# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope and Sequence of Essential Learning:</td>
<td></td>
</tr>
<tr>
<td>Unit 1: European Renaissance and Reformation (7 Days)</td>
<td>2</td>
</tr>
<tr>
<td>Unit 2: Absolute Monarchs (5 Days)</td>
<td>5</td>
</tr>
<tr>
<td>Unit 3: Scientific Revolution and Enlightenment (5 Days)</td>
<td>8</td>
</tr>
<tr>
<td>Unit 4: French Revolution, Napoleon and Nationalism (9 Days)</td>
<td>11</td>
</tr>
<tr>
<td>Unit 5: Industrial Revolution and Democratic Reforms (7 Days)</td>
<td>14</td>
</tr>
<tr>
<td>Unit 6: Imperialism (7 Days)</td>
<td>17</td>
</tr>
<tr>
<td>Unit 7: Global Conflicts (12 Days)</td>
<td>20</td>
</tr>
<tr>
<td>Unit 8: Post-War Independence Movements (8 Days)</td>
<td>23</td>
</tr>
<tr>
<td>Unit 9: Collapse of Communism (5 Days)</td>
<td>25</td>
</tr>
<tr>
<td>Unit 10: The Modern World (14 Days)</td>
<td>27</td>
</tr>
</tbody>
</table>
Course Description

This World History course examines social, cultural, political and economic changes, events and concepts that defined and shaped the 20th century.

The course begins in Europe during the 15th century with the Renaissance and Protestant Reformation. Other European historical events, such as the Age of Absolutism and the French Revolution, will be presented.

Particular emphasis will be placed on the height of European imperialism, causes and effects of the First and Second World Wars, rise of totalitarian regimes, decolonization and the rise of nation-states, genocides and civil wars, revolutions in Asia, Africa and Latin America, Middle East conflict, fall of the Soviet bloc, social and intellectual movements, scientific and technological breakthroughs, and economic globalization. It will also attempt to assess the impact of these and other subjects upon today's world.
Unit 1: European Renaissance and Reformation (Number of Days: 7)

Why Is This Unit Important?

This unit will examine and explore the Renaissance and Reformation that took place in Europe starting in the 15th century. The Renaissance brought about a rebirth of thinking, a humanistic philosophy, and a renewed appreciation for the arts. These changes paved the way for a revolution in religion known as the Reformation. The present state of world-wide Christianity has its roots in this period.

Enduring Understandings

1. The Renaissance marks a rebirth of ancient ideas and styles (topical)
2. Renaissance trends in literature, art and architecture inspired many movements still seen today (overarching)
3. Many of Europe’s political and religious divisions are directly related to the divisions produced during the Reformation (overarching)
4. Renaissance thinkers and Martin Luther set a precedent for challenging authority of the Church (topical)

Essential Questions:

1. Was the Renaissance truly a “rebirth”?
2. What did it mean to be a “Renaissance Man”?
3. How is art a reflection of societal attitude?
4. Does a paradox exist between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society?
5. Did the Reformation have a lasting effect on the Catholic Church?
6. What effect does technology have on expanding new ideas?

Acquired Knowledge

1. Identify major Renaissance thinkers
2. Describe the style of Renaissance art
3. Explain the spread of Renaissance ideas
4. Identify the causes of the Protestant Reformation
5. Classify different branches of Christianity
6. Describe Martin Luther’s problems with the Catholic Church

Acquired Skills

1. Locate centers of Renaissance thought on a map of Europe
2. Analyze styles of paintings and architecture
3. Differentiate between the Italian Renaissance and the Northern Renaissance
4. Analyze primary sources of Catholic and Protestant perspectives on the Reformation
5. Evaluate Martin Luther’s effect on history
6. Compare and Contrast the Reforms of the Catholic Reformation and Protestant Reformation
7. Locate Catholic regions and Protestant regions on a European map

Benchmark or Major Assessments

Formative Assessments:
1. Renaissance Socratic Discussion: Students will discuss the impact of Renaissance ideas on the progression of European society
2. Utopian Society Creation: Student groups will describe, discuss and plan a utopian community.
3. Modern Theses: Students will develop a modern example of Martin Luther’s 95 Theses in relation to a current administration, organization or authority
4. Luther Woodcut: Students create a Luther-style cartoon explaining the grievances with the Catholic Church during the 16th century
5. Catholic Reformation Campaign Poster: Students will create a poster that will encourage and persuade people to rejoin or remain loyal to the Catholic Church

Summative Assessments:
1. Unit Test: Multiple Choice, Short Answer, Essay, OEQ, Map Skills
2. Skit: Students will write and perform a skit displaying the major ideas of the various groups that emerged out of the Reformation
3. GRASPS Assessment:
   Goal: To create an advertising campaign that will encourage and persuade people to rejoin or remain loyal to the Catholic Church
   Role: Advertising firm to prepare and present advertisement to Vatican for approval
   Audience: Catholics in Europe during the Reformation
   Situation: Catholics in Europe have been converting to other religions. The Vatican has asked your advertising firm to create an advertising campaign that will keep Catholics in the Catholic Church. The Vatican will review all advertising and select one to implement
   Product: An advertisement that concentrates on encouraging and persuading people to rejoin or remain loyal to the Catholic Church
   Standards: A grading rubric will be provided for each aspect of this assessment

Interdisciplinary Connections
1. Reading informational text and vocabulary development - Language Arts
2. Develop Research Skills
3. Examine and create works of art - Visual Arts
4. Performing a skit - Public Speaking
Accommodations

1. Students will be provided research guides to help identify key information to be included in their skits
2. Vocabulary guide of key terms
3. Study guide for summative assessment

Extensions

1. Students will read the writings of Martin Luther, John Calvin or James I and explain how these writings influenced the social fabric of Europe

List of Applicable NJCCS and Standards/CPIs


Teacher Resources

1. World History: *Patterns of Interaction*, McDougal Littell, Inc., 2005 - Chapter 17
2. Video: *Martin Luther Driven to Defiance, The Reluctant Revolutionary* (PBS, 2003)
3. Video: Tour of Versailles

Technology Integration

1. Data bases for internet research
Unit 2: Absolute Monarchs (Number of Days: 5)

Why Is This Unit Important?

This unit will examine the rise of European monarchs starting in the late 16th century who had absolute power over their realms. Many European monarchs of this time took advantage of the weakening power of the Catholic Church to claim more power for themselves. The Age of Absolutism led to many political, economic and social changes that had an impact on European development.

Enduring Understandings

1. The decreased authority of the Catholic Church helped to increase the power of absolute monarchs throughout Europe (topical)
2. Absolute monarchs of Europe used similar ruling styles to maintain power over their countries (topical)
3. The English Constitution produced reforms that still influence the development of constitutions throughout the world (overarching)

Essential Questions:

1. Is an absolute monarchy an effective way to rule?
2. What role should government play in supporting the arts?

Acquired Knowledge

1. Identify the conditions that allowed Absolutism to develop
2. Describe the defining characteristics of Absolutism
3. Describe the ruling styles of Louis XIV, Marie Theresa, Frederick the Great and Peter the Great
4. Identify the significant achievements of Louis XIV, Marie Theresa, Frederick the Great and Peter the Great
5. Explain the progression of the monarch in England from absolute monarch to constitutional monarch

Acquired Skills

1. Locate the countries of Europe with their corresponding absolute monarch
2. Compare and Contrast absolute monarchy with constitutional monarchy
3. Evaluate the reign of Louis XIV
4. Examine the influence of Maria Theresa and Frederick the Great
5. Compare and Contrast the economy and society of Russia and Western Europe
6. Analyze primary sources from England during the English Civil War
Benchmark or Major Assessments

Formative Assessments:
1. Debate: Students will debate the most “absolute” European monarch
2. Map Skills: Students will locate European countries on a map and connect them to their monarchs
3. Poem: Students will create a poem about Louis XIV from the viewpoint of a noble living in the palace of Versailles
4. Louis Essay: Students will write about whether Louis XIV had a positive or negative impact on France

Summative Assessments:
1. Unit Test: Multiple Choice, Short Answer, Essay, DBQ, Map Skills

Interdisciplinary Connections

1. Reading informational text and vocabulary development - Language Arts
2. Develop research skills
3. Develop public speaking skills - Public Speaking
4. Writing a poem/essay - Language Arts

Accommodations

1. Provide a graphic organizer for comparing the rules of two absolute monarchs
2. Provide essential vocabulary as unit begins
3. Provide additional time on assessment if stated in student’s IEP
4. List of countries will be provided for map of Europe
5. Struggling writers will be assigned a poem on Louis XIV

Extensions

1. Research one of the absolute monarchs during this time period and evaluate how effective it was in terms of political, social and economic growth

List of Applicable NJCCS and Standards/CPIs

6.2.12.A.2.b-c

Teacher Resources

1. World History: Patterns of Interaction, McDougal Littell, Inc., 2005 - Chapter 21
2. Video: Russia: Land of the Tsars (History Channel, 2003)
5. Frederick the Great Biography, ABC-CLIO
6. Maria Theresa Biography, ABC-CLIO
7. Video: Peter the Great, Discovery Education
8. Patterns of Revolution: the Importance of the French Revolution- Western Civilization Volume 2
Unit 3: Scientific Revolution and Enlightenment (Number of Days: 5)

Why Is This Unit Important?

This unit will examine the discovery of new scientific ideas and the revolution in thought that emerged as a result. The Enlightenment, or Age of Reason, paved the way for revolutions throughout Europe and the world. This new way of thinking led people to challenge old, accepted ideas. Modern ideas of democracy were first formulated during this time period.

Enduring Understandings

1. Scientific discoveries led to a new understanding of the natural world (overarching)
2. The ideas of the Enlightenment philosophers led to an increased desire for an end to absolutism (overarching)
3. The heliocentric theory paved the way for other Scientific discoveries/inventions (topical)
4. The philosophers questioned existing forms of government, religion, education, etc. (topical)

Essential Questions:

1. How did the Scientific Revolution transform European society?
2. Why has there been a history of conflict between science and faith?
3. Did women experience/influence the Enlightenment?

Acquired Knowledge

1. Identify causes of the Scientific Revolution
2. Summarize the development of the heliocentric theory
3. Identify major Enlightenment thinkers
4. Explain the ideas of Enlightenment thinkers
5. Describe the spread of the Enlightenment
6. Identify the defining qualities of the Enlightened Despots

Acquired Skills

1. Evaluate the significance of the major contributors to the Scientific Revolution
2. Compare and contrast the ideas of Thomas Hobbes and John Locke
3. Analyze primary sources from Hobbes, Locke, Voltaire, Rousseau, Montesquieu and Wollstonecraft
4. Analyze the impact of the Enlightenment ideas on the United States government
5. Discuss the reaction of the Catholic Church to the ideas of the Scientific Revolution
**Benchmark or Major Assessments**

**Formative Assessments:**
1. Nobel Prize Nomination Essay: Students will nominate one Scientific Revolution-era scientist to receive the Nobel Prize. Student essays should include major reasons why this person deserves the prize.
2. Enlightenment philosopher PowerPoint: Students research the major ideas and impact of an enlightenment philosopher, create a PowerPoint and teach a lesson to their classmates. “Teachers” give the class an assessment (quiz, short answer questions).

**Summative Assessments:**
1. Unit Test: Multiple Choice, Short Answer, Essay, OEQ, Map Skills
2. Salon: Students will research an enlightenment or scientific revolution figure and “become” that person in order to mingle with others at an Enlightenment-style salon

**Interdisciplinary Connections**
1. Reading informational text and vocabulary development - Language Arts
2. Develop research skills
3. Develop public speaking skills - Public Speaking
4. Evaluate scientific theories and accomplishments - Science
5. Writing an essay - Language Arts

**Accommodations**
1. Students will be provided an outline to help them format the Nobel Prize essay
2. A list of data bases will be provided
3. Provide essential vocabulary as unit begins
4. Provide additional time on assessment if stated in student’s IEP

**Extensions**
1. Students will read the works of Locke, Hobbes, Voltaire, Rousseau, Montesquieu or Wollstonecraft. The teacher will require that the student makes connections between the reading and what the historical period.

**List of Applicable NJCCS and Standards/CPIs**


**Teacher Resources**
1. World History: *Patterns of Interaction*, McDougal Littell, Inc., 2005 - Chapter 22

**Technology Integration**

1. Enlightenment philosopher PowerPoint: Students research the major ideas and impact of an Enlightenment philosopher, create a PowerPoint and teach a lesson to their classmates
Unit 4: French Revolution, Napoleon and Nationalism (Number of Days: 9)

Why Is This Unit Important?

This unit will examine the dramatic revolution that occurred in France at the end of the 18th century. This bloody revolution led to the emergence of a strong emperor (Napoleon). Napoleon’s exploits in Europe, in turn, led to the development of nationalism throughout Europe and the world. After Napoleon’s downfall, the Congress of Vienna met to create a new European order which helped formulate the concept of modern nation-states.

Enduring Understandings

1. Enlightenment values led revolutionaries to challenge the Old Regime and the Monarchy (overarching)
2. The success of the American Revolution inspired the French Revolution (overarching)
3. Students will develop an understanding of how social inequalities can erupt into revolution (overarching)
4. Students will evaluate the political and military impact of Napoleon’s reign (topical)
5. Students will identify the impact of nationalism upon revolutions, national unifications and secessions (topical)

Essential Questions:

1. What were the short/long term effects of the Reign of Terror?
2. When it comes to revolutions, do “The Ends Justify the Means”?
3. Did the Congress of Vienna push Europe into the modern era?

Acquired Knowledge

1. Identify causes of the French Revolution
2. Summarize the changes Napoleon brought to France
3. Explain Napoleon’s major mistakes and downfall from power
4. Identify the goals and effects of the Congress of Vienna
5. Describe Nationalist Revolutions in the Western Hemisphere

Acquired Skills

1. Compare and contrast France under Louis XVI, Robespierre and Napoleon
2. Evaluate the role social inequality had in causing the French Revolution
3. Analyze Napoleon’s tactics in forging his Empire
4. Examine the impact of Nationalism throughout the world
**Benchmark or Major Assessments**

**Formative Assessments:**
1. Events of the French Revolution Presentation: Students will research a major event in the French Revolution and present the details to the class
2. Napoleon Debate: Students will debate whether Napoleon was a hero or a tyrant
3. Fall of Napoleon Newscast/Podcast: Students will create a newscast/podcast documenting an event that led to Napoleon’s downfall
4. Nationalistic Revolutions Map: Students will identify countries that experience nationalistic revolutions

**Summative Assessments:**
1. Unit Test: Multiple Choice, Short Answer, Essay, DBQ, Map Skills

**Interdisciplinary Connections**
1. Reading informational text and vocabulary development - Language Arts
2. Develop research skills
3. Develop public speaking skills - Public Speaking

**Accommodations**
1. Provide a checklist of terms to be included in the French Revolution Presentation and the Fall of Napoleon Newscast
2. Provided a word-bank for the Nationalistic Revolutions Map
3. Provide additional time on assessment if stated in student’s IEP
4. Provide a list of data bases for this project

**Extensions**
1. Students will read *The Age of Napoleon* and compare the Durant's view of Napoleon with another source

**List of Applicable NJCCS and Standards/CPIs**

6.2.12.A.3.a-d

**Teacher Resources**
3. Video: The French Revolution (History Channel, 2005)

**Technology Integration**

1. Newscast/ Podcast: Fall of Napoleon (see formative assessments above)
Unit 5: Industrial Revolution and Democratic Reforms (Number of Days: 7)

Why Is This Unit Important?

This unit will examine the Industrial Revolution that began in England in the late 18th century. This abrupt move to machine-made goods had a dramatic impact on urban growth, the natural environment and global inequality. Industrialization also brought about major democratic reforms, inspired new social philosophers and led to late-nineteenth century technological progress.

Enduring Understandings

1. Students will be able to explain the role industrialization had on economic systems in Europe (overarching)
2. Students will develop an understanding of how industrialization led to the need for increased supplies of raw materials and, in turn, increased global inequality (overarching)
3. Students will analyze the impact of industrialization on the working class population of Europe (topical)
4. Students will examine the impact of industrialization on the growing desire for universal suffrage (topical)

Essential Questions:

1. Did the Industrial Revolution make life better for the average person living in England?
2. Were new methods of transportation responsible for the success of Industrialization?
3. Should there be any government restrictions on business or should the government “let-do?”
4. Should workers be allowed to unionize?

Acquired Knowledge

1. Identify the natural advantages that allowed England to be the first to industrialize
2. Summarize the major textile and transportation inventions of the Industrial Revolution
3. Explain the conditions workers faced in factories
4. Trace the development of reform movements in England in the 19th century
5. Explain the ideas of 19th century social philosophers
6. Identify the major inventions of the late 19th century

Acquired Skills

1. Examine how the agricultural revolution led to the industrial revolution
2. Contrast Marxism with Capitalism
3. Evaluate the urbanization caused by Industrialization
4. Analyze primary source documents discussing working conditions in factories
5. Evaluate the expansion of democracy in England in the 19th century

Benchmark or Major Assessments

Formative Assessments:
1. Glogster assignment: Students choose an invention from the Industrial Revolution and create an advertisement for the invention using Glogster
2. Factory-life panel discussion: Students read testimonies from factory workers during the Industrial Revolution and participate in a discussion outlining conditions and developing proposals to change these working conditions
3. Child Labor Creative Writing: Students write first hand accounts of an average working day as a child laborer
4. Child Labor Complaint Letter: Students research companies that use child labor and write a complaint letter to the company
5. Economic philosophy chart: Students compare/contrast different economic philosophies

Summative Assessments:
1. Unit Test: Multiple Choice, Short Answer, Essay, OEQ, Map Skills

Interdisciplinary Connections

1. Reading informational text and vocabulary development - Language Arts
2. Develop research skills
3. Develop public speaking skills - Public Speaking
4. Create a glog using Glogster - Multimedia
5. Writing a letter - Language Arts

Accommodations

1. Provide a list of terms that will be included in this unit
2. Provide additional time on assessment if stated in student’s IEP
3. Struggling writers will be assigned a first-hand account creative writing assignment on child labor

Extensions

1. Students will present their research using a multi-media presentation other than Glogster (PowerPoint, Prezi)

List of Applicable NJCCS and Standards/CPIs

Teacher Resources

5. Where Sweatshops Are a Dream: Upfront Magazine

Technology Integration

1. Glogster assignment (see formative assessments above)
Unit 6: Imperialism (Number of Days: 7)

Why Is This Unit Important?

This unit will examine the push by European nation-states to develop overseas empires, starting in the 19th century. This “new” imperialism was the result of nationalistic pride, European industrialization and the social Darwinism it spawned. The people in Africa and Asia suffered exploitation and a loss of their sovereignty, yet benefited from technological advances the Europeans introduced. After World War II, various groups in these regions led successful independence movements against their European conquerors. However, the legacy of imperialism has resulted in problems that can still be seen today.

Enduring Understandings

1. Imperialism in the 19th century was an effect of industrialization and a rise of nationalism in Europe (overarching)
2. Imperialism sewed the seeds of long-lasting political, economic and cultural problems (overarching)
3. Imperialism was an attempt to dominate the politics, economics and culture of Africa, Asia and other regions (overarching)
4. European Imperialism increased tensions between European nations, leading to World War I (topical)
5. Nations used different forms of imperialism to control their colonies (topical)

Essential Questions:

1. Is imperialism beneficial for the colonies in which it was applied?
2. Is imperialism justified?
3. Is American Imperialism hypocritical?
4. What role did Industrialization play in rise of imperialism?

Acquired Knowledge

1. Define imperialism
2. Identify causes and effects of imperialism
3. Contrast the different forms of imperialism
4. Evaluate the long-term effects of imperialism
5. Identify the impact of imperialism on the global economy

Acquired Skills

1. Label maps of Africa, Asia and other regions
2. Analyze primary accounts of European and Indigenous people’s experiences
3. Debate the positives and negatives of imperialism and the justification for imperialism
4. Analyze the connections between the Industrial Revolution and Imperialism

**Benchmark or Major Assessments**

**Formative Assessments:**
1. Journal Entry: Students write a journal entry representing the side of a European Imperialist or an indigenous individual, explaining their interactions and reactions to imperialism
2. Map Activity: Students color map of Africa, identifying European colonizers
4. Student Discussion: Students read ‘Jungle Book’ and parts of ‘White Man’s Burden,’ then discuss the message and symbolism contained in each
5. Skits: Student actors portray various scenes from China’s interaction with the West
6. Student Discussion: Students will view and discuss images depicting Western views of Filipino Imperialism

**Summative Assessments:**
1. Unit Test: Multiple Choice, Short Answer, Essay, OEQ, Map Skills

**Interdisciplinary Connections**
1. Reading informational text and Vocabulary development - Language Arts
2. Develop research skills
3. Develop public speaking skills - Public Speaking
4. Develop acting skills - Performing Arts
5. Essay - Language Arts

**Accommodations**
1. Vocabulary guide of key terms
2. Study guide for summative assessment
3. Students watch clips from the movie ‘Jungle Book’ and read an annotated version of ‘White Man’s Burden’
4. Students will be given shortened and annotated primary sources with detailed, contextual information

**Extensions**
1. Students will review imperialism through the eyes of Machiavelli’s *The Prince* Chapters V-VII
List of Applicable NJCCS and Standards/CPIs


Teacher Resources

1. World History: *Patterns of Interaction*, McDougal Littell, Inc., 2005 - Chapter 27
Unit 7: Global Conflicts (Number of Days: 12)

Why Is This Unit Important?

This unit will provide an overview of the short- and long-term causes of World War I and World War II and the spread of communism following World War II. The two World Wars of the early twentieth century were a tumultuous time in which old empires fell, dictators rose and cold battle-lines were drawn between democratic/capitalistic and communist forces. These global conflicts dramatically shifted the balances of world power.

Enduring Understandings

1. European Imperialism, Nationalism and Competition led to World War I (overarching)
2. The outbreak of World War I led to various revolutions and eventually World War II (topical)
3. The fall of Empires created conditions that were conducive to the rise of dictators (topical)
4. Global uncertainty after World War I led to the rise of Communism (topical)

Essential Questions:

1. When is war not avoidable?
2. Is punishment to the losing countries justifiable? Is it effective in stopping further aggression?
3. What causes the rise of dictatorships?

Acquired Knowledge

1. Identify the causes and effects of World War I
2. Contrast the rule of dictators
3. Explain the rise of communism

Acquired Skills

1. Label a map with the participants and alliances in World War I and World War II
2. Create a timeline of major revolutions in the early 20th century
3. Debate the positives and negatives of communism
4. Analyze primary resources of soldiers during World War I
5. Assess the Treaty of Versailles
**Benchmark or Major Assessments**

**Formative Assessments:**
1. Diary Entry: Students write a journal entry representing the side of an Allied or Axis soldier engaged in trench warfare during World War I, discussing the different technological aspects of warfare.
2. Photo Analysis: Students will view photos from World War I and discuss soldier experiences.
3. Map Activity: Students label sides during World War I on a map of Europe.

**Summative Assessments:**
1. Unit Test: Multiple Choice, Short Answer, Essay, OEQ, Map Skills.
2. Simulation: Students research sides involved in the Treaty of Versailles; then, student actors re-enact the meeting.

**Interdisciplinary Connections**
1. Reading informational text and Vocabulary development - Language Arts.
2. Develop research skills.
3. Develop public speaking skills - Public Speaking.
4. Develop acting skills - Performing Arts.
5. Writing an essay - Language Arts.

**Accommodations**
1. Provide research guides to help identify key information to be included in their simulations.
2. Provide important vocabulary terms for this unit.
3. Students will be provided research guides to help identify key information to be included in their simulations.

**Extensions**
1. Students will read Karl Marx’s Communist Manifesto in order to obtain an insight into how Marx envisioned Communism. They will then compare Marx’s view with that of the Soviet Union under Communist rule.
2. Students will review the works of Vladimir Lenin and compare Lenin’s view of Soviet Communism with that of the later leaders; i.e., Khrushchev, Putin, Brezhnev, etc.

**List of Applicable NJCCS and Standards/CPIs**

6.2.12.A.4.a  
6.2.12.B.4.a,d  
6.2.12.C.4.c  
6.2.12.D.4.a
Teacher Resources

3. World War I pictures (Time Life)
4. The War to End All Wars (overview - from ABC-Clio) [http://worldhistory.abc-clio.com/Topics/Display/1186274](http://worldhistory.abc-clio.com/Topics/Display/1186274)
Unit 8: Post-War Independence Movements (Number of Days: 8)

Why Is This Unit Important?

A new world was ready to emerge out of the ashes of World War II. India and nations throughout Africa took advantage of the war-weariness of Europeans to finally realize their dreams of independence. Meanwhile, in the Middle East, the dream of Zionism was finally achieved, following the horrors of the Holocaust, with the creation of Israel. In China, Mao Zedong was busy mobilizing the peasant masses into a new vision of communism.

Enduring Understandings

1. World War II left European Empires in a weakened state (overarching)
2. Post-War nationalism in European colonies led to a desire for independence (topical)
3. Colonial populations used non-violent and violent methods for achieving independence (topical)
4. Many newly independent countries experienced economic struggles until recently
5. The creation of Israel created tensions that still impact the world today
6. Mao Zedong left a lasting imprint on China

Essential Questions:

1. When, if ever, are nations better off under colonial rule?
2. What preexisting conditions are necessary for revolutions to occur?
3. How effective are non-violent methods of protest?

Acquired Knowledge

1. Identify the causes of the decline of European Imperial Empires
2. Assess the methods used in independence movements
3. Explain civil disobedience
4. Evaluate the contributions of Mao Zedong and Mohandas K. Gandhi
5. Explain the effects of the creation of Israel

Acquired Skills

1. Compare and Contrast the methods of Mao and Gandhi
2. Label a map of the partition of India
3. Label a map of disputed territories surrounding Israel
4. Analyze primary sources of Gandhi and Mao
Benchmark or Major Assessments

Formative Assessments:
1. OEQ: Students utilize primary sources by Gandhi and Mao to answer open-ended questions
2. Map Activity: Students label new nations created by the partition of India
3. Diary Entry: Students write a journal entry from the point of view of a soldier fighting for or against Israel
4. Glogster: Students will electronically create a propaganda poster or anti-propaganda for Mao Zedong

Summative Assessments:
1. Unit Test: Multiple Choice, Short Answer, Essay, OEQ, Map Skills

Interdisciplinary Connections

1. Reading informational text and vocabulary development - Language Arts
2. Develop research skills
3. Writing an OEQ - Language Arts

Accommodations

1. Students will be given shortened and annotated primary sources with detailed, contextual information (from Mao Zedong, David Ben-Gurion, Golda Meir)

Extensions

1. Using excerpts from Gandhi’s Hind Swaraj [http://www.swaraj.org/hindswaraj.htm](http://www.swaraj.org/hindswaraj.htm), students will write a paper on how Gandhi’s view of Home Rule
2. Students can read a biography on one of the influential people presented in this unit (teacher must approve biography)

List of Applicable NJCCS and Standards/CPIs


Teacher Resources

1. World History: *Patterns of Interaction*, McDougal Littell, Inc., 2005 - Chapters 33-34
3. A&E Biography: Mao Tse-Tung: Peasant Emperor
Unit 9: Collapse of Communism (Number of Days: 5)

Why Is This Unit Important?

This unit will examine the fall of communism in Eastern Europe in the late 1980s and into the early 1990s. The end of European communism sent shockwaves throughout the world. The Cold War - which lasted nearly fifty years - was abruptly brought to an end; the fall of the Berlin Wall symbolized this end. Some countries made a swift shift to a free-market system often creating more shock than therapy. This sudden transition to democracy and capitalism also brought about some major geopolitical changes. Some of these changes were peaceful while, in others, the end of communism brought about a new nationalism that turned deadly.

Enduring Understandings

1. The fall of European communism signified an end to the Cold War (overarching)
2. The abrupt shift to democracy and free-market capitalism created chaos throughout Eastern Europe (topical)
3. Ethnic cleansing occurred in the mid-1990s in the former Yugoslavia (topical)
4. The USSR was dismantled as a result of the fall of communism (overarching)

Essential Questions:

1. Did the fall of Communism in Europe create unintended consequences?
2. Were countries that quickly adopted capitalism better off under a communist economy?
3. How did ethnic cleansing in the former Yugoslavia compare with other ethnic cleansings throughout history?

Acquired Knowledge

1. Identify the causes of the decline of the Soviet Union
2. Identify the perpetrators and victims of ethnic cleansing in the former Yugoslavia
3. Explain the chronological fall of communism throughout Eastern Europe
4. Evaluate the policies of glasnost and perestroika

Acquired Skills

1. Compare the effectiveness of shock therapy among former communist countries
2. Evaluate the tactics of the Solidarity Movement
3. Analyze the effect of Gorbachev’s reforms in the Soviet Union
Benchmark or Major Assessments

Formative Assessments:
1. OEQ: Students utilize a diary entry from ‘Zlata’s Diary’ to answer an open-ended question
2. Map Activity: Students chronologically trace the end of communism throughout Eastern Europe
3. Diary Entry: Students write a journal entry from the point of view of a Bosnian, Serb or Croat split up from former friends

Summative Assessments:
1. Unit Test: Multiple Choice, Short Answer, Essay, OEQ, Map Skills

Interdisciplinary Connections
1. Reading informational text and Vocabulary development - Language Arts
2. Develop research skills
3. Writing an OEQ - Language Arts

Accommodations
1. Vocabulary guide of key terms
2. Study guide for summative assessment

Extensions
1. Students will explore the civil war in Bosnia in more depth, concentrating on the international communities' response to this civil war and comparing that response to other more recent civil wars in Africa and the Middle East

List of Applicable NJCCS and Standards/CPIs


Teacher Resources
1. World History: Patterns of Interaction, McDougal Littell, Inc., 2005 - Chapter 35
2. Movie: Once Brothers [ESPN's 30 for 30 series (2010)]
Unit 10: The Modern World (Number of Days: 14)

Why Is This Unit Important?

This unit will examine events that occurred in Africa, China and the Middle East starting in the late 1980s and continuing until the present day. While Eastern Europe was throwing off communism, a failed protest movement in China ensured that communism would remain. In Africa, the brutal system of apartheid was brought to an end, but the horrors of genocide, starvation and child soldiering have created many enduring problems for Africans and the world community. Meanwhile, in the Middle East, an increase of radical Islamic forces and increased tensions with the West have brought about many conflicts and revolutions.

Enduring Understandings

1. The Rwandan Genocide, involving Hutus and Tutsis, was one of the biggest genocides of modern times (overarching)
2. The worldwide anti-apartheid movement finally ended apartheid in South Africa in the early 1990s (topical)
3. The Tiananmen Square massacre of 1989 represented a failed attempt to bring democracy to China (topical)
4. The tensions between Islamic and Western values had led to numerous wars and revolutions (overarching)

Essential Questions:

1. How has the international community dealt with terrorism?
2. Is there a peaceful resolution to the tension between Islamic and Western values?
3. What role should the international community play in ending genocides?

Acquired Knowledge

1. Identify the key players (and their roles) in the anti-apartheid movement
2. Evaluate the rise of radical Islam in the Middle East
3. Explain the failure of the Tiananmen Square protests
4. Evaluate the ‘War on Terror’
5. Explain the Arab Spring uprisings

Acquired Skills

1. Analyze the causes and consequences of the Rwandan Genocide
2. Compare Islamic and Western values
3. Analyze the role of petroleum in modern international affairs
Benchmark or Major Assessments

Formative Assessments:
1. Mid-East Peace Summit: Students take on Palestinian and Israeli roles and formally discuss land allocation and a strategy for ending violence
2. African Union meeting: The students participate in an "AU" meeting to help stop violence, human trafficking, war and starvation. Each group of students represents a country and makes proposals.
3. Economic Summit/Debate: Students representing the United States and China will debate economic policies and point out strategies/goals of the “other”

Summative Assessments:
1. Unit Test: Multiple Choice, Short Answer, Essay, OEQ, Map Skills

Interdisciplinary Connections

1. Reading informational text and vocabulary development - Language Arts
2. Develop research skills
3. Writing an OEQ - Language Arts

Accommodations

1. Vocabulary guide of key terms.
2. Study guide for summative assessment.

Extensions

1. Students will present a multi-media presentation explaining the Arab Spring uprising. Auto-video from several different sources must be used. The student will provide a concluding statement.

List of Applicable NJCCS and Standards/CPIs


Teacher Resources

6. Video: Obsession: Radical Islam’s War Against the West (2005)
7. http://www.fmep.org/ (Foundation for Middle East Peace)
8. Chinese view of Tiananmen Square Massacre 9:  
9. June 4, 1989 article about Massacre from NY Times:  
10. Videos of Massacre:  http://news.bbc.co.uk/2/hi/asia-pacific/8045838.stm ,  
http://www.cbsnews.com/video/watch/?id=5063379n
11. Lord’s Resistance Army video:  
12. Middle East Conflict resource page:  
http://www.pbs.org/newshour/extra/features/world/july-dec08/israel_12-30.html

**Technology Integration**

1. Research and Podcast project: This project is required for all students enrolled in this required course. A two-page analysis report is required along with a Podcast presentation.