

**Randolph Township Schools
Randolph High School**

Grade 9 World History Curriculum

“Those who cannot remember the past are condemned to repeat it.”

-George Santayana

Humanities Department
Benjamin Horwitz, Supervisor

Curriculum Committee
Katherine Burke
Brett Cox
Brian Hoesly
Kristen Maus
Roberta Spray

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**Randolph Township Schools
Department of Social Studies
Grade 9 World History**

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
Department of Social Studies
Grade 9 World History

Introduction

The ninth grade World History Course is a comprehensive survey of global history and interaction from 1300 to the modern world. To achieve this goal, this course will be guided by the New Jersey Student Learning Standards and the standards and goals established by the Randolph Township Board of Education. This program will, where applicable, integrate and infuse examples of cultural diffusion and global interactions. The course will include a balance of materials from Europe, Asia, Africa, the Americas, and the Middle East. This program will also integrate and infuse information on New Jersey history, Holocaust Studies, and Social Studies oriented vocations into the course of study as mandated by the New Jersey Department of Education.

World History Honors provides for advanced work, rigorous study, and systematic study of major ideas and concepts found in global history. This challenging course requires students to engage fully in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, reflective thinking and historical writing. Students are also expected to acquire knowledge of current issues and relate them to themes studied throughout the duration of the course.

Although understandings and knowledge are the same as those found in the standard course of study, the honors course content is taught with greater complexity reflected by additional resources embedded in the curriculum document.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Grade 9 World History

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
3 weeks	I	Middle East: Islamic Empires
6 weeks	II	The Rise of Europe: Enlightenment to Revolutions
6 weeks	III	The Americas: Before and After Exploration
2 week	IV	Industrialization's Effects on the World
6 weeks	V	Africa and Asia: Culture and Imperialism
5 weeks	VI	The Great Wars
4 weeks	VII	Impact of World War II
4 weeks	VIII	Our Modern World

36 weeks is the average

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Grade 9 World History

UNIT I: Middle East: Islamic Empires

TRANSFER: Students will be able to objectively evaluate the beliefs and achievements of groups and individuals in order to promote tolerance.

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.2.12.A.1.a Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p>	<p>Islam is an Abrahamic, monotheistic faith and the world’s second largest religion in the world.</p>	<ul style="list-style-type: none"> • How and why do people adhere to one system of belief ?
<p>NJ Student Learning Standards for ELA Companion Standards</p>	<p>The Ottoman and Safavid empires flourished under powerful rulers who expanded their territory and cultural influence of their empires.</p>	<ul style="list-style-type: none"> • How does religion interact with legal and political systems? • How does geography influence the spread of religions and cultures?
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Islamic civilizations produced some of history’s most notable achievements in the arts and sciences and has been instrumental throughout many eras of world history.</p>	<ul style="list-style-type: none"> • Why do some cultures continue to influence others?
<p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>KNOWLEDGE</p>	<p>SKILLS</p>
<p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Students will know:</p> <p>The holy book of Islam, the Qur’an, describes the duties that are central to Islamic belief: The Five Pillars of Islam.</p> <p>A disagreement over the proper successor to Muhammad led to the split of Muslims into Sunni and Shia sects.</p>	<p>Students will be able to:</p> <p>Summarize the Five Pillars of Islam and explain how they affect a follower’s daily life.</p> <p>Identify the foundation of Islam as an important historical event and evaluate Muhammad’s influence on Islam’s foundation.</p> <p>Explain and differentiate between Shia and Sunni Muslims historically and as they apply to the modern world.</p>

	<p>Islamic culture had great influence on European medieval civilization through scientific advancement and the preservation of classic texts.</p> <p>The Ottoman and Safavid Empires used cultural blending to increase their power and influence in the Middle East.</p> <p>KEY TERMS: prophet, mosque, dynasty, successor, theocracy, secular, missionary, calligraphy, astrolabe, sultan, Arabia/Arab, Islam, Muslim, Allah, Muhammad, Mecca, Medina, Qur'an, suras, Five Pillars of Islam, hajj, Sharia, imam, caliph, caliphate, Sunnis, Shia, Ottoman Empire, Safavid Empire</p>	<p>Present on how Islam has had a profound effect on both ancient and modern arts, science, and culture.</p> <p>Evaluate how the Ottoman and Safavid Empires expanded under Islamic leadership.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Conducting research using the Internet and modern sources to present on major Muslim accomplishments and achievements.
- Writing about a current event related to Islam.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read and analyze texts in groups explaining and deconstructing the 5 Pillars of Islam.
- Students will compare and contrast secondary sources on the political and social structures of the Islamic Empires (Ottoman and Safavid).
- Students will analyze the influence of Islam on modern day nations by evaluating current events.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 9 World History
UNIT I: Middle East: Islamic Empires

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	Middle East: Islamic Empires <ul style="list-style-type: none"> ● Geography ● The Muslim Faith <ul style="list-style-type: none"> ○ Sunni/Shiite ● Muslim Accomplishments ● Expansion of the Muslim World <ul style="list-style-type: none"> ○ The Ottomans and Safavids Empires 	Readings from the Qur'an: http://al-quran.info Sam Wineburg. <i>Reading Like a Historian</i> DBQ. "Art of the Islamic World." (H) Video and Internet resources: <i>Islam: Empire of Faith</i> (PBS) http://www.pbs.org/empires/islam/

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 9 World History
UNIT II: The Rise of Europe: Enlightenment to Revolutions

Transfer: Students will be able to utilize the power that they have as individuals to promote social change.

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.2.12.B.2.a Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.	The printing press promoted the spread of revolutionary values and ideas throughout Europe.	<ul style="list-style-type: none"> • How do advancements in technology influence how people learn and interact with the world?
6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian City-States was the center of the Renaissance, and the impact on the arts.	Absolutism was propelled by the crises and turmoil of the sixteenth and seventeenth centuries.	<ul style="list-style-type: none"> • Why do people give up their freedoms for strong leaders?
6.2.12.D.2.b Determine the factors that led to the Reformation and the impact on European politics.	The scientific thought of the sixteenth and seventeenth centuries challenged beliefs and led to social changes.	<ul style="list-style-type: none"> • How and why does social change occur? • Other than protest, what are other ways to bring about change?
6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.	A multiplicity of political, economic, religious, and social factors led to people challenging old ideas about power and authority.	<ul style="list-style-type: none"> • When does it become necessary for individuals to question and criticize authority?
6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.	KNOWLEDGE	SKILLS
6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.	Students will know:	Students will be able to:
6.2.12.C.1.e Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.	The printing press, Scientific Revolution, and Age of Enlightenment were factors that led to revolutions throughout Europe and the Americas.	Write an analysis using maps, charts, primary and secondary documents to show the influence of the printing press.
6.2.12.A.2.b Determine the reasons for, and the consequences of, and the rise of powerful, centralized	Martin Luther, John Calvin, Henry VIII and other religious/political leaders challenged the authority of the Catholic Church and resulted in the creation of new	Differentiate between the several Protestant leaders and their beliefs.

<p>nation states in Europe (i.e. the French absolute monarchy and the English limited monarchy).</p> <p>6.2.12.A.2.a Determine how the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.</p> <p>6.2.12.A.2.b Relate the development of more modern banking and financial systems to European economic influence in the world.</p> <p>6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>6.2.12.A.3.b Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p> <p>NJ Student Learning Standards for ELA Companion Standards</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>religions.</p> <p>The Catholic Church attempted to stop the spread of Protestantism through a movement known as the Counter-Reformation.</p> <p>Internal conflict, unstable economies, and rising competition between neighboring countries propelled the rise of absolute monarchs.</p> <p>Enlightenment social and political theories emphasized democratic concepts, individual and natural rights, and the relationship between government and its citizenry.</p> <p>The American Revolution was brought about by colonial dissatisfaction with taxes and their own representation within the government, which in turn influenced others to revolt against traditional forms of government.</p> <p>The French Revolution was propelled by civil unrest, ineffective leadership, widespread hunger, a rigid social class structure, and charismatic leadership.</p> <p>Enlightenment thinkers influenced the Declaration of Independence, the U.S. Constitution, and the U.S. Bill of Rights, which in turn influenced France's Declaration of the Rights of Man and of the Citizen.</p> <p>KEY TERMS: reform, renaissance, theory, elliptical, direct democracy, classical, republic, liberal, moderate, conservative, guillotine, coup d'état, balance of power, Renaissance, Catholic Church, printing press, Gutenberg Bible,</p>	<p>Analyze reforms made by the Catholic Church during the Counter-Reformation.</p> <p>Write about the factors that led to the rise of absolute monarchs in Europe.</p> <p>Identify the major Enlightenment thinkers and evaluate the impact of their ideas on social and political change.</p> <p>Determine the causes of the American Revolution and write about how it influenced the French Revolution.</p> <p>Analyze the causes of the French Revolution.</p> <p>Research enlightenment thinkers' ideas and apply them to revolutionary documents.</p>
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	indulgences, The Ninety-Five Theses, Protestant Reformation, Anglican Church, Counter-Reformation absolute monarchy, divine right, constitutional monarchy, Enlightenment, Scientific Revolution, heliocentric, scientific method, mercantilism, Declaration of Independence, checks and balances, federalism, Estates-General, National Assembly, Tennis Court Oath, Bastille	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Writing an analysis of maps, charts, primary and secondary documents that show the influence of the printing press.
- Researching and debating enlightenment thinkers' ideas.
- Creating a portfolio on the Enlightenment, the American Revolution, and French Revolution consisting of project choices that includes original political cartoons, poems, creative dialogues, and/or image analysis.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read primary and secondary sources, then define for themselves the concept of "absolutism."
- Students will jigsaw information relating to the largest Christian denominations today.
- Students will read and analyze primary source documents from the Enlightenment period.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 9 World History
UNIT II: The Rise of Europe: Enlightenment to Revolutions

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	The Rise of Europe: Enlightenment to Revolutions <ul style="list-style-type: none"> ● Enlightenment and Reform <ul style="list-style-type: none"> ○ Geography of Europe ○ Printing Press ○ Changes in Christianity ○ Absolutism ○ Scientific and Enlightenment Ideas ○ Revolutions (American and French) 	The DBQ Project: <i>What was the Most Important Consequence of the Printing Press?</i> Martin Luther's Ninety-Five Theses: http://www.historyguide.org Thomas Jefferson: <i>The Declaration of Independence</i> The United States Bill of Rights John Locke: <i>Two Treatises of Government (H)</i> Magna Carta (H) Petition of Right (H) Interactive Map of Versailles: http://bienvenue.chateauversailles.fr/en/accueil Video: History Channel: <i>The French Revolution:</i> https://www.Youtube.com

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 9 World History
UNIT III: Americas: Before and After Exploration

TRANSFER: Students will be able to make informed decisions that reflect the interconnectedness and dependency of the world’s societies, cultures and economies.

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</p> <p>6.2.12.B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p> <p>6.2.12.C.1.b Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World’s economy and society.</p> <p>6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.</p> <p>6.2.12.C.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p> <p>6.2.12.C.1.e Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</p> <p>6.2.12.D.1.a Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants,</p>	<p>Before European arrival in the late 15th century, the indigenous peoples of the Americas had established political, social, cultural and economic institutions.</p>	<ul style="list-style-type: none"> • How do you define a civilization?
	<p>The advent of improved technologies precipitated the voyages of European exploration, which were further motivated by the desire to spread Christianity, gain national prestige, and the search for wealth and natural resources.</p>	<ul style="list-style-type: none"> • Why would individuals and nations engage in policies of discovery and exploration?
	<p>Cultural diffusion occurred between the New World and the Old World, but the European conquests and practices had detrimental effects on the indigenous people of the Americas.</p>	<ul style="list-style-type: none"> • What are the benefits and drawbacks of global interaction?
	<p>Exploration and expansion gave rise to the Atlantic Slave Trade, a practice with long-term negative consequences for the larger world.</p>	<ul style="list-style-type: none"> • Why have people throughout history been willing to enslave others?
	<p>Spurred by discontent and Enlightenment ideas, people in Latin America fought European colonial rule in the nineteenth century.</p>	<ul style="list-style-type: none"> • How are some political systems unfair? • What are the characteristics of a revolutionary leader?
	<p>Students will know:</p>	<p>Students will be able to:</p>
	<p>The Taino, inhabitants of the Caribbean islands, were negatively affected by European arrival.</p>	<p>Write about the effect of the explorer’s arrival on the American indigenous peoples.</p>

<p>animals, ideas, pathogens) on Europeans and Native Americans.</p> <p>6.2.12.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> <p>6.2.12.D.1.d Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.</p> <p>6.2.12.D.1.e Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</p> <p>6.2.12.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.</p> <p>6.2.12.C.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.</p> <p>6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.</p> <p>NJ Student Learning Standards for ELA Companion Standards</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>The Aztecs and Incans had advanced civilizations before the European conquests.</p> <p>The factors that led to European exploration in the fifteenth century, collectively referred to as “God, Glory and Gold”, were augmented by new navigation technologies.</p> <p>Colonization in the Americas led to the exchange of new types of goods and the establishment of new patterns of trade.</p> <p>Portugal and Spain’s successes encouraged other European nations to explore, colonize, and conquer indigenous peoples.</p> <p>The shortage of labor in the Americas led to the Atlantic slave trade and the introduction of slavery to the New World, which had long-term global consequences.</p> <p>Enlightenment ideas inspired the people of Latin America to rebel against French, Spanish, and Portuguese rule.</p> <p>Latin American revolutionary leaders each played a unique role in gaining the population’s support in fighting for independence from the Europeans.</p>	<p>Analyze the definition of a civilization and apply it to the Aztec and Incan societies before the time of the European conquests.</p> <p>Determine the new technologies available to European explorers and analyze the major motivations for exploration, conquest and colonization of the Americas.</p> <p>Write about the impact of the Columbian Exchange and new economic systems on Europe and the Americas.</p> <p>Explain economic developments during the Commercial Revolution.</p> <p>Identify the major areas of European conquest and locate their areas of discovery on a map of the world.</p> <p>Evaluate the consequences of the Atlantic slave trade on the New World.</p> <p>Explain the impact of Enlightenment ideas on revolutionary change in Latin America.</p> <p>Analyze the extent to which revolutions in North America and France brought about expectations of liberty, equality, and justice.</p> <p>Identify and assess the role of key revolutionary leaders throughout Latin America, including Touissant L’Ouverture, Simon Bolivar, and Jose</p>
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	<p>Latin American revolutions had both short and long term effects on the process of nation building.</p> <p>KEY TERMS: indigenous, missionary, colonization, exploitation, decimation, genocide, assimilation, ethnocentrism, mercantilism, peninsulares, creoles, mestizos, mulattos, junta, New World, Old World, natural resources, Columbian Exchange, Atlantic slave trade, Middle Passage, encomienda system, Commercial Revolution, social hierarchy, military dictatorship, sphere of influence</p>	<p>de San Martin.</p> <p>Compare and contrast the Latin American revolutions.</p> <p>Analyze the short and long term effects of the independence movements in Latin America.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Researching and debating what constitutes a civilization with regard to the Taino, Aztec, and Inca. ● Presenting on the successes and failures of Latin American revolutionary leaders. ● Creating a poster advocating against slavery in the modern world. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> ● Students will read and annotate documents to determine the effect of the explorer’s arrival on the American indigenous peoples. ● Students will analyze charts, maps and graphics to write on how the Columbian Exchange and the Atlantic Slave Trade influenced the New and Old Worlds. ● Students will determine the characteristics of a successful revolution by comparing and contrasting the successes and failures of multiple revolutions. ● Students will analyze and select images from an historical database to illustrate the horrors of slavery in the Americas. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 9 World History
UNIT III: Americas: Before and After Exploration

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
<p>6 Weeks</p>	<p>Unit III: The Americas: Before and After Exploration</p> <ul style="list-style-type: none"> ● Geography ● 15th-century American Civilizations ● European Motivations for Exploration ● European Conquest and Colonies in the Americas ● New Patterns of Trade <ul style="list-style-type: none"> ○ The Columbian Exchange ○ The Atlantic Slave Trade ○ Mercantilism ● Latin American Revolutions ● Latin America after Independence 	<p>Video: <i>Lost History: Rediscovering the Taino People</i> http://www.youtube.com</p> <p>Video: <i>Mankind Story of All of Us: Aztecs</i>. History Channel, 2012.</p> <p>Bartolome De Las Casas <i>In Defense of the Indians</i>. Northern Illinois University Press, 1992. (H)</p> <p>Alfred W. Crosby, Jr. <i>The Columbian Exchange</i>. Praeger Publishers, 2003. (H)</p> <p>“The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record,” University of Virginia, 2015. http://www.slaveryimages.org</p> <p>Simon Bolivar: <i>The Proclamation of 1813</i> (H)</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 9 World History
UNIT IV: Industrialization’s Effects on the World

TRANSFER: Students will be able to scrutinize the advantages and disadvantages of new technologies and evaluate their impacts on society.

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.2.12.A.3.e Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relationships.	During the Industrial Revolution, British manufacturers took advantage of new processes and machinery that led to rapid growth of industry.	<ul style="list-style-type: none"> • What makes an event or a time period revolutionary? • What conditions must exist in order for an agricultural society to develop into an industrial society?
6.2.12.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.	Industrialization transformed many types of industry and spread rapidly to western Europe and the United States resulting in significant social, political, and economic changes and reforms.	<ul style="list-style-type: none"> • How can new industry and technology affect people’s lives? • What should be a government’s role in its nation’s economy?
6.2.12.B.3.b Relate the role of geography to the spread of independence movements in Latin America.	The global balance of power shifted after the Industrial Revolution because industrialized nations dominated the rest of the world.	<ul style="list-style-type: none"> • How is technology an advantage to a country?
6.2.12.C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.	KNOWLEDGE	SKILLS
6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.	Students will know:	Students will be able to:
6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.	The Industrial Revolution began in Great Britain because of the availability of raw materials, markets, and governmental support.	Explain why the Industrial Revolution began in Great Britain.
6.2.12.A.3.d Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.	The technological breakthroughs of the Industrial Revolution included advancements in power,	Describe the key inventions that helped move production of goods out of private homes and
6.2.12.C.3.a Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of landholding.”		

<p>6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</p> <p>6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</p> <p>6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p> <p>NJ Student Learning Standards for ELA Companion Standards</p> <p>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>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 and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p>transportation and communication.</p> <p>The transition from cottage industry to the factory system changed where and how people worked and lived.</p> <p>During the late 1800s, cities grew and changed, and education, leisure time activities, and the arts reflected those changing times.</p> <p>The Industrial Revolution spread to Western Europe and the United States within a few decades.</p> <p>Advances in science and technology led to new theories about the natural world and human mind, improving quality of life and leading to longer life spans.</p> <p>The Industrial Revolution inspired new ideas about economics including capitalism, socialism and communism.</p> <p>The Industrial Revolution led to economic, social, and political reforms.</p> <p>Countries where the Industrial Revolution did not spread were at a global disadvantage at the end of the 19th century.</p> <p>KEY TERMS:</p>	<p>propelled the Industrial Revolution.</p> <p>Write about how the factory system affected workers and labor practices.</p> <p>Create a visual representation that illustrates the stages of the industrial revolution's effects on an English village from 1750 to 1850.</p> <p>Draw conclusions regarding the positive and negative impact of industrialization and urbanization on people's lives.</p> <p>Discuss how and why the Industrial Revolution spread through Europe and other parts of the world.</p> <p>Examine the advances in medicine, sciences and technology in the late 19th century.</p> <p>Evaluate the feasibility of the economic theories of capitalism, socialism, and communism.</p> <p>Write about the roles of government and workers in bringing about social reform and unionization.</p> <p>Evaluate the advantages of industrialized countries over those that did not industrialize.</p>
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	cottage industry, urbanization, investment, textiles, strikes, reforms, mass production, steam engine, Enclosure Acts, labor unions, laissez faire, socialism, capitalism, Marxism, communism, developed countries, undeveloped countries, standard of living	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Writing a comparison of a pre-industrial village and post-industrial city using document-based evidence.
- Researching and debating the positive and negative impacts of industrialization.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will participate in a simulation game where an agricultural village becomes an urban city and write about the factors that lead to industrialization.
- Students will annotate primary and secondary sources to evaluate the pros and cons to industrialization.
- Students will compare and contrast capitalism, socialism and communism in a simulation game.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 9 World History
UNIT IV: Industrialization's Effects on the World

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	Unit VI: Industrialization's Effects on the World <ul style="list-style-type: none"> • Industrialization Begins in England <ul style="list-style-type: none"> • Factories and Workers • New Ideas in a New Society • Advances in Technology and Daily Life 	<p><i>History Alive-</i> Industrialization Unit - Various simulation games, PowerPoints, and primary and secondary source readings and assessments</p> <p>Simulation Game: <i>The Urban Game</i>. Teacher narrative and collaborative posters on the process of urbanization</p> <p>Sir Edwin Chadwick. <i>Inquiry into the Condition of the Poor (1842)</i> (H)</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 9 World History
UNIT V: Africa/Asia: Culture and Imperialism

TRANSFER: Students will be able to appreciate the validity of histories and cultures that are not common with their experience to show empathy and tolerance of different cultures.

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.2.12.A.1.a Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.	Prior to European imperialism in the 19th century, there were many civilizations in Africa and Asia involved in global interaction and trade.	<ul style="list-style-type: none"> • What makes a country or continent rich and powerful?
6.2.12.C.1.a Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.	The Industrial Revolution’s need for new resources and markets, and European countries’ desire for power and spreading western ideologies motivated imperial expansion into Africa and Asia.	<ul style="list-style-type: none"> • What motivates a country to expand?
6.2.12.C.3.a Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.	Imperialism had both positive and negative impacts that continue to modern times.	<ul style="list-style-type: none"> • To what extent did countries benefit and suffer from the practice of imperialism?
6.2.12.D.3.c Compare and contrast China’s and Japan’s views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.	Political, social, economic and technological advancement determined how a country responded to western imperialism.	<ul style="list-style-type: none"> • Why might a country choose to isolate itself from the world? • Why might a country choose to westernize?
6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.	KNOWLEDGE	SKILLS
6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.	<p>Students will know:</p> <p>Economic, political, and ideological factors led to and justified European imperialism in Africa and Asia in the 1800s-1900s.</p> <p>Despite resistance movements, European imperialism</p>	<p>Students will be able to:</p> <p>Explain the means, motives and justifications of European imperialism in the 19th century.</p> <p>Determine the advantages and disadvantages of</p>
6.2.12.D.5.b Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India, and determine how his methods were later used by		

<p>people from other countries.</p> <p>6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</p> <p>6.2.12.A.4.b Compare the rise of nationalism in China, Turkey and India.</p> <p>NJ Student Learning Standards for ELA Companion Standards</p> <p>RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p>	<p>influenced and altered the development of African and Asian societies.</p> <p>Native cultures and nations differed in their response to European expansion and occupation in Africa and Asia.</p> <p>Prior to western intervention, Africa consisted of many ethnic and linguistic groups who controlled their own land and trade networks.</p> <p>Slavery existed in Africa before European contact, but slaves were primarily prisoners of war as opposed to people of specific heredity or race.</p> <p>The Atlantic slave trade had a negative impact on African population and society.</p> <p>Starting in the 16th century, powerful rulers in the Islamic Mughal empire united a large part of the Indian subcontinent through conquest and expansion.</p> <p>By the mid-19th century, the Mughal Empire was weakening under competition from local princedoms and European trading companies.</p> <p>Due to civil unrest and violence, the British government forced the British East India Company to turn over their power in India to the British government, who ruled India until 1947.</p> <p>Prior to western intervention, Chinese (Ming and Qing) and Japanese (Tokugawa) dynasties pursued policies of</p>	<p>imperialism and explain how it influenced social, economic, and political changes in Africa and Asia during this time period.</p> <p>Describe resistance of native peoples to imperialism and evaluate the successes and failures of resistance.</p> <p>Identify and explain several African civilizations and the resources they traded as well as the vast number of ethnicities on the continent.</p> <p>Compare and contrast slavery practices in Africa and the New World.</p> <p>Write about the social, economic and political impact of the Atlantic slave trade on Africa.</p> <p>Compare and contrast the policies and achievements of the Mughal sultans.</p> <p>Describe the political and economic situation in India during the 19th century.</p> <p>Determine the events that led to India's independence movement.</p> <p>Compare and contrast China and Japan politically, economically and socially before</p>
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	<p>isolationism.</p> <p>When Western nations focused their imperial ambitions on East Asia, the reaction and results differed in China and Japan.</p> <p>Western values challenged indigenous values resulting in conflict within non-western societies that are evident even today.</p> <p>As a result of imperialism, numerous African and Asian nations lagged in developing well-functioning political and economic systems.</p> <p>KEY TERMS: imperialism, ideology, colonialism, protectorate, feudal system, dynasty, isolationism, extraterritoriality, westernization, reforms, direct rule, indirect rule, spheres of influence, Social Darwinism, Berlin Conference, Scramble for Africa, Maji Maji Rebellion, British East India Company, Sepoy Mutiny, Raj, Indian National Congress, Muslim League, Qing Dynasty, Opium Wars, Treaty of Nanjing, unequal treaties, Taiping Rebellion, Boxer Rebellion, Tokugawa Shogunate, Treaty of Kanagawa, Meiji Period, Sino-Japanese War</p>	<p>European intervention in the 19th century.</p> <p>Compare imperialism in Africa, India, China and Japan.</p> <p>Evaluate the conflicts in Asian and African societies due to the influx of western values and belief systems.</p> <p>Analyze the legacy of imperialism on Asian and African nations.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Researching and presenting a case study of an imperialized country during the 19th century.
- Writing about a current issue in an African country, China and/or Japan.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will annotate graphs, charts, and primary source documents to analyze the Atlantic slave trade’s effects on Africa.

- Students will compare and contrast European and indigenous perspectives on imperialism by reading primary source documents.
- Students will draw a concept map comparing imperialism in Africa, India, China, and Japan.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 9 World History
UNIT V: Africa/Asia: Culture and Imperialism

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	UNIT V: Africa/Asia: Culture and Imperialism <ul style="list-style-type: none"> ● Introduction to 19th c African Society <ul style="list-style-type: none"> ○ African Imperialism ● Introduction to 19th c Indian Society <ul style="list-style-type: none"> ○ The British in India ● Introduction to 19th c Chinese Society <ul style="list-style-type: none"> ○ China and the West ● Introduction to 19th c Japanese Society <ul style="list-style-type: none"> ○ Japan and the West 	<p><i>History Alive</i> - Imperialism Unit Includes simulation game, group work using primary source images, and lecture materials</p> <p>Rudyard Kipling. <i>The White Man's Burden</i>. (1899)</p> <p><i>Colonization and Independence in Africa</i> (4 case studies), The Choices Program, Brown University, 2014. (H)</p> <p>DBQ: <i>African Actions and Reactions to Scramble for Africa</i>: http://apcentral.collegeboard.com/apc/public/repository/ap09_frq_world_history.pdf</p> <p>Modern History Sourcebook: Commissioner Lin: "Letter to Queen Victoria," 1839. https://sourcebooks.fordham.edu/mod/1839lin2.asp</p> <p>DBQ: <i>Letters From U.S. President Millard Fillmore And U.S. Navy Commodore Matthew C. Perry To The Emperor Of Japan</i> (1852-1853), Asia for Educators, Columbia University. http://afe.easia.columbia.edu/ps/japan/fillmore_perry_letters.pdf (H)</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT

**Grade 9 World History
UNIT VI: The Great Wars**

TRANSFER: Students will be able to stand up for both their and other’s human rights in order to maintain peace and human dignity.

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.2.12.A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.	Militarism, alliances, imperialism, and nationalism led to World War I, a war of destruction never before seen that would eventually contribute to a half-century of global conflict.	<ul style="list-style-type: none"> • When is war necessary?
6.2.12.A.4.c Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.	New types of warfare and technologies introduced during World War I and World War II changed the face of warfare resulting in total war.	<ul style="list-style-type: none"> • How does new technology impact how wars are fought?
6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide.	The political, economic, and social unrest that followed World War I led to the rise of totalitarian dictators in Europe that resulted in human oppression and genocide.	<ul style="list-style-type: none"> • How should people respond to injustice?
6.2.12.B.4.a Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.	The failure to resolve political, economic, social, and diplomatic factors ignited a second global conflict, World War II.	<ul style="list-style-type: none"> • Why is peace difficult to maintain?
6.2.12.B.4.b Determine how geography impacted military strategies and major turning points during World War II.	The Japanese surrendered after the United States dropped two atomic bombs on Hiroshima and Nagasaki.	<ul style="list-style-type: none"> • How do ethics and morals interact with warfare?
6.2.12.B.4.c Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.	The Great Wars had a profound impact on every continent.	<ul style="list-style-type: none"> • How does a war that was started by a few impact the entire world?
6.2.12.B.4.d Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.	KNOWLEDGE	SKILLS
6.2.12.C.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.		
6.2.12.C.4.b Compare and contrast World Wars I and II in terms of technological innovations (i.e.,		

<p>industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).</p> <p>6.2.12.C.4.c 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.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.</p> <p>6.2.12.D.4.a Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</p> <p>6.2.12.D.4.b Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.</p> <p>6.2.12.D.4.c Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.</p> <p>6.2.12.D.4.d 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>6.2.12.D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.</p> <p>6.2.12.D.4.f Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.</p> <p>6.2.12.D.4.g Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”</p> <p>6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p> <p>6.2.12.D.4.j Analyze how the social, economic, and</p>	<p>Students will know:</p> <p>By 1914, militarism, alliances, imperialism, and nationalism helped to create war.</p> <p>Trench warfare created a stalemate that prompted the use of new technology in battle.</p> <p>World War I and long-term social unrest resulted in revolution in Russia.</p> <p>The terms of the peace agreement contained harsh penalties for Germany and established the first global organization whose purpose was to maintain global peace.</p> <p>Following World War I, Austria-Hungary and the Ottoman Empire were broken apart, forming new independent nations and changing political boundaries.</p> <p>Political instability, economic crises, and social unrest that followed World War I allowed totalitarian dictators to rise to power in Europe.</p> <p>Italy under Mussolini, the Soviet Union under Stalin, and Germany under Hitler are examples of totalitarian governments, which share common features and attempt to</p>	<p>Students will be able to:</p> <p>Explain how the alliance system, militarism, nationalism, and imperialism contributed to war.</p> <p>Identify the new modern warfare methods and strategies used in World War I.</p> <p>Explain how Russian experiences in World War I and domestic conditions contributed to revolution.</p> <p>Describe the major events of the Russian Revolution.</p> <p>Explain how the Russian Revolution contributed to restructuring of the country politically, economically, and socially.</p> <p>Create a Treaty of Versailles that better serves the needs of all nations.</p> <p>Compare and contrast the political boundaries of the world in 1914 and 1939.</p> <p>Explain how Mussolini, Stalin, and Hitler rose to power and instituted totalitarian governments in Italy, the Soviet Union, and Germany.</p> <p>Identify the common features of totalitarian governments.</p>
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<p>political roles of women were transformed during this time period.</p> <p>6.2.12.D.4.1 Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.</p> <p>NJ Student Learning Standards for ELA Companion Standards</p> <p>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.</p>	<p>control all aspects of individuals' lives.</p> <p>Totalitarian dictators used violence, political skill, and propaganda to maintain power.</p> <p>Hitler used strong anti-Semitic beliefs, hostility toward or prejudice against Jews, as an explanation for Germany's problems and excluded Jews from mainstream German life through measures such as the Nuremberg Laws and Kristallnacht.</p> <p>Japanese expansion in Asia and desire for strategic resources produced tensions with the United States and resulted in the Japanese bombing of Pearl Harbor.</p> <p>After the United States entered World War II, the Allies began making strides against the Axis powers.</p> <p>While men were fighting on the front, women took on noncombat roles and supported the war effort at home.</p> <p>The Battle of Stalingrad, which saw harsh fighting and a tremendous loss a life, forced the German army to retreat and marked a major turning point in the war in Europe.</p>	<p>Compare and contrast how Mussolini, Stalin, and Hitler rose to power and kept power.</p> <p>Define anti-Semitism and determine how Hitler used this belief to exclude Jews from German society.</p> <p>Determine the key events that led to rising tensions between the United States and Japan.</p> <p>Compare how the Allies responded to the militaristic and expansionist actions of the Axis Powers (Germany, Italy, Japan).</p> <p>Explain the events that began World War II.</p> <p>Summarize the Axis aggression that led to the entry of the United States into World War II and evaluate how this impacted the overall outcome of the war.</p> <p>Determine how social, economic, and political roles of women were transformed during this time period.</p> <p>Write an explanation on how the Battle of Stalingrad was the turning point of World War II in Europe.</p>
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	<p>The Battle of Midway shifted the balance of power in the Pacific and eliminated the Japanese advantage on the seas allowing the Allies to go on the offensive.</p> <p>The island-hopping strategy was implemented by the United States to make progress against Japan in the Pacific theatre.</p> <p>During the Holocaust, Germany's Nazi government deliberately murdered approximately 6 million Jews and 5 million non-Jews in Europe.</p> <p>Atrocities were committed by Germany in the Holocaust, the Soviet Union with Gulag camps, the United States with Japanese Internment, and Japan with forced death marches and internment.</p> <p>The Allies taking of Berlin and Germany and the use of two atomic bombs by the United States against Japan led to the surrender of Germany and Japan respectively.</p> <p>The Allied Powers differed on their visions for the postwar world.</p> <p>Both World War I and World War II altered the lives of people across multiple continents.</p> <p>KEY TERMS: alliance, neutral, assassination, propaganda, genocide, proletariat, armistice, mandates, gulag, fascism,</p>	<p>Summarize the major turning points of the war in the Pacific.</p> <p>Describe the Allied island-hopping strategy.</p> <p>Explain the Nazi government's "Final Solution" and summarize how the Nazis carried out this plan.</p> <p>Present on the wartime atrocities committed by Germany, Japan, Russia, and the United States.</p> <p>Outline the events that brought an end to the war on the European and Pacific fronts.</p> <p>Compare and contrast the visions of various Allied powers (Great Britain, United States, Soviet Union) for the postwar world.</p> <p>Analyze relevant statistics to determine the impact of war on diverse peoples.</p>
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	totalitarianism, anti-Semitism, appeasement, deportation, ghetto, collectivization, purge, annex, lebensraum, scapegoat, isolationism, total war, internment, Triple Alliance, Triple Entente, Central Powers, Allied Powers, Western Front, trench warfare, total war, Bolshevism, Marxism-Leninism, U-boats, Zimmerman Note, Fourteen Points, Treaty of Versailles, League of Nations, Balfour Declaration, Nazi Party, Nuremberg Laws, Kristallnacht, Axis Powers, nonaggression pact, blitzkrieg, Allies, Battle of Stalingrad, Battle of Midway, kamikazes, concentration camps, Holocaust, D-Day, V-E Day, V-J Day, Yalta Conference, United Nations, Potsdam Conference	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Writing a response to a document based question that uses primary sources and charts to determine the causes of World War I.
- Researching and presenting on the wartime atrocities committed by Germany, Japan, Russia, and the United States.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read and analyze propaganda strategies used by nations involved in the world wars to influence public opinion.
- Students will research and evaluate the effectiveness of key military strategies undertaken during World War II.
- Students will research how different parts of the world were impacted by the two world wars.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 9 World History
UNIT VI: The Great Wars

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	<p>The Great Wars</p> <ul style="list-style-type: none"> ● World War I <ul style="list-style-type: none"> ○ Causes of WWI ○ Wartime Technological Advancements ○ Treaty of Versailles ● World War II <ul style="list-style-type: none"> ○ Failures at Versailles ○ Rise of Totalitarian Governments ○ Wartime Atrocities ○ The War: Strategies, European and Japanese Perspectives ○ The End of the war and the dropping of the Bomb 	<p>“Great Powers Game”: Lead up to WWI. http://www.esuhd.org/documents/A%20-%20Update%202012/Students%20-%20Parents/Instruction/Curriculum/Simulations_Games.pdf</p> <p>The DBQ Project: “What Were the Underlying Causes of World War I?”</p> <p>Woodrow Wilson. The Fourteen Points (1918) (H)</p> <p>World War II Posters: http://www.loc.gov</p> <p>Website: http://www.bbc.co.uk/history/worldwars/ This website contains resources on World War II and World War II and the Nazi genocide.</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT

**Grade 9 World History
UNIT VII: Impact of WWII**

TRANSFER: Students will be able to accept that there are different ideologies that may be contrary to their own and respectfully engage with others for mutual benefit.

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.2.12.A.5.a Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).	Independence movements swept through Asia and Africa as revolutionaries used violent and nonviolent methods to overthrow existing political systems to create their own nations.	<ul style="list-style-type: none"> • What conditions justify overthrowing one government and replacing it with a new one?
6.2.12.A.5.b Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.	New and developing nations in Latin America, Asia, and Africa struggled to unify their diverse populations, often resulting in authoritarian or military rule.	<ul style="list-style-type: none"> • In what ways do religious and cultural differences create problems for the stability of a nation?
6.2.12.A.5.c Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.	The U.S. and the Soviet Union emerged from World War II as superpowers, triggering a rivalry over ideology and national security.	<ul style="list-style-type: none"> • To what extent can the world function when political ideologies are different?
6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.	Revolutions in Asia, the Americas, and Eastern Europe often became areas of conflict between the U.S. and the Soviet Union as each sought to expand its control and influence over other nations.	<ul style="list-style-type: none"> • When does a nation have the right to interfere in the affairs of another nation?
6.2.12.B.5.a Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.	Several proxy wars, including Korea and Vietnam, came about due to the larger Cold War.	<ul style="list-style-type: none"> • How does public opinion sway policy?
6.2.12.B.5.b Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.	Political, social, and economic factors brought about the end of the Soviet Union.	<ul style="list-style-type: none"> • What brings about a nation's collapse? • What is the impact of symbolism on groups and individuals?
6.2.12.C.5.a Explain how and why Western European countries and Japan achieved rapid economic		

<p>recovery after World War II.</p> <p>6.2.12.C.5.b Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.</p> <p>6.2.12.C.5.c Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.</p> <p>6.2.12.D.4.h Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.</p> <p>6.2.12.B.5.d Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.</p> <p>6.2.12.C.5.e Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.</p> <p>NJ Student Learning Standards for ELA Companion Standards</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p style="text-align: center;">KNOWLEDGE</p> <p>Students will know:</p> <p>Various populations struggled with the challenges of establishing new nations in a post-war world.</p> <p>The opposing economic and political philosophies of the U.S. and the Soviet Union led to global competition.</p> <p>The United Nations was established to protect members against aggression and aimed to achieve the goals of international peace, security, and the protection of human rights.</p> <p>The Universal Declaration of Human Rights sets human rights standards for all nations and although nonbinding, it inspired people and organizations around the world.</p> <p>Containment, a United States policy directed at blocking Soviet influence and stopping the expansion of communism, led to significant global conflicts.</p> <p>The Marshall Plan helped Western Europe make a rapid recovery from the war and provided political stability.</p> <p>The United States, Canada and most Western European countries joined into an alliance called the North Atlantic Treaty Organization, and the Soviet Union and other communist nations of Eastern Europe formed the Warsaw Pact.</p>	<p style="text-align: center;">SKILLS</p> <p>Students will be able to:</p> <p>Analyze the struggle towards viability of new nations.</p> <p>Create propaganda posters advocating for the Cold War from both the U.S. and Soviet perspectives.</p> <p>Describe the goals and reasons for the establishment of the United Nations in 1945.</p> <p>Analyze how the tenets of the Universal Declaration of Human Rights have been applied since 1948.</p> <p>Write an evaluation of the American policy of containment.</p> <p>Determine how the Marshall Plan impacted the spread of communism in Europe.</p> <p>Compare and contrast the formation and implementation of NATO and the Warsaw Pact.</p>
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	<p>The Tiananmen Square protests brought about the fall of the Berlin Wall which helped bring about the end of the Soviet Union.</p> <p>After developing the atomic bomb, the United States and the Soviet Union researched and developed the hydrogen bomb in order to gain a military advantage over the other.</p> <p>After World War II, Chinese Communists defeated Nationalist forces and two separate Chinas emerged.</p> <p>In Asia, the Cold War flared into actual wars supported primarily by the superpowers.</p> <p>New nations emerged from the British colony in India after a long period of civil unrest.</p> <p>Former colonies in Southeast Asia worked to build new governments and economies.</p> <p>After World War II, African leaders threw off colonial rule and created independent countries.</p> <p>When the UN set up a 1947 plan to divide Palestine, conflict erupted between Jews and Muslims.</p>	<p>Evaluate how global events helped bring about the fall of the Berlin Wall.</p> <p>Describe the development and implications of the arms race and the key events of the Cold War era.</p> <p>Describe the Chinese Civil War, the rise of Mao Zedong, and the triumph of the Communist Revolution in China.</p> <p>Write about how the Korean and Vietnam conflicts were extensions of the Cold War.</p> <p>Trace the struggles for freedom on the Indian subcontinent.</p> <p>Analyze the independence movements in Southeast Asia in regions such as the Philippines, Burma, Malaysia, Singapore, and Indonesia.</p> <p>Explain the independence movements and struggles to cast off colonial rule in African nations such as Ghana, Kenya, Congo and Angola.</p> <p>Analyze how the establishment of the modern state of Israel led to military conflicts resulting from that decision.</p>
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	<p>Tensions between the United States and the Soviet Union resulted in several conflicts across the globe that intensified during the Cuban Missile Crisis.</p> <p>The causes for the decline and collapse of the Soviet Union include Eastern European and ethnic minority resistance to Soviet control, economic collapse, failure to keep pace in the arms race, and decreased belief in the benefits of communism.</p> <p>KEY TERMS: superpowers, ideology, capitalism, communism, secular, doctrine, détente, theocracy, human rights, Policy of Containment, Anti-Ballistic Missiles (ABMs), Domino Theory, perestroika, United Nations, Iron Curtain, Cold War, Marshall Plan, atomic diplomacy, Korean War, People’s Republic of China, Bay of Pigs, Cuban Missile Crisis, Berlin Crisis, Geneva Conference, Vietnam War</p>	<p>Write a description of how the Cuban Missile Crisis brought the world to the brink of Nuclear War.</p> <p>Identify the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Writing an analysis of maps, charts, political cartoons and documents to evaluate the global impact of the Cold War. ● Creating propaganda posters advocating for the Cold War from both the United States and Soviet perspectives. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> ● Students will watch newsreels from the Cold War in order to evaluate key tensions and issues of the time. ● Students will write an evaluation of the American policy of containment by analyzing maps and charts detailing the spread of communism in Europe and Southeast Asia. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 9 World History
UNIT VII: Impact of WWII

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	Impact of the Great Wars <ul style="list-style-type: none"> ● Rise of Independence Movements around the world ● The Cold War <ul style="list-style-type: none"> ○ Communism and its spread <ul style="list-style-type: none"> ■ China ■ Eastern Europe ○ Global Proxy Wars ○ End of the Cold War <ul style="list-style-type: none"> ■ Fall of the Berlin Wall ■ Breakup of the Soviet Union 	NATO Treaty http://avalon.law.yale.edu/ (H) Warsaw Pact http://avalon.law.yale.edu (H) Website: The Cold War Files http://legacy.wilsoncenter.org Nonproliferation Treaty of 1968 http://www.historywiz.com/primarysources/nonproliferation.html Webquest: Communism and Containment http://score.rims.k12.ca.us/activity/communism/ American Experience: Race for the Superbomb http://www.pbs.orgg Vietnam Online: http://www.pbs.org

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 9 World History
UNIT VIII: The Modern World

TRANSFER: Students will be able to advocate for international cooperation in order to solve complex global issues.

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.	The globalized economy has brought the world closer together than ever before but it has affected industrialized and developing nations differently.	<ul style="list-style-type: none"> • Is globalization mainly positive or negative?
6.2.12.B.5.c Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.	A renewed international focus on human rights issues has improved the lives of women, ethnic minorities, and other often-marginalized groups.	<ul style="list-style-type: none"> • What responsibilities do humans have to one another? • How can individuals or groups affect change?
6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.	The modern world faces security issues stemming from terror, ethnic violence, energy concerns, and natural resource depletion.	<ul style="list-style-type: none"> • How and why do threats to stability arise?
6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.	Recent advances in technology and scientific understanding have upended centuries-old social and cultural norms with varying results.	<ul style="list-style-type: none"> • What are the benefits and drawbacks to progress? • How do human beings overcome adversity?
6.2.12.C.5.f Assess the impact of the European Union on member nations and other nations.	KNOWLEDGE	SKILLS
6.2.12.C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.	<p>Students will know:</p> <p>Globalization has created an enormous global economy with industrialized nations exerting their influence over developing nations.</p>	<p>Students will be able to:</p> <p>Compare and contrast socioeconomic outcomes of globalization between industrial and developing nations.</p>
6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.		
6.2.12.D.5.c Assess the influence of television, the		

<p>Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.</p> <p>6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.</p> <p>6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p> <p>6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.</p> <p>6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.</p> <p>6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.</p>	<p>The rise of developing nations is challenging the current global power structure.</p> <p>The European Union was formed for a multitude of reasons, including political and economic.</p> <p>Western culture has been diffused throughout the world.</p> <p>Many nations have made major strides towards women's, LGBT, and minority rights; however, change is not universal with many nations still oppressing different groups.</p> <p>The issue of forced labor remains devastating across the globe, especially in the developing world.</p> <p>A variety of factors have led to an increase in terrorism in the 21st century, including domestic issues, radical Islamism, and ethnic tensions.</p> <p>The United Nations remains committed to its founding charter but contentious relations among its members can sometimes limit its influence.</p> <p>Non-Governmental Organizations, the World Bank, and the International Monetary Fund aim to balance economic and social inequalities worldwide.</p> <p>The end of the Cold War, while reducing the foreign policy tensions surrounding nuclear weapons, led to greater nuclear proliferation via legal and illicit methods.</p>	<p>Evaluate the ways that developing nations are challenging the global power structure.</p> <p>Gather current event information to speculate on the current and future prospects of the European Union.</p> <p>Write an evaluation on what makes western culture appealing and juxtapose it to local cultures.</p> <p>Compare and evaluate human rights policies across a spectrum of nations.</p> <p>Identify the issues surrounding human trafficking.</p> <p>Debate what constitutes an act of terror and why acts of terror succeed or fail in their intentions.</p> <p>Determine the factors that limit the influence of the United Nations in global affairs.</p> <p>Analyze the political and economic impact of different international and governmental organizations on developing countries.</p> <p>Write an argument evaluating the qualifications for countries to have nuclear weapons.</p>
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	<p>Climate change is becoming a central issue nations must address.</p> <p>Energy sourcing has become a major geopolitical problem, leading to energy security issues as well as a push for more renewable energy resources.</p> <p>Major advances in telecommunications, biotechnology, and microprocessors have led to an economic technology boom and major social shifts in the developed world.</p> <p>Demographic concerns continue to threaten the human race, including overpopulation, access to food and water resources, and issues surrounding migration.</p> <p>The number of refugees worldwide has increased due to ethnic violence and resource depletion.</p> <p>KEY TERMS: interdependence, outsourcing, famine, epidemic, refugees, terrorism, sanctions, deforestation, biotechnology, cloning, globalization, multinational corporations, NGO, free trade, popular culture, cultural diffusion, weapons of mass destruction, sustainable development, global warming, genetic engineering, green revolution</p>	<p>Scrutinize scientific, political, and media opinions on the issue of climate change.</p> <p>Evaluate the role that petroleum and its providers play in both domestic and global affairs and explain the benefits and drawbacks of various renewable energy sources.</p> <p>Determine the impact of technology on various world societies.</p> <p>Contrast migration issues of today to historical analogues, and evaluate whether similar solutions can be applied or adapted to today.</p> <p>Evaluate the causes of the worldwide refugee crisis.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Researching and presenting on an international issue such as global poverty or the effects of globalization, then providing possible solutions, conclusions, or resolutions.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will use current events or research to create a class discussion on issues relevant to the unit.
- Students will create a poster advocating either side of the European Union membership debate.
- Students will deconstruct multiple perspectives on climate change and its effects on the environment.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 9 World History
UNIT VIII: The Modern World

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	<ul style="list-style-type: none"> ● Globalization ● Human Rights ● Global Security ● Environmental Issues ● Advancements in Technology 	<p>The United Nations, http://www.un.org</p> <p>New York Times Room for Debate, https://www.nytimes.com/roomfordebate</p> <p>BBC Country Profiles: http://news.bbc.co.uk/1/hi/country_profiles/default.stm</p> <p>CIA World Factbook, https://www.cia.gov/library/publications/the-world-factbook/</p> <p>Human Rights Watch, https://www.hrw.org</p> <p>Human Rights Campaign, www.hrc.org</p>

APPENDIX A - Additional Resources

Unit 1: Middle East: Islamic Empires

Virtual Field Trip: Istanbul

<http://www.virtourist.com>

The 50 slide show features geography, museums, mosques, mosaics, important works of art along with current day local culture

Video: *The Hajj* (ABC News)

Video: History Channel: *History's Turning Points series - Disc 2: The Conquest of Spain (711), Disc 3: Siege of Constantinople (1453)*

Video: Discovery: Conquerors: *Suleiman the Magnificent*:
<http://www.youtube.com>

Unit 2: The Rise of Europe: Enlightenment to Revolutions

Video: *Galileo* (Kultur)

Visual: Johannes Kepler's "House of Astronomy"

Virtual Field Trip of Monticello: <http://www.monticello.org>

Video: *The Enlightenment: Keeping the Fire Burning* (Films for the Humanities & Sciences)

Visual: *Canvassing for Votes* (William Hogarth)

Voltaire: *Candide* (literature)

Video: *The Medici* (PBS): <http://www.pbs.org/empires/medici/>

Niccolo Machiavelli. *The Prince*

Unit 3: The Americas: Before and After Exploration

Video: *Mankind Story of All of Us: New World*. History Channel, 2012.

Bartolome De Las Casas *In Defense of the Indians*. Northern Illinois University Press, 1992.

Related Primary Source Documents from the National Archive Compiled by the National Archives at New York City <http://www.archives.gov>

The DBQ Project: *What Drove the Sugar Trade?*

“Trans-Atlantic Slave Trade Database,” Emory University, 2007. <http://www.slavevoyages.org>

Video: *Guns, Germs and Steel: Episode 2 - Conquest*. National Geographic, 2005.

Diamond, Jared. *Guns, Germs and Steel*. WW. Norton and Co., 1999.

Howard Zinn: “Columbus, the Indians, and Human Progress” *A People’s History of the United States*. Harper Perennial, 1995.

Video: *Égalité for All: Toussaint Louverture and the Haitian Revolution*, PBS, 2009.

Video: *When Worlds Collide: The Untold Story of the Americas after Columbus*, PBS, 2010.

Unit 4: Industrialization's Effects on the World

The DBQ Project: *Female Mill Workers in England and Japan: How Similar Were Their Experiences?*

DVD: *Olivier Twist (Criterion Collection)*

The Jungle. Upton Sinclair, 1906.

Factory Rules, Foundry and Engineering Works, Royal Overseas Trading Company. This selection is typical of company rules everywhere the factory system had been established.

Crash Course: Coal, Steam, and The Industrial Revolution: Crash Course World History #32
<https://www.youtube.com>

Unit 5: Africa and Asia: Imperialism and Culture

Political Cartoons – “European Views of Imperialism”: Google Images

Video: Discovery's *European Imperialism in Africa*

Video: *Mankind Story of All of Us (disc 3)* - “Speed” - on the Congo

Video: *Andrew Marr's History of the World - Age of Industry*

Henry Labouchere. *The Brown Man's Burden*. (1899) **(H)**

The DBQ Project: *How Did Colonialism Affect Kenya?*

Colonization and Independence in Africa (4 case studies), The Choices Program, Brown University, 2014.

DBQ: *African Actions and Reactions to Scramble for Africa* **(H)**:
http://apcentral.collegeboard.com/apc/public/repository/ap09_frq_world_history.pdf

Chinua Achebe. *Things Fall Apart*. Heinemann Educational Publishers, 1996. **(H)**

J.A. Hobson. *Imperialism*. (1902) **(H)**

Naosuke Ii. *Advice About the Policy of Isolation*. (1853) **(H)**

Video: *Deconstructing History: Great Wall of China*, History Channel. <http://www.history.com>

Video: *Deconstructing History: Samurai*, History Channel. <http://www.history.com>

Unit 6: The Great Wars

Virtual Field Trip: World War One, <http://www.bbc.co.uk>

An extensive collection of movies, animations, interviews, battles and debates can be viewed at this website that chronicles World War One. Comparisons between the Allied and the German forces are made as well as testimony through primary source documents from soldiers and other witnesses.

Video: *All Quiet on the Western Front* (1930)

Erich Maria Remarque. *All Quiet on the Western Front*. Ballantine Books; Reissue edition (March 1987) **(H)**

Ernst Junger. "The Author's Preface." *Storm of Steel*. Doubleday, Duran & Company, Inc. 1929. **(H)**

Elie Wiesel. *Never Shall I Forget* (1955)

Wisława Szymborska. *Hatred* **(H)**

History Alive: "The World Wars"

Father John A. Siemes: *Hiroshima* **(H)**

The Atlantic Charter **(H)**

DVD: *The World Wars*. The History Channel.

Unit 7: Impact of World War II

Khrushchev, Nikita Sergeevich, Edward Crankshaw, and Strobe Talbott. *Khrushchev Remembers*. Boston: Little, Brown, 1971.

Rosenberg, Tina. *The Haunted Land: Facing Europe's Ghosts after Communism*. New York: Vintage Books, 1996.

First They Killed My Father: A Daughter of Cambodia Remembers. New York: HarperCollins, 2000.

Robert Frost. *Mending Wall*.

NYT Article “East German Troops Seal Border with West Berlin to Block Refugee Escape”

http://www.nytimes.com/learning/general/onthisday/990813onthisday_big.html#article

Jawaharal Nehru. *First Servant of the Indian People*

Unit 8: Our Modern World

Thomas Friedman. *The World is Flat 3.0: A brief history of the twenty-first century*. Picador, 2007. **(H)**

Fareed Zakaria. *The Post-American World: Release 2.0*. W.W. Norton & Company, 2012. **(H)**

David Bastone. *Not for sale: The return of the global slave trade – and how we can fight it*. Harper One, 2010. **(H)**

Michael Mandelbaum. *The Frugal Superpower*. Public Affairs, 2010. **(H)**

DVD: *In My Lifetime*. Nuclear proliferation documentary film.

APPENDIX B - Lesson Resources

Islam in the Modern World



TASK: Students will use their knowledge of Islam to explore how its traditions have endured in the modern world.

1) Topic: _____ (Get teacher approval if you are concerned about your topic being applicable to this assignment.)

2) Format: Current Event and Summary

Find a current (**within the past 2 months**) newspaper article reporting on an aspect of Islam present in a modern day country. Write a 2 paragraph **Summary** and **Opinion*** of article (see back for description). Articles must be current events, **NOT editorials** (sometimes labeled “Op Ed” or opinion editorials) on the topic and come from the sources listed on back.

*Be sure to answer the question in the opinion section: “How does this event show how the traditions of Islam have endured in the modern world? Identify the tradition.”

3) Directions

- A.** Please read and highlight your news article. Remember, no editorials or op-eds!
- B.** Write one paragraph that summarizes the article. Be sure to identify the main issue or problem presented by describing *who, what, when, where, why*. **No first person** or points will be deducted!
- C.** Then, write a second paragraph that expresses your opinion regarding the content of the article. *First person is acceptable.*
- D.** How do you feel about the article and its topic/issue?
 - a. Do you agree or disagree with the author’s perspective? Why or why not?
 - b. Why is the issue or event significant?
 - c. Do you think your current event will impact your life? Why or why not?
 - d. **** New question for this assignment:** How does this event show how the traditions of Islam have endured in the modern world? Identify the tradition.

4) Writing Mechanics and Format:

- Use the proper MLA heading.
- Each paragraph should be **10-12** well -constructed **sentences** in length.
- Double-spaced, size 12 font, Times New Roman, one inch margins
- No spelling, grammar, punctuation mistakes. Please use spell check. It is sooo easy!
- Full length articles only-no abstracts, no blogs, no “cut and paste.”
- **Source of the article and date of the article must appear on the article.** An online version must include the actual date the article appeared in the publication (not merely the date you printed it from the Internet).
- When you have finished, staple your work in this order: this assignment sheet, followed by your paragraphs, followed by your news article.

5) Acceptable Sources:

These are the only sources that may be used unless approved by Mrs. Spray ahead of time. Students may use hard copy or online versions of the publications.

The New York Times
The Wall Street Journal
The Star-Ledger
Time Magazine
Newsweek Magazine
The National Review

The Christian Science Monitor
The Washington Post
BBC News (British Broadcasting Corporation)
The Guardian (British newspaper)
** Al Jazeera* (Middle Eastern English newspaper)

*** Only articles on national or international affairs are acceptable - no sports or entertainment!!! And remember - NO EDITORIALS, OPINIONS, BLOGS or ISSUE SUMMARIES.**

Current Event Rubric

The assignment is submitted BEFORE class on the due date on SafeAssign on Blackboard. (**required or no credit**) _____

The full article is attached (**required or no credit**). _____

Article is from the list of "Acceptable Sources" on back: addresses Islam in the modern world; appeared within the 2 months; is a current event – NOT an opinion piece or editorial. (**required or no credit**). _____

The assignment includes the proper MLA heading. _____ 2 pts

The news article is properly cited (Works Cited). _____ 3 pts

The summary includes answers to the five "W" questions and is 10-12 sentences in length. Written in 3rd person. _____ 10 pts

The opinion response is clear and is 10-12 sentences in length; addresses the required questions. _____ 10 pts

Writing Mechanics and Format. No grammar, spelling or punctuation errors that interfere with meaning. _____ 5 pts
Student has used spell check.

The assignment is typed in Times New Roman, 12 pt font, and is double-spaced. _____ 5 pts

_____/35 pts **TOTAL (Test/Project Grade)**

Unit 1 and 2 Portfolio - World History A

Directions: From the following options, select 5 tasks whose values add up to a total of 50 points. You must select:

One (1) 25 Point Tasks (DBQ)

Two (2) 10 Point Tasks

One (1) 5 Point Task

<p>25 points (Submitted on SafeAssign)</p>	<p>Research and write a 1.5 page essay on the guillotine and contemporary capital punishment. ~Use valid sources (at least 2). ~Be sure to address and integrate the following prompts in your response. However, your essay may not merely sound like a response to the questions.</p> <ul style="list-style-type: none"> • What is capital punishment? • Explain the history of the guillotine as a method of capital punishment. • What are contemporary examples of capital punishment and what countries still use it today? • How is capital punishment viewed throughout the world today? Why? <p>~All sources must be in MLA format with parenthetical citations and a Works Cited page in your portfolio. (25 Points)</p>	<p>Create a full-page newspaper article (at least 3 full paragraphs) that reports the death of Galileo OR the death of Louis XVI OR the Storming of the Bastille. ~The account must be historically accurate and written in the voice of someone who was present. This is NOT simply a report but a newspaper-style article. ~Re: Galileo: include his discoveries and trial. ~The newspaper must have: -Headline -Dateline (where and when story took place) -Byline (your pen name) -Visual image ~All sources must be in MLA format with parenthetical citations and a Works Cited page in your portfolio. (25 Points)</p>	<p>Write the script for an interview between Thomas Hobbes and John Locke in which they discuss/debate the Enlightenment and their contrasting views. ~ Although the conversation can include additional creative lines, at least 10 questions and responses must reflect the ideas of Hobbes and Locke. ~ Questions and answers must be relevant and historically accurate. ~All sources must be in MLA format with parenthetical citations and a Works Cited page in your portfolio. (25 Points)</p>	<p>Research and write a 1.5 page essay on one of the following topics that reflects a contemporary conflict between science and religion:</p> <ul style="list-style-type: none"> • Creationism vs Evolution • Intelligent design • Stem cell research <p>~Use valid sources (at least 2). ~Clearly demonstrate why the topic would cause a “science versus religion” conflict. ~All sources must be in MLA format with parenthetical citations and a Works Cited page in your portfolio. (25 Points)</p>
<p>10 points (Submitted on SafeAssign)</p>	<p>Create two “trading cards” representing key individuals involved in the Enlightenment or the American Revolution or the French Revolution. Each card must contain: ~Name ~Picture of Individual ~ Several key ideas regarding his/her contribution to the particular revolution. ~Historically accurate content ~All sources must be MLA cited and included in your portfolio. (10 Points)</p>	<p>In 2-3 paragraphs, explain the role of women in the French Revolution using at least 2 of the examples below: ~Marie Antoinette ~Fish Ladies ~Charlotte Corday ~Olympe de Gouges ~All sources must be MLA cited and included in your portfolio. (10 Points)</p>	<p>In 2 -3 paragraphs, explain how the Declaration of Independence and the U.S. Constitution reflect Enlightenment ideas about government. ~Analysis must accurately reflect Enlightenment ideas AND the content of the documents. ~All sources must be MLA cited and included in your portfolio. (10 Points)</p>	<p>Create a timeline representing the key events of the French Revolution. ~Must include at least 10 events ~Each event must be explained in at least 2 sentences. ~Each event must contain a visual (hand drawn or computer generated). ~All sources, both text and images, must be MLA cited and included in your portfolio. (10 Points)</p>
<p>5 points (Submitted on SafeAssign)</p>	<p>Create a hand-drawn bumper sticker (in color) for England announcing the American colonies’ independence. ~Must reflect the British perspective of the event. ~All sources must be MLA cited and included in your portfolio. (5 Points)</p>	<p>Explain and analyze the quote, “The (French) revolution began to eat its children.” Research; do not infer. ~All sources MLA cited. (5 Points)</p>	<p>Access: http://chnm.gmu.edu/revolution/imaging/ Select one visual and explain in one paragraph how it relates to the French Revolution. The visual must be included with your analysis. ~All sources must be MLA cited and included in your portfolio. (5 Points)</p>	<p>Write a Bio poem about one of the Enlightenment thinkers or a figure from the French Revolution (format in Blackboard folder). ~Must accurately reflect the ideas, life and influence of the chosen person. ~All sources must be MLA cited and included in your portfolio. (5 Points)</p>

Unit 1 and 2
Portfolio Project - 65 Points

1. The project is due _____.
2. The **SafeAssign** submission is due _____. (The night before the class due date.)
3. All text must be typed.
4. Portfolio items must be presented in a **3-prong** pocket folder. No 3-ring binders or simple pocket folders accepted.
5. This assignment sheet and a “Table of Contents” must be in the front of the folder.
6. All options, except the timeline and the trading cards, must be on 8 ½ x 11 paper.
7. The timeline may be on larger paper, but you must be able to fit it completely within the folder.
8. The trading cards may be any reasonable size, but not larger than 8 ½ x 11. If you choose to create “small” trading cards, you must put them in a plastic sleeve so that they are not lost.
9. All work must be your own. **This is not a group project.**
10. Many of the options ask you to “explain.” You cannot merely relate facts; you need to provide analysis.
11. Creativity/presentation and writing skills are grading criteria as per the rubric (15 points total).
12. **** Important:** You may not use the same historical figure more than once in the options you choose

Unit 1 and 2 Portfolio Assessment Rubric

	Limited	Developing	Effective	Exemplary
<p>Task Description:</p> <p>DBQ – see rubric</p> <p>Max Point Value: 25</p>	<p>Lacks sufficient requirements</p> <p>Imprecise control of content; student does not have a grasp of historical fact and there is little or no attempt to elaborate upon content</p>	<p>Two requirements missing</p> <p>Uncertain control of content; student seems uncomfortable with historical fact and presents only rudimentary knowledge</p>	<p>One requirement missing</p> <p>Articulate control of content; student is at ease with expected historical knowledge and offers proficient explanation or elaboration</p>	<p>All requirements met</p> <p>Precise, controlling command of content; student demonstrates full historical knowledge with effective explanations and elaboration</p>
<p>Task Description:</p> <p>_____</p> <p>Max Point Value: 10</p>	<p>Lacks sufficient requirements</p> <p>Imprecise control of content; student does not have a grasp of historical fact and there is little or no attempt to elaborate upon content</p>	<p>Two requirements missing</p> <p>Uncertain control of content; student seems uncomfortable with historical fact and presents only rudimentary knowledge</p>	<p>One requirement missing</p> <p>Articulate control of content; student is at ease with expected historical knowledge and offers proficient explanation or elaboration</p>	<p>All requirements met</p> <p>Precise, controlling command of content; student demonstrates full historical knowledge with effective explanations and elaboration</p>
<p>Task Description:</p> <p>_____</p> <p>Max Point Value: 10</p>	<p>Lacks sufficient requirements</p> <p>Imprecise control of content; student does not have a grasp of historical fact and there is little or no attempt to elaborate upon content</p>	<p>Two requirements missing</p> <p>Uncertain control of content; student seems uncomfortable with historical fact and presents only rudimentary knowledge</p>	<p>One requirement missing</p> <p>Articulate control of content; student is at ease with expected historical knowledge and offers proficient explanation or elaboration</p>	<p>All requirements met</p> <p>Precise, controlling command of content; student demonstrates full historical knowledge with effective explanations and elaboration</p>
<p>Task Description:</p> <p>_____</p> <p>Max Point Value: 5</p>	<p>Lacks sufficient requirements</p> <p>Imprecise control of content; student does not have a grasp of historical fact and there is little or no attempt to elaborate upon content</p>	<p>Two requirements missing</p> <p>Uncertain control of content; student seems uncomfortable with historical fact and presents only rudimentary knowledge</p>	<p>One requirement missing</p> <p>Articulate control of content; student is at ease with expected historical knowledge and offers proficient explanation or elaboration</p>	<p>All requirements met</p> <p>Precise, controlling command of content; student demonstrates full historical knowledge with effective explanations and elaboration</p>
<p>Portfolio Creativity and Presentation</p> <p>Max Point Value: 10</p>	<p>Shows little evidence of originality in design and presentation</p> <p>Errors with required portfolio format and organization (table of contents, headings, spacing, font size, indents, margins and pagination)</p>	<p>Utilizes a variety of resources to create an original product</p> <p>Generally correct with required portfolio format and organization (table of contents, headings, spacing, font size, indents, margins and margination)</p>	<p>Thoughtful preparation and utilizes a variety of resources to create an original product</p> <p>Presents information in a visually appealing and engaging way</p> <p>Nearly flawless with required portfolio format/organization (table of contents, headings, spacing, font size, indents, margins pagination)</p>	<p>Thoughtful preparation and utilizes a variety of resources to create an original product</p> <p>Presents information in a visually appealing and engaging way</p> <p>Perfect required portfolio format and organization (table of contents, headings, spacing, font size, indents, margins and pagination)</p>
<p>Portfolio Writing Mechanics</p> <p>Max Point Value: 5</p>	<p>Language below grade level expectations</p> <p>Major errors in capitalization, punctuation and spelling</p>	<p>Simple or inaccurate language; lacks domain-specific vocabulary</p> <p>Minor errors in capitalization, punctuation and spelling</p>	<p>Precise language interspersed with domain-specific vocabulary</p> <p>Effective capitalization, punctuation and spelling with some errors</p>	<p>Language is challenging and commanding</p> <p>Command of capitalization, punctuation, and spelling with no errors</p>

TOTAL POINTS EARNED _____/65 pts

(Adapted from Randolph Township Schools Social Studies Writing Rubric)

Point Value Rubric

Task Max Point Value	Limited	Developing	Effective	Exemplary
5 Points	1-2	3	4	5
10 Points	1-5	6-7	8	9-10
25 Points	1-14	15-19	20-22	23-25

World History

Global Poverty Socratic Seminar

Points: 70

Introduction: Socratic Seminars consist of written preparation and participation in a group discussion. For this seminar, you will read a selection of texts related to the issue of global poverty and will create questions and responses to be used the day of the seminar. As an individual, you are responsible for being an active participant in the conversation. You should be able to ask strong discussion questions, make thoughtful comments, build off other students' ideas, make specific references to the text, encourage others to share their ideas, and be an active listener. As an observer of other groups, you will take detailed notes that will be collected at the conclusion of the seminars.

Socratic Seminar Question: To what extent is it possible to eliminate global poverty?

Preparation Assignment

You must complete the following items prior to the Socratic Seminar:

- Students will be required to read and analyze (e.g. highlight, annotate) the three (3) articles given to them in preparation for the Socratic Seminar.
- Gather information and evidence in order to have an understanding of the discussion topic and to make a meaningful contribution to the discussion.
- Highlight the important information in each source. Summarize main ideas and arguments in the margins.
- Based on the information in your sources and your knowledge of poverty, create five questions regarding poverty that you can pose to your classmates during the seminar. Your questions should pertain to the sources that you read and analyzed for the seminar. These questions **cannot** be based in fact alone. Instead, they should be thought-provoking, higher-order questions that stimulate classroom discussion.
- Be prepared to make historical connections to material learned throughout the year during the seminar.

You will be assessed on (see attached rubrics):

- Your preparation questions
- Your written responses to the preparation questions
- Your performance during the Socratic Seminar

World History Socratic Seminar Discussion Questions

Create five questions of your own to bring to the seminar. They should reflect the content of the sources that you read and analyzed for the seminar. Each question must relate to all but one of the preparation sources. Write the questions below. Each question should address higher order thinking skills (Why or How questions). Avoid questions that have a simple yes or no answer and try to provide questions that will prompt discussion.

After you craft your five questions, type written responses to each question using specific textual evidence in paragraph form (no more than 5-7 sentences). Both your questions and responses must show a clear connection to the material present in all but one of the sources.

1. Question: _____
Sources Used: _____

2. Question: _____
Sources Used: _____

3. Question: _____
Sources Used: _____

4. Question: _____
Sources Used: _____

5. Question: _____
Sources Used: _____

Rubric: Socratic Seminar – 40 points

Criteria	EXEMPLARY: All requirements are present. (A)	EFFECTIVE: One requirement is missing. (B)	DEVELOPING: Two requirements are missing. (C)	LIMITED: Lacks sufficient requirements. (D)
Conduct (10 points): Patient with different opinions; asks for clarification; brings others into the dialogue; focused on the dialogue				
Speaking (10 points): Speaks to all participants; articulate; takes a leadership role without monopolizing the discussion				
Listening (5 points): Writes down comments, questions, ideas; builds on others' ideas and gives others' credit				
Reasoning (15 points): Consistently cites relevant text; relates topic to outside knowledge and other topics; makes connections between own thoughts and the thoughts of others; willing to express an alternate viewpoint; asks questions to further dialogue				

*Late work will receive 10%/day off final Socratic Grade

Comments:

____ / 40 Points

Max Point Value	Exemplary	Effective	Developing	Limited
15 Points	13-15	12	11	10 or fewer
10 Points	9-10	8	7	6 or fewer
5 Points	5	4	3	2 or fewer

Rubric: Questions & Responses – 30 points

Question Formation:

Question displays the students' depth of knowledge, understanding and preparation. Question stimulates classroom discussion by requiring a response based in higher-order thinking, and clearly relates back to all but one of the required sources	Question does not display depth of knowledge, understanding, nor preparation. Question requires a response based in fact and/or does not relate to all but one of the required sources
2 points	0 points

Response Content:

Criteria	Exemplary (4 points)	Effective (3 points)	Developing (2 points)	Limited (1 or zero points)
Response Content	Student exceeds the standard by crafting a response that answers all aspects of the question using complete sentences, superior grammar/syntax. Student superiorly integrates and analyzes all necessary outside evidence, and provides a clear link to the source materials.	Student meets the standard by crafting a response that answers all/most aspects of the question using complete sentences, acceptable grammar/syntax. Student effectively integrates and analyzes most necessary outside evidence, and provides a link to the source materials.	Student falls short of the standard by crafting a response that inadequately answers the question, or does not answer using complete sentences, acceptable grammar/syntax. Student integrates and analyzes some necessary outside evidence, and provides some link to the source materials.	Student does not meet the standard, does not respond to the question, or answers using sentence structure/grammar that is unreadable. Student does not integrate nor analyze necessary outside evidence, and provides no clear link to the source materials.

Total: _____/30 points