

Winslow Township School District

World History

Unit 4: A Half Century of Crisis and Achievement: The Era of the Great Wars

Overview: Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries.

Overview	Performance Expectations	Unit Focus	Essential Questions
Unit 4 A Half Century of Crisis and Achievement: The Era of the Great Wars	6.2.12.CivicsPI.4.a 6.2.12.CivicsHR.4.a 6.2.12.CivicsPI.4.b 6.2.12.GeoSP.4.a 6.2.12.GeoGI.4.a 6.2.12.EconEM.4.a 6.2.12.HistoryCC.4.a 6.2.12.HistoryCC.4.b 6.2.12.HistoryCC.4.c 6.2.12.EconGI.3.a 6.2.12.EconGI.3.b 6.2.12.EconGI.3.c 6.2.12.EconET.3.a 6.2.12.EconET.3.b 6.2.12.HistoryCC.3.b 6.2.12.HistoryCC.3.c 6.2.12.HistoryUP.3.a WIDA 1,5	<ul style="list-style-type: none"> ● Understand social Darwinism and the European colonization of Africa. ● Understand paternalism assimilation and African resistance colonization ● Examine the conflict over Muslim lands between European powers in the Ottoman Empire ● Analyze the effects of British imperialism in India ● Compare US and European influence in Southeast Asia and the Pacific ● Understand the Chinese nationalism and resistance to foreign influence ● Examine the effects of modernization of Japanese imperialism ● Discuss US economic imperialism in Latin America ● Understand the effects of war and reform. ● Discuss how militarism and political alliance brought upon World War I ● Compare strategies of the central powers and the Allied powers ● Analyze US involvement and victory the Allied powers ● Understand the ramifications of the treaty of Versailles ● Identify the cause and effects of the revolution Russia ● Understand political and economic totalitarianism and USSR ● Examine Civil War in China from the nationalist the communist perspectives. 	What factors lead the World into global conflicts?

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<p><i>Unit 4: Enduring Understandings</i></p>	<ul style="list-style-type: none">• How and why World War I began in 1914.• How and where World War I was fought.• How the Allies won World War I.• The factors that influenced the peace treaties that ended World War I, and how people reacted to the treaties.• How the two revolutions and the civil war brought about Communist control of Russia.• How Latin Americans struggled for change in the early 1900s.• How nationalism contributed to changes in Africa and the Middle East following World War I.• How Gandhi and the Congress party worked for independence in India.• How China coped with internal division and foreign invasion in the early 1900s.• How Japan changed in the 1920s and 1930s.• How and why fascism rose in Italy. -how Stalin transformed the Soviet Union into a totalitarian state.• How the forced "de-kulkization" led to a "Terror Famine" and the deaths of millions of Ukrainians.• How Hitler and the Nazi party established and maintained a totalitarian government in Germany.• The events that unfolded between Chamberlain's declaration of "peace in our time" and the outbreak of war.• The regions were attacked and occupied the Axis powers, and what life was like under their occupation.• How the Allies began to push back the Axis powers. -how the Allies and Axis finally defeated the Axis powers.• What issues arose in the aftermath of World War II and how new tensions developed.	
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Curriculum Unit 4	Performance Expectations		Pacing	
			Days	Unit Days
Unit 4: A Half Century of Crisis and Achievement	6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.	2	34
	6.2.12.CivicsHR.4.a:	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, [Chinese, the Nazi] Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.	1	
	6.2.12.CivicsPI.4.b:	Assess government responses to incidents of ethnic cleansing and genocide.	3	
	6.2.12.GeoSP.4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.	1	
	6.2.12.GeoGI.4.a	Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.	1	

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6.2.12.EconEM.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.	1
6.2.12.HistoryCC.4.a:	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.	2
6.2.12.HistoryCC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.	1
6.2.12.HistoryCC.4.c	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.	1
6.2.12.EconGI.3.a	Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.	3
6.2.12.EconGI.3.b:	Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.	3

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	6.2.12.EconGI.3.c	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.	2	
	6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.	1	
	6.2.12.EconET.3.b	Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.	2	
	6.2.12.HistoryCC.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.	1	
	6.2.12.HistoryUP.3.a	Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.	1	
	6.2.12.HistoryCC.3.c	Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.	2	
	Assessment, Re-teach and Extension		6	

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Unit 4 Grade 9	
Core Ideas	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
Governments around the world support universal human rights to varying degrees.	6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, [Chinese, the Nazi] Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China. 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
Geographic data can be used to analyze spatial patterns.	6.2.12.GeoSP.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI. 6.2.12.GeoSP.4.b: Determine how geography impacted military strategies and major turning points during World War II.
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.

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<p>Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.</p>	<p>6.2.12.EconEM.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.</p>
<p>There are multiple and complex causes and effects of historical events.</p>	<p>6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.</p> <p>6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.</p> <p>6.2.12.HistoryCC.4.c: Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.</p>
<p>Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</p>	<p>6.2.12.EconGI.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.</p> <p>6.2.12.EconGI.3.b: Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.</p> <p>6.2.12.EconGI.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.</p>

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Resources of an area affect what is produced and opportunities for employment.	6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).	6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
To better understand the historical perspective, one must consider historical context.	6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

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Unit 4 Grade 9	
Assessment Plan	
<ul style="list-style-type: none"> • Chapter worksheets • Graphic Organizer • Chapter notes • Political Cartoons • Section quizzes • Unit test • Projects • Open-ended Questions 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Debate • Oral Report • Role Playing • Think Pair Share • Projects • Portfolio • Presentations • Prezi • Gallery Walks
Resources	Activities
<ul style="list-style-type: none"> • Houghton Mifflin Harcourt World History 2018 • NJ Commission on Holocaust Education • NJ Amistad Commission Interactive Curriculum • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ 	<ul style="list-style-type: none"> • Primary Source: Nigeria, contrast Britain's colonial rule of Nigeria to other areas • Trace the decline of the Ottoman Empire • List Countries that were colonized in Southeast Asia • Primary Source, “Boxer Rebellion” • Create a Venn Diagram of US economic influence in Latin America • Create a timeline of events leading up to World War One • View a portion of “All Quiet on the Western Front”, have students write a journal entry from the point of view of a soldier. • Compare maps of pre and post WWI Europe • Have students research the Treaty of Versailles and ask them to list the treaties strengths and weaknesses • Compare ideologies of Nationalism and Communism • Trace the events that led to the Russian Revolution • What was the Underlying Cause of WWI? Mini-DBQ • WWI Scenario Simulation

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- Gallery Walk for Russian Revolution/Civil War
- What Made Gandhi's Nonviolent Work? Mini-DBQ
- Pop-Up Dictatorship Activity
- Eisenhower On D-Day : Comparing Primary & Secondary Sources Activity
- Atomic Bombs: Evaluating the US Decision to Drop the Atomic Bomb Activity

Amistad Commission:

African Americans in Global Conflicts from 1920-1930s

<http://www.njamistadcurriculum.net/history/unit/new-deal/navigations/3581>

Marcus Garvey Lesson

[http://www.njamistadcurriculum.net/history/unit/emergent-modern-america/content/4027/7366Armenian Genocide](http://www.njamistadcurriculum.net/history/unit/emergent-modern-america/content/4027/7366Armenian%20Genocide)

Armenian Genocide

https://www.nj.gov/education/holocaust/curriculum/materials/docs/holocaust_and_genocide_file2.pdf

Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

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9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills

- 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
- 9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: Listen to audio recordings instead of reading text Learn content from audiobooks, movies, videos and digital media instead of reading print versions Use alternate texts at lower readability level Work with fewer items per page or line and/or materials in a larger print size Use magnification device, screen reader, or Braille / Nemeth Code Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) Be given a written list of instructions Record a lesson, instead of taking notes Have another student share class notes with him Be given an outline of a lesson Be given a copy of teacher's lecture notes Be given a study guide to assist in preparing for assessments Use visual presentations of verbal material, such as word webs and visual organizers Use manipulatives to teach or demonstrate concepts Have curriculum materials translated into native language

Response accommodations: Use sign language, a communication device, Braille, other technology, or native language other than English Dictate answers to a scribe Capture responses on an audio recorder Use a spelling dictionary or electronic spell-checker Use a word processor to type notes or give responses in class Use a calculator or table of "math facts" Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: Work or take a test in a different setting, such as a quiet room with few distractions Sit where he learns best (for example, near the teacher, away from distractions) Use special lighting or acoustics Take a test in small group setting Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: Take more time to complete a task or a test Have extra time to process oral information and directions Take frequent breaks, such as after completing a task

Scheduling accommodations: Take more time to complete a project Take a test in several timed sessions or over several days Take sections of a test in a different order Take a test at a specific time of day

Organization skills accommodations: Use an alarm to help with time management Mark texts with a highlighter Have help coordinating assignments in a book or planner

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

English Language Learners

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

Grades 9-12 WIDA Can Do Descriptors:

- Listening Speaking
- Reading Writing
- Oral Language

Students will be provided with accommodations and modifications that may include:

- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extend research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

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Interdisciplinary Connections

CCSS.ELA Standards

CCSS.ELA-LITERACY.RH.9-10.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6-Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.7-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8-Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

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Integration of Technology Standards NJSL 8

8.1.12.F.1- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints..

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.