and explain the major battles of the Pacific and European theaters of war including the blitzkrieg, Dunkirk, Battle of Britain, Stalingrad, Normandy, Midway, Battle of the Bulge, Iwo Jima, and island hopping. (G, H, P)  **W.48** Analyze the major turning points of the war, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors. (G, H, P)  **W.49** Utilize primary and secondary sources to describe the contributions and roles of leaders during the war, including Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Hideki Tōjō, Adolf Hitler, Benito Mussolini, Joseph Stalin, Harry Truman, Douglas MacArthur, and Dwight Eisenhower. (H, P)  **W.50** Write an opinion piece on the impact of the Holocaust on the Jewish populations in Europe and Israel. (C, G, P)  **W.51** Analyze the decision to use nuclear weapons to end World War II. (H, P)  **W.52** Describe the casualties of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan. (C, H, P)  **W.53** Evaluate the goals, leadership, and postwar plans of the principal allied leaders: the Atlantic Conference, Yalta, and the Potsdam Conference using text evidence. (H, P)  **W.54** Summarize the reasons for the establishment of the United Nations and the main ideas of the Universal Declaration of Human Rights and their impact on the globalization of diplomacy and conflict and the balance of power. (C, H, P)  **W.55** Describe the nature of reconstruction in Europe after 1945, including the purpose of the Marshall Plan, creation of NATO, and division of Germany. (E, G, H, P)  **W.56** Explain the origins, significance, and effect of the establishment of the State of Israel. (G, H, P)  **W.57** Summarize, using text evidence, the functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States. (H, P)  **W.58** Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan. (E, G, H, P) | **W.46** What role did appeasement, United States isolationism, and domestic distractions play in the outbreak of World War II?  How did the failure of appeasement lead to the outbreak of WWII?  **Content Vocabulary (Tier 3):**  Appeasement, isolationism, sanctions, demilitarized, dominate, blitzkrieg, neutrality  **Academic Vocabulary (Tier 2)**:  Emerged, implications, perspective sustainable, violation  **W.47** What countries were in the Allied and Axis Powers during World War II, and where are these countries located?  What were the major battles and turning points in World War II?    **W.48** What was D-Day, and how was it a major turning point in WWII for the Allies?  **W.49** Which leader made the biggest difference in the outcome of World War II? Use factual information to respond.  What were the contributions and roles of these individuals?  **W.50** How did the Holocaust impact the Jewish population in Europe and Israel?  **Content Vocabulary (Tier 3):**  Genocide, Human rights violations, Holocaust, Allies  **Academic Vocabulary (Tier 2)**: generated, discretion, equivalent, incentive, Collaborator, casualty  **W.51** What was the impact of the atomic bomb on Japan? What precedent did the use of nuclear weapons set for the world after WWII?  **]W.52** What was the human cost of World War II?  **W.53** What were the outcomes of the Atlantic Conference, the Yalta Conference, and the Potsdam Conference?  **W.54** How was the UN established and what impact has it had on global diplomacy?  **W.55** What was the outcome of the US and the USSR becoming political rivals after World War II?  **W.56** How was the State of Israel established?  What problem does this pose for the present day?  **W.57** What did the Warsaw Pact aim to accomplish after WWII?  **W.58** Why did nuclear weapons begin to develop across the world after WWII? What were the impacts of the Yalta Pact? | **W.46** Evaluate primary sources to interpret the role of appeasement in the start of World War II. Evaluation includes analysis and comprehension questions that are scaffolded. Literacy. RI.9-10.7  <https://sheg.stanford.edu/appeasement> (requires free registration)  Using a sequence chain, have students create a timeline of events leading up to the outbreak of World War II.  On a map of Europe before World War II, have students locate and label all of the countries involved in World War II along with coding which alliance they are members of.  Students will be assigned a country in Europe and then write a few paragraphs that describes the position of their assigned country prior to the beginning of World War II. Then have students present their position to the class.  Literacy. RH.9-10.2   * McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 340-343. Print. * [Pre WWII Map](http://www.diercke.com/kartenansicht.xtp?artId=978-3-14-100790-9&seite=36&id=17471&kartennr=3)   **W.47** Locate the countries of the Axis Powers and the Allies on a map and summarize the major battles. Compose a list of major battles during World War II including date, countries involved, and impact on the overall War. Evaluate the impact of battle on soldiers and the overall war. Include the blitzkrieg, Dunkirk, Battle of Britain, Stalingrad, Normandy, Midway, Battle of the Bulge, Iwo Jima, and island hopping.  [Soldier's Letter](http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/my-dear-little-boys.html)  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 345-349. Print.  [**WWII Interactive Map**](http://www.worldology.com/Europe/world_war_2_imap.htm)  Literacy RH.9-10.2,3  **W.48** Compare and contrast the geographic features of the Eastern and Western front. Analyze the major turning points of the war, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.  Literacy RI.9-10.3,6  Research information concerning D-Day historical figures and key strategies to produce a talk show that focuses on historical analysis and interpretation.  [Talk Show Lesson](http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/d-day-talk-show.html)  Literacy WHST.9-10.1.B  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 359-360. Print.  **W.49** Group Activity -Prepare a list of positive and negative contributors to World War II.  Host a WWII “Meet and Greet” for students that allow them to discover information about the leaders of WWII (students should choose a leader to research based on the standard).  Create a biography of each leader outlining his impact on World War II.   * Winston Churchill * Franklin D. Roosevelt * Emperor Hirohito * Hideki Tōjō * Adolf Hitler * Benito Mussolini * Joseph Stalin * Harry Truman * Douglas MacArthur * Dwight Eisenhower   McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 338-363. Print.  Literacy RH.9-10.2,3; WHST.9-10.1.B  **W.50** Review and interpret a timeline of the Holocaust, noting relations to nationalist or political conflict.  [Holocaust Timeline](http://www.ushmm.org/m/pdfs/20000321-holocaust-chronology.pdf)  Literacy RH.9-10.1  Research the death toll of the Holocaust and use the findings to compare and contrast population totals in European countries before and after WWII. Write an opinion piece on the impact of the Holocaust on the Jewish populations in Europe and Israel  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 335-358.  Literacy WHST.9-10.4  **W.51** Create a Socratic Circle discussion posing the human costs for civilians and the human cost for military. Topic: Analyze the decision to use nuclear weapons to end World War II.  Allow the students to work out their ideas using accountable talk stems.  Write an argumentative piece to defend each position using discussion points from the Socratic circle. Literacy WHST. 9-10.1   * McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 354. Print. * [How Should We Remember the Atomic Bomb?](http://sheg.stanford.edu/upload/Lessons/Unit%2010_New%20Deal%20and%20World%20War%20II/Atomic%20Bomb%20Lesson%20Plan.pdf) * [Debating The Bomb](http://www.getty.edu/education/teachers/classroom_resources/curricula/headlines/lesson03.html)   **W.52** Students will research the totals of casualties by country and year. Students will then separate the civilian and military casualties. In addition, have students describe the casualties of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.  Using this data, students can complete a short writing assignment hypothesizing the impact of the loss of life on the respective countries. Students should also be asked to make connections to the present day casualties during warfare.   * McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 354. Print.   Excerpts from Winston Churchill’s “Fight on the Beaches” speech <http://www.winstonchurchill.org/resources/speeches/1940-the-finest-hour/128-we-shall-fight-on-the-beaches>  Literacy RH.9-10.2,3; WHST. 9-10.1  **W.53** Articulate the agreements of the Yalta Conference and the Potsdam Conference concerning the Post-WWII world. Students will use primary sources to evaluate the goals, leadership, and postwar plans of the principal allied leaders: the Atlantic Conference, Yalta, and the Potsdam Conference using text evidence.  Literacy RH.9-10.2,3   * [Yalta and Potsdam Conference](http://edsitement.neh.gov/lesson-plan/sources-discord-1945-1946#sect-activities) * McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 362-363. Print.   **W.54** Interpret the mission of the United Nations and its history.  Summarize the accomplishments of the United Nations.  Analyze the impact of the Universal Declaration of Human Rights on the present world.   * [United Nations -PBS](http://www.pbslearningmedia.org/resource/b524a08e-a487-43f3-926a-1a4e87be657a/the-united-nations-lesson-plan-gt/) * [Universal Declaration- Facing History Resources](https://www.facinghistory.org/for-educators/educator-resources/resource-collections/universal-declaration-human-rights)   Literacy RH.9-10.2,3  **W.55** Evaluate the need of the Marshall Plan, NATO and the division of Germany after WWII.  Literacy RH.9-10.2,3  Analyze the conditions present at the creation of NATO and prepare an argument to defend or oppose the organization.   * <http://edsitement.neh.gov/lesson-plan/strategy-containment-1947-1948> * <http://diplomacy.state.gov/exhibitions/pdf/MP_Education_Packet.pdf> * <http://edsitement.neh.gov/lesson-plan/formation-western-alliance-1948-1949> * McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 369-371. Print.   Literacy WHST.9-10.1.C  **W.56** Explain the establishment of the State of Israel.  Research the beginning stages of the current conflict in Israel, and then prepare an opinion piece stating the argument of both opposing sides.  <http://www.jewishvirtuallibrary.org/jsource/History/Dec_of_Indep.html>  Literacy RH.9-10. 3; WHST.9-10.1.A  **W.57** Summarize the causes and effects of the Warsaw Pact, SEATO, and NATO on European countries and the Organization of American States.. Compose an argumentative paragraph on which implementation was more successful based on its goals.  Literacy WHST.9-10.1,2,3  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 371, 377 & 430. Print.  **W.58** Summarize the views of Churchill, Stalin, and Truman after WWII. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 361-363 & 371. Print.  Literacy RH.9-10.1,2  Create a written position for each world leader on the topic of nuclear weapons and political instability.  Literacy WHST.9-10.2,3 | |

| **Curriculum Framework** | **Quarter 3** | | **World History**  **High School** |
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| **TN State Social Studies Standards** | **Big Ideas, Questions &Vocabulary** | **Suggested DBQs/TDQs, Activities & Resources** | |
| **The Cold War 1945-1989**  **Weeks: 6-9** | | | |
| **Textbook:** McGraw Hill: Tennessee World History & Geography: Modern Times  **TN State Recommended Primary Documents and Supporting Readings:**  Winston Churchill’s “Iron Curtain” Speech, ( 1670L) ,[Iron Curtain Speech- Winston Churchill](https://www.nationalchurchillmuseum.org/sinews-of-peace-iron-curtain-speech.html)  Joseph Stalin’s “Response to Churchill’s Speech, ( Not rated), [Stalin's Response to Churchill's Iron Curtain Speech](https://legacy.fordham.edu/halsall/mod/1946stalin.html)  Harry D. Truman’s “Truman Doctrine” ,(1080L), [Truman Doctrine](http://www.vcdh.virginia.edu/solguide/VUS12/vus12b01.html)  Mohandas K. Gandhi’s “Indian Home Rule” ,(1190L), [Indian Home Rule- Gandhi](http://public.wsu.edu/~brians/world_civ/worldcivreader/world_civ_reader_2/gandhi.html)  Vaclav Havel’s “The Power of the Powerless”, ( 1410L), [The Power of the Powerless- Vaclav Havet](http://vaclavhavel.cz/showtrans.php?cat=eseje&val=2_aj_eseje.html&typ=HTML) | | | |
| **W.59** Analyze the Chinese Civil War, the rise of Mao Zedong, and the triumph of the Communist Revolution in China. (H, P)  **W.60** Trace Soviet aggression in Eastern Europe, the 1956 uprising in Hungary, conflicts involving Berlin and the Berlin Wall, and the “Prague Spring.” (G, H, P)  **W.61** Describe the Soviet-United States competition in the Middle East, Africa and Afghanistan. (G, H, P)  **W.62** Describe the Soviet-United States competition in Asia with particular attention to the Korean War and Vietnam War and describe the environmental changes due to carpet bombing, Napalm, and Agent Orange. (G, H, P)  **W.63** Explain the rise and consequences of the communist revolution in Cambodia led by Pol Pot and the Khmer Rouge, including the Cambodian Genocide and forced social engineering policies. (H, P)  **W.64** Analyze multiple perspectives on the United States and Soviet conflicts involving Latin America, including the Cuban Missile Crisis. (G, H, P)  **W.65** Explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties. (H, P)    **W.66** Draw evidence from literary or informational texts to support analysis, reflection, and research describing how the work of scientists in the 20th century influenced historical events, changed the lives of the general populace, and led to further scientific research including Albert Einstein, Enrico Fermi, J. Robert Oppenheimer, Edward Teller, Wernher von Braun, Jonas Salk, James Watson, and Francis Crick. (C, P)  **W.67** Identify Africa’s climate, physical processes, geographical features, resources, human modifications, and population patterns and list the major natural resources and their relationship to the economy of the region. (E, G)  **W.68** Describe the development and goals of nationalist movements in Africa, including the ideas and importance of nationalist leaders, including Jomo Kenyatta, Patrice Lumumba, and Gamal Abdel Nasser. (H, P)  **W.69** Explain the fight against and dismantling of the apartheid system in South Africa, including the role of Nelson Mandela and the African National Congress in ending apartheid. (H, P)  **W.70** Evaluate the challenges in Africa, including its geopolitical, cultural, military, and economic significance and the international relationships in which Africa is involved including the civil war in the Democratic Republic of Congo. (C, E, P)  **W.71** Identify the climate, physical processes, geographical features, human modifications, and population patterns of Asia, and list the major natural resources and their relationship to the economy of the region. (E, G)  **W.72** Conduct a short research project describing the consequences of the political and economic upheavals in China, including the Great Leap Forward, the Cultural Revolution, the Tiananmen Square uprising, and relations with Tibet and Taiwan. (C, E, H, P)  **W.73** List the reasons for, and the effects of, the partition of the Indian subcontinent into India and Pakistan in 1947. (G, H, P)  **W.74** Explain the historical factors that created a stable democratic government in India and the role of Mohandas Gandhi, Jawaharlal Nehru, and Indira Gandhi in its development. (C, H, P)  **W.75** Explain why the Chinese and Indian governments have sought to control population growth and the methods they use. (C, G, P).  **W.76** Analyze Asia’s postwar economic rise, including Japan’s adaptation of western technology and industrial growth, China’s economic modernization under Dèng Xiaopíng, and India’s economic growth through market-oriented reforms as well as the economic growth of Hong Kong, Republic of Korea, Singapore, and Taiwan. (C, H, E)  **W.77** Delineate and evaluate the argument in a text describing the economic crises, soaring national debts, and the intervention of the International Monetary Fund (IMF) and the World Bank. (E, P)  **W.78** Identify the climate, physical processes, the North Atlantic Current, geographical features, human modifications, and population patterns of Europe and list the major natural resources and their relationship to the economy of the region. (E, G)  **W.79** Write an informational piece describing the weaknesses of the Soviet command economy, the burdens of Soviet military commitments, and its eventual collapse. (E, H, P)  **W.80** Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries’ resurgence in the 1970s and 1980s as people in the former Soviet satellites sought freedom from Soviet control. (G, H, P)  **W.81** Explore the role of various leaders who helped lead the collapse of communism and transformation of Eastern Europe including Ronald Reagan, Václav Havel, Margaret Thatcher, and Lech Walesa, using multimedia resources. (H, P)  **W.82** Evaluate the consequences of the Soviet Union’s breakup, including the development of market economies, political and social instability, ethnic struggles, oil and gas politics, and the dangers of the spread of weapons and technologies of mass destruction to rogue states and terrorist organizations. (C, E, G, P)  **W.83** Write an opinion piece using valid reasoning and relevant and sufficient evidence on the creation of greater European economic and political unity, including The European Union and the Euro. (C, E, P)  **W.84** Analyze the climate, physical processes, geographical features, human modifications, and population patterns of Central America, and list the major natural resources and their relationship to the economy of the region. (E, G)  **W.85** Explain the struggle for economic autonomy, political sovereignty, and social justice that led to revolutions in Guatemala and Cuba, and armed insurgencies and civil war in many parts of Central America. (C, E, P)  **W.86** Compare the rise of military dictatorships in Argentina, Brazil, and Guatemala and the shift to democracy. (H, P)  **W.87** Evaluate the presence and influence of the United States in Latin America, including economic sanctions, military intervention in the War on Drugs, Organization of American States (OAS), and the Panama Canal. (E, H, P) | **W.59** Why did Mao believe permanent revolution was necessary for China?  **Content Vocabulary (Tier 3):**  Commune, Permanent revolution, Mao Zedong, coalition, deterrence, commune, proxy war, domino theory  **Academic Vocabulary (Tier 2)**:  temporary, emerge, triumph  **W.60** Why did Nikita Khrushchev build the Berlin Wall?  **W.61** What have been the role and effects of U.S. and USSR foreign policies and actions in the Middle East?  **W.62** Why did the Korean War begin?  How did the Vietnam War change the environment in Asia?  **Content Vocabulary (Tier 3):**  Napalm, Agent Orange, Proxy war  **Academic Vocabulary (Tier 2)**: expansion, transition, fundamental  **W.63** Are people from the Khmer Rouge to be held accountable for the Cambodian genocide?  **W.64** How were political relationships influenced by nuclear weapons?  **W.65** What were the SALT treaties?  **W.66** How did the work of scientists change life in the 20th Century?  **W.67** How does Africa’s features influence its economy?  **W.68** What did African nationalist leaders fight for during the Cold War?  **Content Vocabulary (Tier 3)**:  Nationalist, apartheid, African National Congress, Pan-Africanism, privatization  **Academic Vocabulary (Tier 2)**: diverse, theme, target, consent  **W.69** How did apartheid end in South Africa?  **W.70** Why is there a civil war in the Democratic Republic of the Congo?  **W.71** How does Asia’s features contribute to its economy?  **W.72** Why was the Great Leap Forward unsuccessful for China?  **W.73** How did India emerge as an independent country?  **W.74** What role did Mohandas Gandhi play in India’s independence?  **W.75** What is the problem with population growth in China and India?  **W.76** How did Japan increase its economic growth rate?  **W.77** How did the IMF support countries economically?  **W.78** How does Europe’s physical features contribute to its economy?  **W.79** How did economic and military instability lead to the collapse of the Soviet Union?  **W.80** How did popular revolutions help end Communist regimes in Eastern Europe?  **W.81** How did the Soviet Union fall?  What leaders played a major role in the fall of the Soviet Union?  **W.82** How did the fall of the Soviet Union impact Eastern Europe? What political, economic, and social challenges were faced by the new Russia?  **Content Vocabulary (Tier 3):**  Ethnic cleansing, Budget deficit, Post modernism, privatization, trade embargo, cartels, perestroika, glasnost, ethnic cleansing, magic realism, megacity, Fidel Castro  **Academic Vocabulary (Tier 2)**:  Demonstration, collapse, revealed, recovery, inhibition, autonomous  **W.83** What effect did the fall of the Soviet Union have on the economy and politics of Europe?  **W.84** How does Central America’s physical features contribute to its economy?  **W.85** How did economic problems lead to political instability in Latin America?  **W.86** What factors made it possible for military dictatorships to begin in Latin America?  **W.87** What effects did the drug trade have on Columbian and Mexican citizens??  How did the OAS oppose militaristic regimes in Latin America? | **W.59** Create a timeline of events for the Chinese Civil War. Specifications should be made concerning the rise of Mao Zedong and the war’s impact on civilians.  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 373-376. Print.  Literacy WHST.9-10.6  **W.60** Create journal entries from German citizens living on the West of the Wall and on the East of the Wall and the “Prague Spring. Students are to expand upon the idea of having access to democracy and freedom.  Winston Churchill’s “Iron Curtain” Speech, [Iron Curtain Speech- Winston Churchill](https://www.nationalchurchillmuseum.org/sinews-of-peace-iron-curtain-speech.html)  Joseph Stalin’s “Response to Churchill’s Speech, [Stalin's Response to Churchill's Iron Curtain Speech](https://legacy.fordham.edu/halsall/mod/1946stalin.html)  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 372 & 422. Print.  Literacy RH.9-10 .1, 2,3; WHST.9-10.1.D,2,3  **W.61** Examine the events that the US and USSR were involved in as it pertains to the Middle East. Ask students to justify or scrutinize the actions of both countries.   * [PBS- Middle East](http://www.pbs.org/wgbh/globalconnections/mideast/questions/uspolicy/) * McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 391-396. Print.   Literacy RH.9-10.1  **W.62** Determine who started the Korean War by examining two different textbook accounts. [Korean War](http://sheg.stanford.edu/upload/Lessons/Unit%2011_Cold%20War/Korean%20War%20Lesson%20Plan.pdf) Literacy RH.9-10.1A,8  Hypothesize why many Americans opposed the US’ involvement in the Vietnam War by analyzing primary sources. [Vietnam War](http://sheg.stanford.edu/upload/Lessons/Unit%2012_Cold%20War%20Culture%20and%20Civil%20Rights/Anti-Vietnam%20War%20Movement%20Lesson%20Plan.pdf)  Literacy RH.9-10.1A,8  Harry D. Truman’s “Truman Doctrine” ,(1080L), [Truman Doctrine](http://www.vcdh.virginia.edu/solguide/VUS12/vus12b01.html)  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 378. Print.  Literacy RH.9-10.1  **W.63** After watching the PBS documentary “Enemies of the People,” students are to compare what happened in Cambodia to other 20th century genocides such as the Holocaust, Rwanda, and Armenian.   * [Enemies of the People](http://www.pbs.org/pov/enemies/lesson_plan.php) * McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 389. Print.   Vaclav Havel’s “The Power of the Powerless”, [The Power of the Powerless- Vaclav Havet](http://vaclavhavel.cz/showtrans.php?cat=eseje&val=2_aj_eseje.html&typ=HTML)  Literacy RH.9-10.1  **W.64** Using political cartoons and speech excerpts, students are to determine Kennedy’s and Khrushchev’s reaction to the issue in Cuba.   * [Cuban Missile Crisis](http://sheg.stanford.edu/upload/Lessons/Unit%2011_Cold%20War/Cuban%20Missile%20Crisis%20Lesson%20Plan.pdf) * McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 379. Print.   Literacy RH.9-10.1  **W.65** Determine the difference of the Khrushchev and Brezhnev regimes by analyzing the goals and impacts of the SALT treaties.   * McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 422. Print.   Literacy RH.9-10.1  **W.66** Research and compile information about science and the environment in the 20th Century.  Compare the effects of the scientists in the 20th Century to the present.  <https://www.tes.com/lessons/GF2t2Ywa7lXXaw/6-1-science-and-the-environment-in-the-20th-century>  Literacy RH.9-10.1; WHST.9-10.1,2  **W.67** Locate major regions and physical features of Africa on a map.  Explain how African communities use the resources to their advantage.  Analyze how early imperialist empires (France, Great Britain, Germany) have stolen, and continue to steal, land and resources from the continent.  Construct a vision of Africa’s economic status and possibilities in the present day if imperialism did not take hold of the continent. Literacy WHST.9-10.4  [**Physical Features**](http://education.nationalgeographic.org/encyclopedia/africa-physical-geography/)  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 397-400. Print.  **W.68** Create a graphic organizer noting key African leaders, their country of origin, and their views on government and the economy that describes the development and goals of nationalist movements in Africa, including the ideas and importance of nationalist leaders, including Jomo Kenyatta, Patrice Lumumba, and Gamal Abdel Nasser.  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 398-400. Print.  Literacy RH.9-10.7  **W.69** Research Nelson Mandela’s role in the ending of apartheid in South Africa.  Create journals expressing citizen sentiment about life under apartheid, and then life after it ended.   * [Resources](http://www.nea.org/tools/lessons/57530.htm) * McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 400-402. Print.   Literacy WHST.9-10.8  **W.70** Evaluate the challenges in Africa, including its geopolitical, cultural, military, and economic significance and the international relationships in which Africa is involved including the civil war in the Democratic Republic of Congo.  <http://www.bbc.com/news/world-africa-13283212>  Analyze the impact of King Leopold’s exploration that led to constant exploitation of the Congo’s resources.  <http://www.thehobgoblin.co.uk/journal/h32002_RC_Leopold.htm>  Text Pg. 233  Literacy RH.9-10.2,3;Literacy WHST.9-10.8  **W.71** Locate major physical regions of Asia on a map.  Explain how Asian communities use the continent’s resources to their advantage.  Analyze how some resources on the continent may cause a hindrance to civilization.  [**Asia's Resources**](http://education.nationalgeographic.org/encyclopedia/asia/)  Literacy WHST.9-10.9  **W.72** Analyze the role of Chinese youth in the Cultural Revolution. [Lesson](http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/Grade%2010%20S2/10.9.4%20Cultural%20Revolution%20China%20Cover%20Page.pdf)  Create a newspaper article stressing the importance of the Little Red Book during the revolution.  Formulate a timeline of events for the Great Leap Forward, highlighting setbacks.  Conduct a short research project describing the consequences of the political and economic upheavals in China, including the Great Leap Forward, the Cultural Revolution, the Tiananmen Square uprising, and relations with Tibet and Taiwan.  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 374. Print.  Literacy RH.9-10.2,3;Literacy WHST.9-10.8  **W.73- W.74** Create a T-Chart explaining the causes of India’s independence, and the challenges the country faced afterwards. List the reasons for, and the effects of, the partition of the Indian subcontinent into India and Pakistan in 1947 and explain the historical factors that created a stable democratic government in India and the role of Mohandas Gandhi, Jawaharlal Nehru, and Indira Gandhi in its development  Mohandas K. Gandhi’s “Indian Home Rule” , [Indian Home Rule- Gandhi](http://public.wsu.edu/~brians/world_civ/worldcivreader/world_civ_reader_2/gandhi.html)  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 386-390. Print.  Literacy RH.9-10.2,3;Literacy WHST.9-10.8  **W.75** Compare and Contrast China’s and India’s policies for population control.  [China and India Population Control](http://education.nationalgeographic.org/archive/xpeditions/lessons/09/g912/population.html)  Literacy RH.9-10.2,3  **W.76-W.77** Discover Japan’s ability to surpass its past social and economic conditions from WWII.  Explain how the IMF played a role in the increasing economic growth rate of Japan.  [Japan](http://www.brookings.edu/~/media/Projects/BPEA/1996-2/1996b_bpea_ito_weinstein.PDF)  pp. 264-265  Literacy RH.9-10.1,2  **W.78** Locate major physical regions and features on a map.  Describe the advantages and disadvantages of certain regions in Europe.  Compare and contrast Western Europe and Eastern Europe using a T-chart.  Analyze the impact of Europe’s usage of resources on the environment.  [Europe](http://education.nationalgeographic.org/encyclopedia/europe-physical-geography/)  Literacy RH.9-10.1,2  **W.79-W.80** Compare and contrast the economic policies of Nikita Khrushchev, Kosygin and Brezhnev, and Mikhail Gorbachev.  Analyze the fall of Communism in Poland and Romania, and how it impacted the fall of the USSR. Compose this information into an informational writing piece.  <http://www.history.com/topics/russian-revolution>  <http://www.localhistories.org/communism.html>  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 421-422 & 432-435. Print.  Literacy RH.9-10.1,2,3  **W.81-W.82** Compose a T-chart of leaders that contributed to the collapse of communism in Eastern Europe and their accomplishments.  Have students complete a stationed jigsaw activity where they are able to research the impact of the fall of the USSR on Eastern Europe economically, politically, and socially. Students can then present their findings to the class in groups.  [**Fall of the Soviet Union**](http://www.history.com/topics/cold-war/fall-of-soviet-union) **(summaries and videos)**  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 434-436. Print.  Literacy RH.9-10.1,2,3  **W.83** Use a flow chart to identify the events that led to the formation of the European Union in 1993.  Write a mock newspaper article describing the formation of the EU and the creation of the Euro from the standpoint of an EU country.  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 437-440. Print.  Literacy WHST.9-10.1,2  **W.84** Identify major regions and features on a map.  Explain the shift in Central (Latin) America importing manufactured goods to the region to producing its own manufactured goods.  <http://www.cotf.edu/earthinfo/camerica/CAgeo.html>  Literacy RH.9-10.1,5,8  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 403. Print.  **W.85-W.86** Use a graphic organizer to list significant political events that happened in Latin American countries such as: Haiti, Cuba, Guatemala, Chile, and El Salvador.  Research the advantages and gains of Castro’s regime in Cuba. Literacy WHST.9-10.1  Compare and contrast the rise of military dictatorships in Latin American countries such as: Argentina, Brazil, Cuba, and Guatemala.  Literacy RH.9-10.9  Create propaganda posters urging democracy in Latin America. Host a gallery walk during class to display student work.  [Castro](http://www.pbs.org/wgbh/amex/castro/tguide/)  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 403-409. Print.  **W.87** After viewing films and statistics about the War on Drugs, create an opinion piece on the effectiveness of America’s policies and interventions.  Describe how the OAS implemented its strategies in Latin America.  Literacy WHST.9-10.2,3  [PBS- War on Drugs](http://www.pbs.org/wgbh/pages/frontline/shows/drugs/)  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 404-405. Print. | |

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| Tasks for State Recommended Readings |
| * Complete Document Analysis Sheet to briefly introduce students to reading and identifying primary sources <https://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf> * Copy the text or words of the famous speech into a word cloud generator such as http://wordle.net or http://tagxedo.com. Have students pick out most interesting words, largest/most frequently used, and unfamiliar words...all before students actually study the primary source. * For a more rigorous writing activity; take a famous speech or letter as a primary source. Tell students that they are to pretend to be a reporter interviewing this person (on whatever topic the p.s. is related to). Their assignment is to create a series of questions and pull excerpts from the primary source that would make it appear that the historical persona is answering the questions. The questions should be based on the 5 w's and 1 h of good writing. * Assign students one primary source. Tell them that they must come up with five Twitter-like status updates (140 characters or less) that could be used that will accurately explain what the primary source is about. Have students work individually or in small groups. Allow them to post their status updates and allow the class to choose the best. |

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| **Literacy Lessons and Activities:** | | |
| **Reading Excerpt**  *Night* by Elie Wiesel  **Writing Prompt:**  Discuss why it is important to study the Holocaust, and why it should not be forgotten. Use references from “Night” to validate your arguments.  **Literacy. WHST.9-10.1A** Mandela **Writing Prompt:**  Using the resources below In an essay discuss why it is important to study the Mandela and why he should not be forgotten. Use references from the resources to validate your arguments.  [Death of Nelson Mandela: Complete Coverage - Interactive Feature](http://www.nytimes.com/interactive/2013/12/05/world/africa/nelson-mandela-obit-coverage.html) is a New York Times resource that features a slide show, posters, memories, speeches, and reactions to Mandela’s death from notable figures. An additional multimedia section includes recorded memories of photographers who photographed him; video of music he inspired by musicians like Carlos Santana, Wayne Shorter, Hugh Masekela, Simple Minds, and others; a biographical timeline, and more.  **Literacy. WHST.9-10.1A** | **W.44- Mussolini:**  **Reading Excerpt**  *The Life of Benito Mussolini* by Margherita Sarfatti  **Activity:**  After reading excerpts from this biography, have students use the details from the text to write about how support for a militaristic regime was gained through propaganda and terror.  **Literacy.RI.9-10.2****, RI.9-10.3**  Research how scientific developments (tires, iron, etc.) were linked to the deteriorating conditions for the workers in the Congo.  <http://www.bbc.com/news/magazine-24396390> | **Activity:**  Write an opinionated pieced on why dictatorial regimes often target culture and literature when attempting to gain control.  **Literacy.RI.9-10.4**  Students in **grades 9-12** compare two speeches or writings from Mandela and King in  [Freedom Fighters](http://www.discoveryeducation.com/teachers/free-lesson-plans/freedom-fighters.cfm).  [The Atlantic Conference](http://avalon.law.yale.edu/subject_menus/atmenu.asp) |

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| Resource Links |
| **World Wars**   * Russian Revolution: <http://wars.mrdonn.org/russianrevolution.html> * Russian Revolution: <http://www.discoveryeducation.com/teachers/free-lesson-plans/the-russian-revolution.cfm> * Zimmerman Telegram: <https://www.archives.gov/education/lessons/zimmermann/> * “All Quiet on the Western Front”: <http://www.discoveryeducation.com/teachers/free-lesson-plans/all-quiet-on-the-western-front.cfm> * Japan 1900-1950: <http://afe.easia.columbia.edu/tps/1900_jp.htm> * Totalitarianism: <http://turbulenttotalitarianism.weebly.com/simulation---methods-of-madness.html> * Appeasement: <https://sheg.stanford.edu/appeasement> * WWII General Resources: <http://besthistorysites.net/ww2/> * WWII General Resources: <https://www.pbs.org/thewar/edu_lesson_plan.htm> * WWII Chronology: <https://multimedialearningllc.wordpress.com/2009/04/14/major-wwii-battles-chronology-lesson/> * Scholastic Online WWII: <http://www.scholastic.com/teachers/unit/world-war-ii-everything-you-need> * The Rule of Mussolini: <http://www.activehistory.co.uk/Miscellaneous/menus/IB/mussolini/> * FDR: <http://edsitement.neh.gov/lesson-plan/fdrs-fireside-chats-power-words> * Hitler’s Tyranny: <http://www.holocaust-trc.org/the-holocaust-education-program-resource-guide/a-study-in-tyranny/> * Stalin and the Soviet Union: <http://victimsofcommunism.org/wp-content/uploads/2014/03/VOC-105_Study_Guide_Stalin.pdf> * Yalta Conference: <https://www.trumanlibrary.org/whistlestop/lessons/full.php?lessonID=153>   **The Cold War**   * Mao Zedong and the Cultural Revolution: <https://mbhs.edu/~swaneyda/files/AP%20Comp.%20Gov./China/Articles%20&%20Videos%20on%20China/MAO%20Zedong%20Resource%20Guide.pdf> * SHEG China’s revolution: <https://sheg.stanford.edu/chinas-cultural-revolution> * The Role of NATO: <http://www.discoveryeducation.com/teachers/free-lesson-plans/the-role-of-nato.cfm> * Containment: <http://edsitement.neh.gov/lesson-plan/strategy-containment-1947-1948> * The Gandhi Foundation: <https://gandhifoundation.org/resources/> * Democratic Republic of the Congo: <http://www.ncpublicschools.org/docs/curriculum/socialstudies/middlegrades/africa/drclesson4africasfirstworldwar.pdf> * Cartoons of USSR Collapse: <http://hti.osu.edu/opper/lesson-plans/cartooning-collapse-soviet-union> * Reagan and Communism: <http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/reagan-guide/> * SALT Treaty: <http://www.pbs.org/avoidingarmageddon/getInvolved/involved_02_01_lesson3.html> |