

WORLD CULTURES

Revised and adopted

August 2016

Manchester Regional High School Board of Education

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Curriculum Committee for World Cultures

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I. Course Synopsis

The **Honors World Cultures** course is a social studies course for grade nine. It is designed to introduce the students to the concept/development of culture and the differences among regions of the world. The regions studied include: Africa, The Middle East, Western Europe, Latin America, The Far East, and Russia and Eastern Europe. The course will include geography, history, and the status of that region today. A major goal will be to help the students understand and appreciate the areas under study through critical thinking and historical interpretation. Another goal is to develop within the students problem solving and decision making skills that will enable them to meet the challenges of a changing world creatively and intelligently. Special projects and trips are planned to enhance student participation in the course.

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II. Philosophy & Rationale

To develop in students a sense of self: where have they been, are now and will be in the future; and prepare students to function in a democratic society by promoting global consciousness and cultural awareness, modeling equity and respect and teaching a sense of social responsibility through skills development in oration, writing and technology use.

COURSE DATA:

Length of Course:	One Year
Credits:	Five
Periods Per Week:	Five
Classification:	Required Grade 9
Prerequisite:	None

EVALUATION:

The purposes of evaluation are to provide information about student progress and to determine whether students have learned the subject matter, which has been taught. Teachers will evaluate student progress by using standardized or criterion referenced tests, quizzes, written and oral work, class participation, homework, examinations, special projects and current events.

MANCHESTER REGIONAL HIGH SCHOOL

A. COURSE TITLE: World Cultures

B. MINIMUM COURSE PROFICIENCIES:

Upon successful completion of this course, the student should be able to demonstrate proficiency in the following:

1. Oral Communication

- a. The student can improve his/her oral vocabulary.
- b. The student can employ an acceptable standard of oral English.
- c. The student can organize and present ideas and/or information.

2. Written Expression

- a. The student can organize information and/or Ideas according to acceptable outlining procedures.
- b. The student can write acceptable sentences and paragraphs.
- c. The student can write acceptable essays.

3. Vocabulary Skills

The student can improve his/her ability to define and use terminology associated with World history.

4. Research Skills

The student can use the resources of the library to complete required assignments and projects.

5. Career Study

The student can accumulate and can convey selected career information.

C. EVALUATION ACTIVITIES:

1. Tests
2. Quizzes
3. Class participation
4. Homework
5. Oral reports
6. Written reports
7. Group activities
8. Current events
9. Special projects

D. Grading structure: Benchmark for mastery of course content is 65%; content mastery for students with IEPs may be less than the Board of Education approved minimum for regular education students.

1. Tests30%
2. Quizzes.....20%
3. Class participation/activities.....20%
4. Homework.....15%
5. Projects/Historical Writing.....15%

NEW JERSEY CORE CURRICULUM CONTENT SOCIAL STUDIES STANDARDS

6.2 World History/Global Studies

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

6.2.12.A-B.1.a

6.2.12.B.1.b

6.2.12.C.1.a-e

6.2.12.D.1.a-f

Content Statement 2: Renaissance, Reformation, Scientific Revolution, and Enlightenment

6.2.12.A.2.a-e

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

6.2.12.A.3.a-e

6.2.12.B.3.a-b

6.2.12.C.a-e

6.2.12.D.3.a-e

Content Statement 4: A Half-Century of Crisis and Achievement: The era of the Great Wars

6.2.12.A.4.a-d

6.2.12.B.4.a-d

6.2.12.C.4.a-d

6.2.12.D.4.a-k

Content Statement 5: The 20th Century Since 1945; Challenges for the Modern World

6.2.12.A.5.a-e

6.2.12.B.5.a-e

6.2.12.C.5.a-g

6.2.12.D.5.a-d

Statement 6: Contemporary Issues

6.2.12.A.6.a-d

6.2.12.B.6.a-d

6.12.C.6.a-d

6.12.D.6.a

III. Scope & Sequence

Unit I – Geography

Introduction and 5 Themes – 1 week

- Geography Terms
- 5 Themes
 - Location
 - Place
 - Interaction Between People and Their Environment
 - Movement
 - Region
- Climate

Regions of the World– 3 weeks

- Africa
 - Map Work
 - Geographic Features
 - Climate
 - Resources
 - People
- The Middle East
 - Map Work
 - Geographic Features
 - Climate
 - Resources
 - People
- Western Europe
 - Map Work
 - Geographic Features
 - Climate
 - Resources
 - People
- Eastern Europe and Russia
 - Map Work
 - Geographic Features
 - Climate
 - Resources
 - People
- Latin America
 - Map Work
 - Geographic Features

- Climate
- Resources
- People

- Asia
 - Map Work
 - Geographic Features
 - Climate
 - Resources
 - People

Unit II – Culture- 2 weeks

- Major Elements
 - Religion
 - Judaism
 - Christianity
 - Islam
 - Buddhism
 - Confucianism
 - Pagan faiths
 - Language
 - Ways of Eating
 - Ways of Dressing
 - Music
 - Art
 - Knowledge
- Social Organizations
- Forms of Government
 - Why governments exist
 - Democracy
 - Republic
 - Dictatorship
- Economic Systems
 - Traditional
 - Market
 - Command
 - Mixed
- How cultures change

Unit III – Early Civilizations – ten weeks

Introduction- 2 days

- Patterns of Civilization
 - Technologies
 - Chief Characteristics

Regions- 6 weeks

- Africa
 - Egypt
 - Kush
 - Songhai
 - Benin
 - Mali

- The Middle East
 - Sumerians
 - Babylonians
 - Hittites
 - Phoenicians
 - Persians
 - Israel – Hebrews
 - Arabs – Islam
 - Christianity

- Europe
 - Ancient Greece
 - Ancient Rome
 - Feudalism

Unit IV – Exploration through Exploitation & Revolution to World War I – thirteen weeks

- Latin America & Exploration – Exploitation - 4 weeks
 - First People Maya , Aztecs, Incas
 - Columbus and Early Exploration
 - Conquest – Cortes/ Mexico Pizzaro/ Peru
 - Colonial Period to Independence – Revolutions in Mexico, South America, Haiti

- Africa - 3 weeks
 - Exploration
 - Slave Trade
 - Colonial Exploitation
 - Zimbabwe/ Rhodesia
 - Belgian Congo
 - Imperialism – use of resources
 - Establishment of Colonies and Artificial Boundaries that create problems today

- Asia – 3 weeks
 - China – Opium Wars
 - Taping Rebellion
 - China – zones of influence/ open door policy
 - Boxer Rebellion
 - Japan – different story isolation followed by forced opening by Commodore Perry
 - Japan becomes imperialist power over Korea & parts of China

- Ideas that Changes the World – 3 weeks
 - Renaissance
 - Reformation
 - Scientific Revolution
 - Enlightenment
 - Ideas in Action – American, French & Haitian Revolutions – Independence in Latin America

Unit V – World War I through World War II, Independence and Cold War ten weeks

- World War I - 2 weeks
 - Causes
 - Imperialism
 - Nationalism
 - Alliances
 - Militarism
 - Conflict
 - Technology
 - Battles
 - Trauma
 - Conclusion
 - Revolution in Russia
 - End of Empires – German, Austro Hungarian – Ottoman
 - Treaty of Versailles
 - League of Nations
 - Seeds of World War II

- World War II - 2 weeks
 - Causes
 - Treaty of Versailles – Inflation - Depression
 - Fascism/ Communism
 - Nazism
 - Appeasement
 - Conflict
 - Outbreak Europe - German/ Soviet Attack
 - Outbreak Asia China, US, Pearl Harbor
 - Main Battles
 - Technology
 - Blitzkrieg
 - Atom Bomb
 - Conclusion
 - Conclusion
 - Treaty of Versailles – Inflation - Depression
 - Fascism/ Communism
 - Nazism
 - Appeasement

- Independence Cold War - 2 weeks
 - Independence
 - Nations of Europe weakened
 - Africans and Asians seek independence
 - Compare and Contrast India/ Viet Nam Independence

- Cold War – Continuing Conflicts - 2 weeks
 - Split World East and West
 - Some real battles, Korea, Hungary, Cuba, Viet Nam
 - Mutual Assured Destruction
 - End of Cold War – Soviet Union Disintegrates
 - Middle East – Continuing Conflicts
 - Arab – Israeli Conflict
 - Iraq - product of World War I boundaries problems through today
 - Iran to Mosadegh to the Shah to hostages to Ahmadinejad

Unit 1: Geography

Enduring Understandings

There is a relationship between where people live and how they live.

Essential Question(s)

What makes places unique and different?

How do maps/globes reflect history, politics, and economics?

What effect do people have on their environment?

How does geography shape who we are and what we do?

Learning Objectives

Students will be able to

1. Independently use their learning to explain how geography influences our needs, culture, opportunities, choices, interests, and skills.
2. Identify the location, topography, climate and resources of major world regions.
3. Explain that one data source alone does not present a complete picture of life and people in a country.
4. Explain that deep understanding of a country and its people requires us to look at multiple sources of information and evaluate their accuracy and quality.
5. Explain that despite the destruction caused by natural disasters, the disasters can bring people together, reinforce interconnections, and reveal surprising traits of heroism.
6. Explain that there exists “cultural universals” that, in spite of differences across cultures, unite us in a common humanity.
7. Explain why and how, no matter where we may live, we are all connected with the world.

Suggested Activities/Assessments

General:

1. Quizzes / Tests
2. Research and Analysis
 - a. Primary Source Analysis
 - b. Document Based Questions
3. Writing
 - a. Formal essays
 - i. Thesis development
 - ii. Gathering historical evidence
 - iii. Defending arguments
 - b. Journal / Free Writing
 - c. Article and/or Video Reviews

- d. Blogs
- 4. Oral Presentations
 - a. Debates (formal and informal)
 - b. Town Meeting/Discussion Panel
 - c. Persuasive Speeches
 - d. Role Play
 - e. Technology Based Presentations
- 5. Analysis of media (including but not limited to: photos, paintings, cartoons, songs and poems, movies, newspapers...)

Specific:

- 1. Create a Children's dictionary to review key geographic terms.
- 2. Critical Thinking: Why do people choose to move or relocate?
 - Ask students about their own family experiences.
- 3. Chart of the 5 Themes of Geography
- 4. Current Events: Find 5 newspaper articles: one for each theme.
- 5. Writing Assignment: Describe how movement affects the way of life of people around the world.
- 6. Map work of each of the major regions: Africa, the Middle East, Western Europe, Eastern Europe and Russia, Latin America, and Asia.

Supplemental Texts (Primary Sources)

World Maps

New Jersey Core Curriculum Content Standards

6.2.12.B.1.a-b

6.2.12.B.2.a

6.2.12.B.3.b

6.2.12.B.4.a-d

6.2.12.B.5.a-e

6.2.12.B.6.a

New Jersey Literacy & Writing Standards

RH.9-10.1-5, 7, 10

WHST.9-10.1-10

WHST.11-12.1-10

Unit 2: Culture

Enduring Understandings

Global societies are diverse, creating varied perspectives, contributions, and challenges.

Culture is both a unifying and divisive force in human relations.

People are affected by environmental, economic, social, cultural, and civic concerns.

Culture defines how people in a society behave in relation to others and to physical objects.

Essential Question(s)

What are the benefits and challenges of a diverse society?

How do beliefs and values of a diverse culture affect individuals and society?

How can understanding the beliefs, values, customs, and traditions of a culture promote global understanding and collaboration?

How does culture influence peoples' behavior, perspective, actions, and reactions?

How does cultural change and diffusion work and influence us today?

Learning Objectives

Students will be able to

1. Identify and describe the major elements of culture.
2. Explain why the family is the most important unit of social organization.
3. Identify the types of governments and economies societies developed.
4. Identify and describe the factors that cause a society to change.
5. Explain why the rate of cultural change has increased in the 20th century.
6. Explain why people have trouble understanding one another's culture.
7. Compare and contrast Judaism, Christianity, and Islam.

Suggested Activities/Assessments

General:

1. Quizzes / Tests
2. Research and Analysis
 - a. Primary Source Analysis
 - b. Document Based Questions
3. Writing
 - a. Formal essays
 - i. Thesis development
 - ii. Gathering historical evidence
 - iii. Defending arguments
 - b. Journal / Free Writing
 - c. Article and/or Video Reviews
 - d. Blogs
4. Oral Presentations

- a. Debates (formal and informal)
 - b. Town Meeting/Discussion Panel
 - c. Persuasive Speeches
 - d. Role Play
 - e. Technology Based Presentations
5. Analysis of media (including but not limited to: photos, paintings, cartoons, songs and poems, movies, newspapers...)

Specific:

1. Graphic Organizers on Culture, Systems of Government and Economic Systems.
2. Collage: identifying your own culture.
3. Writing Assignment: Is new technology always better than that which it will replace?
4. Venn Diagram: Three World Religions.
5. Project: create your own country. Be sure to include geography, as well as, a political and economic system. What type of culture would its inhabitants have?
6. Reflection paper: Racism and Ethnocentrism as a form of Bullying.

New Jersey Core Curriculum Content Standards

6.2.12.D.2.d

6.2.12.D.3.b and d

6.2.12.D.5.c and d

New Jersey Literacy & Writing Standards

RH.9-10.1-6, 8, 10

WHST.9-10.1-10

WHST.11-12.1-10

Supplemental Texts (Primary Sources)

Excerpts from The Torah, Bible and Koran

Unit 3: Early Civilizations

Enduring Understandings

The development of human society has been shaped by religion as well as language, politics, arts, sciences, and economy.

The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.

The study of political, social and economic patterns reveals continuity and change over time. How culture, beliefs and ideals of ancient civilizations serve as foundation of our modern civilization.

Essential Question(s)

What does it mean to be civilized?

Are modern civilizations more “civilized” than ancient ones?

How and why have cultures and empires risen and fell over time?

Learning Objectives

1. Identify and describe the chief characteristics of a civilization.
2. Explain how cultural diffusion influenced early civilizations.
3. Identify and describe the development, organization, and contributions of the major ancient civilizations of the world by region.

Suggested Activities/Assessments

General:

1. Quizzes / Tests
2. Research and Analysis
 - a. Primary Source Analysis
 - b. Document Based Questions
3. Writing
 - a. Formal essays
 - i. Thesis development
 - ii. Gathering historical evidence
 - iii. Defending arguments
 - b. Journal / Free Writing
 - c. Article and/or Video Reviews
 - d. Blogs
4. Oral Presentations
 - a. Debates (formal and informal)
 - b. Town Meeting/Discussion Panel
 - c. Persuasive Speeches
 - d. Role Play

- e. Technology Based Presentations
- 5. Analysis of media (including but not limited to: photos, paintings, cartoons, songs and poems, movies, newspapers...)

Specific:

1. Graphic Organizers on each of the civilizations.
2. Writing Assignments:
 - a. What would you include in the burial chamber of your Egyptian Pyramid?
 - b. Analyze this quote: "In this field, a person kicks over a stone in Africa, and we have to rewrite our textbooks"
 - c. Describe the achievements of Middle Eastern civilizations that play a role in your life today.
 - d. Read through several laws found in Hammurabi's Law Code. Choose three to analyze and compare to the Ten Commandments
 - e. Using what you have learned about the direct democracy of Athens and the republican government of Rome, which do you think is closer to modern American government?
 - f. Autocratic rulers helped Russia make many advances. Do you think that great accomplishments justify autocratic rule? Explain.
 - g. Honors - Do you think Confucian ideas would support American democracy? Explain.
 - h. Honors – "As long as the world may endure, the fame and glory of Tenochtitlan will never perish," claimed an Aztec Carving. Do you agree with this statement? Explain.
3. Venn Diagram: Comparing Athens and Sparta
4. Timeline: Kievan Rus'
5. Graphic Organizer on Confucianism, Daoism, Legalism, and Buddhism

New Jersey Core Curriculum Content Standards

SS. 6.1 A1-7

SS.6.3 A and B

New Jersey Literacy & Writing Standards

RH.9-10.1-6, 8, 9, 10

WHST.9-10.1-10

WHST.11-12.1-10

Specific:

V. Course Materials

Primary Texts –

World Cultures: A Global Mosaic- Pearson/Prentice Hall, 2004

Supplemental Texts (Primary Sources)

World Maps

The Ten Commandments

Hammurabi's Code

Gilgamesh

The Torah

The Bible

The Koran

Media, DVD, Video, Software

VI. Assessments

The goal of any educational program is to nurture the talents of the student it serves and to transmit the full measure of culture necessary for society to continue. Knowledge and its applications, rather than grades, should be the goal of the student. However, it must be realized that due to the character of American education and the American enterprise system, an objective measure of performance must be applied to any situation to lend it credibility as gainful employment.

For this course grades will be determined by:

1. Display through daily participation in class a sequential development of knowledge of the content.
2. Display through application and written evaluation a mastery of current research methods and an ability to analyze historical evidence.
3. Achieve a minimum of sixty-five percent accuracy on tests, quizzes, papers, projects, and final exams

Unit 4 Exploration through Exploitation Through Imperialism

Enduring Understandings

Understand that what is today the “Third World” was previously subjected to Imperialism, conquest and exploitation by the West.

Understand the cultural and technological innovations of the West and how they changed the entire world.

Understand that the motivations for these events have been complex and varied to include greed, altruism, religious fervor and political ideals.

Understand how Western culture has in many ways pervaded the world through various events.

Understand the resistance and opposition of people of the Third World to these changes.
Understand the costs and benefits to people of the entire world through the uniting of the World through these events.

Essential Questions

How events of the past affect events today?

How cultural diffusion between the West and the rest of the world has created the world we live in today?

How will the events of the past influence our future?

How do people in other parts of the world perceive events of the past and present differently than people do in the US?

How do the differing interests of people and various social classes result in conflict and what forms do these conflicts take

How do geography, technology, culture and natural resources influence the outcome of these conflicts?

What is the likely future role of Western culture and the USA in the World?

Learning Objectives

Students will know:

Essential chronology of events in world history from 1400's to 1914, to include

Discovery of New World

Conquest of Mexico

Conquest of Peru

Exploration of Africa, South America and North America

Colonization of Africa, South America and North America

Struggle for Independence to include revolutions in South America and North America and Haiti

Invasions of Europe

Black Death

Reformation

Renaissance

Enlightenment

Scientific Revolution

French Revolution

American Revolution

Colonization and Imperialism in Asia to include interaction with Japan and China

Effect of Opium Wars and Boxer Rebellion

Actions of Commodore Perry

Creation of Shogunate in Japan

Succession of Dynasties in China

Spanish American War and Development of American Imperialism

Importance of various historical figures during this time period to include

Columbus	Rousseau
Cortes	Newton
Pizarro	Galileo
Bolivar	Harvey
Hidalgo	Copernicus
Hudson	Montesquieu
Leonardo	Washington
Michelangelo	L'Overture
Durer	Bolivar
Raphael	Theodore Roosevelt
Luther	Commodore Perry
Locke	

Importance of Various Idea and Schools of Thought to include:

Renaissance
Reformation
Counter Reformation
Enlightenment
Imperialism
Independence Movements

Students will be skilled at:

Using maps and charts to organize and understand information and influence of geography on events

Reading primary and secondary sources with critical view to discern biases of authors.

Describing events and placing them in chronological order.

Discussing causes of various events, analyzing reasons events took place and discussing impact on the people involved then and the world today.

Drawing connections between events of the past and current events.

Discussing the impact of various world events on the US today and discussing the impact of US actions on world events.

Examining the art and literature of various cultures to gain additional insight into them.

Making oral presentations describing events.

Analyzing events from the differing points of view of historical participants based on their motives, biases and interests.

Suggested Activities/Assessments**General:**

1. Quizzes / Tests
2. Research and Analysis
 - a. Primary Source Analysis
 - b. Document Based Questions
3. Writing
 - a. Formal essays
 - i. Thesis development
 - ii. Gathering historical evidence
 - iii. Defending arguments
 - b. Journal / Free Writing
 - c. Article and/or Video Reviews
 - d. Blogs
4. Oral Presentations
 - a. Debates (formal and informal)
 - b. Town Meeting/Discussion Panel
 - c. Persuasive Speeches
 - d. Role Play –
 - e. Technology Based Presentations
 - f. Memo to Presidents/ Leaders on courses of action
5. Analysis of media (including but not limited to: photos, paintings, cartoons, songs and poems, movies, newspapers...)

Specific:

1. Graphic Organizers on Revolutions / Scientific Revolution
2. Letters home from ambassadors to China, Africa, Latin America
3. Writing Assignment: Write a speech for Father Hidalgo, revolutionary in Mexico.
4. Project: prepare recruiting posters or commercials for Boxer or Taiping Revolution
5. Reflection paper: Imperialism – a form of bullying?
6. Prepare for French Revolutionary.
7. Writing – describe world without ideas and achievements of scientific revolution.

Supplemental Texts (Primary Sources)

1. World Maps
2. Works of the Enlightenment – Hobbs, Rousseau, Locke – find where ideas appear in Declaration of Independence and Constitution
3. Art - review and analyze paintings, sculpture, architecture and art of the Renaissance
4. Reformation – 95 thesis
5. Scientific Revolution – trial of Galileo

New Jersey Core Content Curriculum Content Standards

6.2.12.A.2.a-b
6.2.12.b.2.a
6.2.12.C.2.a
6.2.12.D.2.a-e
6.2.12.A.3.a-e
6.2.12.B.3.a-b
6.2.12.C.3.a-e
6.2.12.D.3.a-e

New Jersey Literacy & Writing Standards

RH.9-10.1-5, 7, 10
WHST.9-10.1-10
WHST.11-12.1-10
Career & Technical Education; 9.2- B.2, B.3, B.5 C.1, 2.
Computer and Information 8.1 A.1; 8.1 B.5, 7;

Unit 5 - World War I to World War II to Independence to Cold War & Modern Conflicts

Enduring Understandings

Understand how industrialization, imperialism and international agreements lead to disaster of World War I

Understand how horror of World War I traumatized Europe and created pacifist movement.

Understand how appeasement of dictators caused World War II.

Understand how depression came about and continued through government policies.

Understand how depression contributed to rise of fascism, communism and World War II

Understand how technology and international alliances helped defeat fascism in World War II.

Understand causes of and methodology of the holocaust.

Understand how post war conflict between war time allies lead to Cold War.

Understand how various policies lead to victory in Cold War without a catastrophic armed conflict.

Understand how weakening of European powers by World War II lead to success of independence movement in former colonial regions.

Understand how upon completion of Cold War international tensions became more complex.

Understand role of international organizations and NGO's in current world affairs.

Understand development of Islamism and the ongoing conflict between extremists and the modern world.

Understand the cultural and technological innovations of the West and how they changed the entire world.

Understand that the motivations for these events have been complex and varied to include greed, altruism, religious fervor and political ideals.

Understand how Western culture has in many ways pervaded the world through various events.

Understand the resistance and opposition of people of the Third World to these changes.

Understand the costs and benefits to people of the entire world through the uniting of the World through these events.

Essential Questions

How events of the past affect events today?

What conduct of have contributed to economic successes and failure and what economic policies should governments adopted in modern world?

How have past conflicts planted the seeds for future conflicts?

How can conflict be successfully avoided?

How can failure to deal with threats cause greater and more devastating conflicts?

How can the failure to deal with the aftermath of a conflict cause future conflicts?

What policies can lead to maximum social benefits from new technologies and how to they affect culture?

How can social change take place in a constructive rather than a destructive way?

What is the proper role of the US in a rapidly changing world?

How will modern world cope with threats by extremist fundamentalist Islamic terror organizations?

How will change in various parts of the world affect the USA?

How do people in other parts of the world perceive events of the past and present differently than people do in the US?

How do the differing interests of people and various social classes result in conflict and what forms do these conflicts take

How do geography, technology, culture and natural resources influence the outcome of these conflicts?

What is the likely future role of Western culture and the USA in the World?

Learning Objectives

Essential chronology of events in world history from 1914 to the present , to include

Alliances preceding WWI

Events leading up to outbreak of WWI

Major battles of World War I

Technological innovations used during WWI

Reasons for entry of USA into WWI

Russian Revolution – Rise of Communism

Outcome of WWI and essentials of the Treaty of Versailles

Creation of League of Nations

Rise to power of fascists in Spain, Italy, Japan and Germany

Various stages of appeasement prior to outbreak of WWII

Critical events during WWII to include invasion of Poland, Soviet- German Alliance, fall of France, Battle of Britain, Pearly Harbor, Midway, Stalingrad, D-Day, VE Day, Hiroshima, Island Hopping, surrender.

Steps in holocaust, from planning to implementation, to liberation.

Post war commencement of Cold War

Division of Free World and Communist Block

Communist Revolution in China

Critical Events of Cold War to include Iron Curtain, Hungary, Berlin Crisis, Bay of Pigs, Cuban

Missile Crisis, Czechoslovakian uprising, election of Regan, end of Cold War

Stages of independence struggle – guerrilla war to granting of independence.

Conflicts in Middle East-

Iraq – rise of Saddam, Iran Iraq War - First Gulf War, 2003 Invasion

Israel – creation & conflict 1948/ 1956/ 1967/ 1973 /1979 -? Current Events?

Iran - Mosadegh/ Shah/ Hostage Crisis – current events

Terrorism – causes & events.

Importance of various historical figures during this time period to include

Woodrow Wilson

Eisenhower

Kaiser Wilhelm

MacArthur

Czar Nicholas

Chaing Kai Shek

Lenin

JFK

Stalin

Khrushchev

Mao

Reagan

FDR

Sadat

Hitler

Saddam Hussein

Mussolini

Khomeini

Hirohito

Bin Laden

Churchill

Oppenheimer

Truman

Importance of Various Idea and Schools of Thought to include:

Communism

Fascism

Capitalism

Independence Movements

Conservative Movement

Islamist Movement

Students will be skilled at:

Using maps and charts to organize and understand information and influence of geography on events

Reading primary and secondary sources with critical view to discern biases of authors.

Describing events and placing them in chronological order.

Discussing causes of various events, analyzing reasons events took place and discussing impact on the people involved then and the world today.

Drawing connections between events of the past and current events.

Discussing the impact of various world events on the US today and discussing the impact of US actions on world events.

Examining the art and literature of various cultures to gain additional insight into them.

Making oral presentations describing events.

Analyzing events from the differing points of view of historical participants based on their motives, biases and interests.

Suggested Activities/Assessments

General:

1. Quizzes / Tests
2. Research and Analysis
 - a. Primary Source Analysis
 - b. Document Based Questions
3. Writing
 - a. Formal essays
 - i. Thesis development
 - ii. Gathering historical evidence
 - iii. Defending arguments
 - b. Journal / Free Writing
 - c. Article and/or Video Reviews
 - d. Blogs
4. Oral Presentations
 - a. Debates (formal and informal)
 - b. Town Meeting/Discussion Panel
 - c. Persuasive Speeches
 - d. Role Play –
 - e. Technology Based Presentations
 - f. Memo to Presidents/ Leaders on courses of action
5. Analysis of media (including but not limited to: photos, paintings, cartoons, songs and poems, movies, newspapers...)

Specific:

1. Graphic Organizers on - causes of World War I
2. Write letters as if spy reporting home before World War I
3. Recruiting posters for communists, fascists [not Nazis]
4. Project: prepare memo for the president on whether or not to drop atom bomb.

5. Holocaust the ultimate form of bullying?
6. Graphic Organizers of various conflicts of Cold War

Supplemental Texts (Primary Sources)

1. World Maps
2. Zimmerman Note
3. World War I propaganda posters, music video
4. World War II propaganda videos
5. Photographs from World War II

New Jersey Core Content Curriculum Content Standards

6.2.12.A.4.a-d
6.2.12.B.4.a-d
6.2.12.C.4.a-d
6.2.12.D.4.a-k
6.2.12.A.5.a-e
6.2.12.B.5.a-e
6.2.12.C.5.a-g
6.2.12.D.5.a-d
6.2.12.A.6.a-d
6.2.12.B.6.a
6.2.12.C.6.a-d
6.2.12.D.6.a

New Jersey Literacy & Writing Standards

RH.9-10.1-5, 7, 10
WHST.9-10.1-10
WHST.11-12.1-10
Career & Technical Education; 9.2- B.2, B.3, B.5 C.1, 2.
Computer and Information 8.1 A.1; 8.1 B.5, 7;