

Industrial Revolution			
Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	10 - 12	5 days	1
National World History Standards: Era 8 1A. Demonstrate understanding of how a belt of industrialized states was emerging in the Northern Hemisphere in the early 20 th century.			
District Objective(s) The student will: <ol style="list-style-type: none"> 1. Explain the beginnings of industrialization. 2. Describe the social and economic effects of industrialization. 3. Explain the spread of industrialization in Europe. 4. Identify the effects of industrialization around the world. 5. Identify the ideas and thinkers that supported industrialization. 6. Explain the main concepts of socialism. 7. Explain the rise of mass culture. 8. Summarize the advances in medicine and science. 9. Describe the emergence of the social sciences. 			
Concept(s): Science and Technology, Empire building, Economics			
Topics		Textbook Correlation	
<ol style="list-style-type: none"> 1. Industrial Revolution 2. Agricultural Revolution 3. Factors of Production 4. Urbanization 5. Class tensions 6. Capitalism <ol style="list-style-type: none"> a. Laissez-faire b. Adam Smith c. Socialism d. Utilitarianism e. Utopian ideas f. Marxism g. Communism 7. Unionization 8. Mass Culture 9. Darwinism 10. Psychology 		Chapter. 25	
		Instructional Resources	

Instructional Resources	Suggested Strategies/Activities
<p>Primary Source Reading “Testimony on Child Labor” pg. 9</p> <p>Literature Reading Mary Barton, p. 12</p>	

Assessments

Essay question

Think about all of the various groups of people who were involved in the Industrial Revolution, from the rural aristocrats to skilled workers to the children of the poor. What one group would you say benefited the most from the Industrial Revolution in the short term? What one group would you say benefited the least in the short term. Support your answer.

A key idea in the system known as the free-market system is that the government should:

- a. protect the nation’s industries from foreign competition
- b. establish minimum wages and maximize working hours
- c. be given complete power to control the means of production
- d. refuse to interfere in domestic or international economic matters

Imperialism			
Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	10 - 12	10 days	1
National World History Standards: Era 7 5A. Demonstrate understanding of the causes and consequences of European settler colonization in 19 th century. 5B. Demonstrate understanding of the causes of European, American, and Japanese imperial expansion, 1850-1914. 5C. Demonstrate understanding of transformation in South, Southeast, and East Asia in the era of “new imperialism.” 5D. Demonstrate understanding of the varying responses of African peoples to world economic developments and European imperialism.			
District Objective(s) Students will: <ol style="list-style-type: none"> 1. Summarize the motives of European colonization. 2. Identify factors allowing the Europeans to control Africa. 3. Describe the Crimean War and the division of the Ottoman Empire. 4. Summarize the British takeover of India. 5. Describe the nationalist movement in India. 6. Summarize the acquisition of European colonies in Southeast Asia. 7. Summarize U.S. acquisition of the Philippines and Hawaii. 8. Explain China’s resistance to foreigners in the 1800’s. 9. Outline the growth of Chinese nationalism. 10. Describe why Japan ended their policy of isolationism and modernized. 11. Trace the growth of Japan’s imperialism in wars with China and Russia and its policy toward Korea. 12. Describe U.S. intervention in Latin America. 13. Describe the causes and effects of the Mexican Revolution. 			
Concept(s): Power and Authority, Empire Building, Economics, Cultural Interaction, Revolution			
Topics		Textbook Correlation	
<ol style="list-style-type: none"> 1. Racism 2. Social Darwinism 3. Berlin Conference 4. Shaka Zulu 5. Boer War 6. Imperial Management <ol style="list-style-type: none"> a. Direct Control <ol style="list-style-type: none"> Paternalism Assimilation b. Indirect control 7. Ottoman Empire 8. Egypt/Muhammad Ali/Suez Canal 9. India during the “raj” 10. Sepoy rebellion 11. The Pacific Rim 12. Siam 13. Hawaii’s Annexation 14. Opium Wars 15. Extraterritorial Rights 16. Boxer Rebellion 17. Treaty of Kanagawa 18. Meiji Era 19. Japanese Imperialism 20. Monroe Doctrine 21. Spanish American War 22. Panama Canal 23. Roosevelt corollary 24. Santa and Mexican Revolution 25. La Reforma 		Chapter 27 and 28	
		Instructional Resources	
		Primary Source “Letter Opposing the English” pg. 47 “In Favor of Imperialism” pg. 48 “Letter to Queen Victoria” pg. 62 “Building the Panama Canal” pg. 64	

Instructional Resources	Suggested Strategies/Activities
Kinkaid, Jamaica <u>A Small Place</u>	Have students color and label a map of Africa in 1876 and again in 1913 to compare the effects of imperialism.

Assessments

Essay

What are THREE important desires, needs, or attitudes that supported the concept of imperialism in the 18th and 19th centuries? Explain your answer.

Discuss the causes and effects of the Imperialism that took place throughout the world in the 18th, 19th and 20th Century. Be sure to include the following:

1. What motivated European Imperialism? Why was it so successful?
2. What was the effect of the industrial revolution on Imperialism?
3. What were the positive and negative effects of Imperialism?
4. How was Imperialism different in China, Japan, and Africa.
5. Drawing from Jamaica Kinkaid's A Small Place explain how do people who were once colonized view those colonial powers now that they are gone?
6. In your opinion how would the world have been different had Imperialism never taken place.

Be sure to use specific examples from all that you have read and discussed.

World War I			
Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	10 - 12	10 days	1
National World History Standards: Era 8 2A. Demonstrate understanding of the multiple causes of World War I. 2B. Demonstrate understanding of the global scope and human costs of the war.			
District Objective(s) Students will: <ol style="list-style-type: none"> 1. Identify the political and military forces that took root in Europe in the late 1800's. 2. List the countries that comprised the Triple Entente and Triple Alliance. 3. Summarize the events that set WW I in motion. 4. Describe the reaction to Austria's declaration of war. 5. Summarize the military events on the Western Front. 6. Explain the progression of the war on the Eastern Front. 7. Describe the escalation of WW I. 8. Identify how governments established wartime economies. 9. Summarize how the Allies pushed to victory. 10. List the main points of the Treaty of Versailles and its faults. 11. Describe the effects of WW I on Western Society. 			
Concept(s): Power and Authority, Science and Technology, Economics			
Topics		Textbook Correlation	
1. Nationalism 2. Imperialism 3. Militarism 4. Triple Alliance 5. Triple Entente 6. The Balkans 7. Assassination of Archduke Ferdinand 8. Schiefflen Plan 9. Central Powers 10. Allies 11. Western Front 12. Trench Warfare 13. New Tools of War <ol style="list-style-type: none"> a. Machine gun b. Poison Gas c. Tanks d. Airplanes e. Submarines 		14. Eastern Front 15. Total War 16. Gallopoli 17. Unrestricted Submarine Warfare 18. Zimmerman Telegraph 19. Rationing 20. Propaganda 21. Armistice 22. The Big Four 23. Wilson's Fourteen Point 24. Treaty of Versailles <ol style="list-style-type: none"> a. War Reparations b. War Guilt 25. League of Nations	
		Instructional Resources	

Instructional Resources	Suggested Strategies/Activities
<p>Primary Source: “Zimmerman Telegraph,” p. 10</p>	<p>Video clips of “Gallipoli” to show trench warfare.</p> <p>Map of Europe before and after WWI to illustrate the changes after the Treaty of Versailles.</p>

Assessments

In a paragraph or two, discuss some of the most important political and social costs of World War I.

Germany’s Schlieffen Plan called for which of the following?

- a. the defeat of Europe by an attack on the United States
- b. the quick defeat of France followed by an attack on Russia
- c. the quick defeat of Russia followed by an attack on Great Britain
- d. the quick defeat of France followed by an attack on Great Britain

Russian Revolution			
Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	10 - 12	9-10 days	2
National World History Standards: Era 8			
2C. Demonstrate understanding of the causes and consequences of the Russian Revolution of 1917.			
District Objective(s)			
Students will:			
<ol style="list-style-type: none"> 1. Describe the autocratic methods of Alexander I and Nicholas II. 2. Summarize the crises that paved the way for the Russian Revolution. 3. Describe the March and Bolsheviks Revolutions. 4. Explain Lenin's reforms to Russian society. 5. Describe Stalin's goals of transforming the Soviet Union into the totalitarian state. 6. Summarize Stalin's state controlled economic programs 7. Explain the methods of control in a totalitarian state. 			
Concept(s): Revolution, Nationalism, Totalitarianism, Economics			
Topics		Textbook Correlation	
<ol style="list-style-type: none"> 1. Alexander III 2. Pogroms 3. Nicholas II 4. Sergey Witte 5. Trans-Siberian Railroad 6. Bolsheviks 7. Vladimir Lenin 8. Revolution 1905 9. Rasputin 10. March Revolution 11. Soviets 12. Bolshevik Revolution 13. Lenin's New Economic Policy 14. Joseph Stalin 15. Totalitarianism 16. Command Economy 17. Collective Farms 18. Kuklus 19. Great Purge 20. Indoctrination and Propaganda 		Chapter 30 section 1 and 2	
		Instructional Resources	

Instructional Resources	Suggested Strategies/Activities
<p>Movie “Animal Farm”</p>	<p>Divide the Chapter into sections and have the students teach each section. 1</p>
Assessments	
<p>Have students write test question for the section they teach.</p> <p>Essay Question Do you think the life for the average Russian citizen was better or worse under the totalitarian Soviet regime of the 1930’s that it had been under the czars? Explain.</p> <p>Animal Farm Questions Do you think <u>Animal Farm</u>’s message would come across effectively to someone who knows nothing about soviet history or the conflict between Stalin and Trotsky? What might such a viewer make of the story?</p> <p><u>Animal Farm</u> was completed in 1945, when Russian Communism was in full power, and had yet to see some of its darkest years. Now, the Soviet Union has completely collapsed, and communism, or at least the version of it that Lenin and Stalin implemented, has been largely proven to be disastrous failure. Do you believe that the modern fate of communism makes sense, considering how corruptly it was portrayed in <u>Animal Farm</u>? How important is it to judge <u>Animal Farm</u> its historical context? Can the film be judged fairly once it has been placed in a modern day context? How did George Orwell view communism and its leaders? Explain</p>	

Revolution in China and India			
Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	10 - 12	2-3 days	2
<p>National World History Standards: Era 8</p> <p>5A. Demonstrate understanding of why global power shifts took place and the Cold War developed in the aftermath of World War II.</p> <p>5B. Demonstrate understanding of how African, Asian, and Caribbean peoples achieved independence from European colonial rule.</p>			
<p>District Objective(s)</p> <p>Students will:</p> <ol style="list-style-type: none"> Trace the rise of the communist in China. Summarize the key events of the civil war between Chinese Communist and Nationalist. Trace the events that fueled nationalist activity in India Summarize how Gandhi used non-violence to free India from British rule. 			
Concept(s): Revolution, Nationalism			
Topics		Textbook Correlation	
<ol style="list-style-type: none"> Kuomintang (Nationalist Party) Sun Yixan Qing Dynasty Republic of China Warlords Mao Zedong May Fourth Movement Chinese Communist Party Jiang Jieshi (Chaing Kai-sheck) The Long March Japanese Invasion Mohandas Gandhi Civil disobedience Amristar Massacre Salt March India's self rule 		<p>Chapter 30 Section 3 and 4</p>	
		Instructional Resources	
		<p>Geography SkillBuilder pg. 784</p>	

Instructional Resources	Suggested Strategies/Activities
	Video clips of “Gandhi”

Assessments

What did Gandhi’s plan for achieving India’s independence require of the Indian people?

Years of Crises 1919-1939

Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	10 - 12	4-5 days	2
<p>National World History Standards: Era 8</p> <p>3C. Demonstrate understanding of how new departures in science and the arts altered human views of nature, the cosmos, and the psyche between 1900 and 1940.</p> <p>3D. Demonstrate understanding of the causes and global consequences of the Great Depression.</p> <p>4A. Demonstrate understanding of the multiple causes of World War II.</p>			
<p>District Objective(s)</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Explain how the scientific ideas of Einstein, Freud and other challenged old beliefs. 2. Describe how the brutality of war led philosophers to question accepted ideas. 3. Summarize new styles in art, architecture, and music. 4. Describe the impact of WW I on post-war Europe. 5. Summarize the causes of the Great Depression. 6. Explain how the United States and Europe reacted to the Great Depression. 7. Summarize Fascist beliefs and policies. 8. Explain the rise in power of Hitler and Mussolini. 9. Describe Fascist aggression in Asia, Africa, and Europe. 10. Summarize why the British and French appeasement and United States Isolationism led to the aggression of fascist leaders. 11. Explain why the Soviet Union and Germany agreed to a non-aggression pact. 			
<p>Concept(s): Science and Technology, Economics, Power and Authority</p>			
Topics		Textbook Correlation	
<ol style="list-style-type: none"> 1. Albert Einstien <ol style="list-style-type: none"> a. Theory of Relativity 2. Sigmund Freud <ol style="list-style-type: none"> a. psychoanalysis b. <i>Interpretation of Dreams</i> 3. Existentialism <ol style="list-style-type: none"> a. Friedrich Nietzsche 4. Franz Kafka 5. Dadaism/Surrealism 6. Frank Lloyd Wright/Functionalism 7. Jazz 8. Weimar Republic 9. Kellog-Briand Treaty 10. Stock Market Crash 1929 11. Franklin Roosevelt/New Deal 12. Fascism 13. Benito Mussolini 14. Adolf Hitler <ol style="list-style-type: none"> a. <i>Mien Kampf</i> b. lebensraum c. Third Reich 3. Japanese militarism 4. Appeasement 5. Isolationism 6. Munich Conference 19. Non-Aggression Pact 		<p>Chapter 31</p>	
		Instructional Resources	

Instructional Resources	Suggested Strategies/Activities

Assessments

Essay

What conditions and situations helped Fascists come to power in Germany and Italy in the 1920's?

The Dawes Plan was an attempt by an international committee to strengthen

- a. the United Nations
- b. the Germany economy
- c. the New York Stock Exchange
- d. the terms of the Treaty of Versailles

World War II			
Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	10 - 12	25 days	3
National World History Standards: Era 8 4A. Demonstrate understanding of the multiple causes of World War II. 4B. Demonstrate understanding of the global scope and human cost of the war.			
District Objective(s) Students will: <ol style="list-style-type: none"> 1. Summarize events leading to an all out war in Europe. 2. Describe the fall of France and the Battle of Britain. 3. Explain the conflict in the Mediterranean and on the Eastern Front. 4. Explain the importance of U.S. aid to the Allies. 5. Explain how Japanese expansionism led to war with the Allies in Asia. 6. Explain the importance of the allied strategy in turning the tide of the war against Japan. 7. Trace the course of Nazi persecution of the Jewish people. 8. Describe the results of the Nazi's "Final Solution". 9. Describe the Allied plan for victory. 10. Summarize the events that led to the surrender of Germany and the end of World War II in Europe. 11. Summarize the importance of the Atomic bomb in the Allied victory over Japan. 			
Concept(s): Empire Building, Economics			
Topics		Topics	
<ol style="list-style-type: none"> 1. Non-Aggression Pact 2. Blitzkrieg 3. Maginot Line 4. Sitzkrieg 5. Fall of France <ol style="list-style-type: none"> a. Vichy Government b. Charles DeGaulle 6. Battle of Britain 7. Winston Churchill 8. Operation Sea Lion 9. Luftwaffe 10. Attack on North Africa 11. Erwin Rommel 12. Tobruk 13. Operation Barbarossa 14. Atlantic Charter 15. Neutrality Act 16. "cash and carry" 17. Isoroku Yamamoto 18. Pearl Harbor 19. Battle of Midway 20. General MacArthur 		<ol style="list-style-type: none"> 21. Island Hopping 22. Battle of Guadalcanal 23. Kristallnacht 24. Nuremberg Laws 25. Ghettos 26. Final Solution 27. Concentration/Extermination camps 28. General Montgomery 29. Operation Torch 30. General Eisenhower 31. Battle of Stalingrad 32. Japanese Internment camps 33. Propaganda 34. D-Day/Operation Overlord 35. Battle of the Bulge 36. Kamikaze 37. Hiroshima/Nagasaki 38. Nuremberg Trials 39. Demilitarization 40. Emperor Hirohito 	
		Textbook Correlation	
		Chapters 31 and 32	

Instructional Resources	Suggested Strategies/Activities
<p>Clips from the movie Pearl Harbor</p> <p>Art Spiegelman <u>Maus I</u></p> <p>History Makers “Charles deGaulle” pg 69 Indepth Resources Unit 7 GT 32 Battle of Britain, 1940-1941 AT 70 German and American Propaganda Primary Sources “Hiroshima” pg 65 Indepth Resources Unit 7 AT 71 Liberation CT 32 The Causes and Effects of World War Two CT 68 Chapter 32 Visual Summary</p>	<p>Holocaust Journal (research assignment)</p> <p>Atomic Bombing of Japan debate-give students information about the decision to drop the atomic bomb and have them debate</p> <ol style="list-style-type: none"> 1. Should the U.S. have dropped the 1st atomic bomb? 2. Should they have dropped the 2nd atomic bomb? <p>Assign Elie Wiesel’s <u>Night</u>.</p> <p>Have students map the major troop movements in Europe and North Africa.</p> <p>Have students map the battles of the Pacific. Research the technologies developed during the war and have students discuss how they have changed they way we live.</p> <p>Discuss the music of World War II.</p> <p>Have the students construct a timeline of events of WW II.</p> <p>Have students research resistance movements and rescuers and present their findings to the class.</p> <p>Create propaganda posters for any of the warring nations.</p> <p>Create a memorial to the victims of Hiroshima, Nagasaki, or one of the concentration camps.</p>
Assessments	
<p>Using the character in <u>Maus I</u> explain how the Holocaust moved slowly in Hungary and its effect on the Jewish people.</p> <ol style="list-style-type: none"> 1. What was the Japanese objective at Pearl Harbor? 2. What did Japan do to try to win support from other Asian countries? 3. Was Yamamoto’s decision to bomb Pearl Harbor? 4. What tactics did Hitler try to get rid of Jews? 5. Why did the German people accept the persecution of Jews? 6. Why did many Europeans favor communism after World War II? 	

Global Interdependence			
Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	10 - 12	7-10 Days	4
National World History Standards: Era 8			
6E. Demonstrate understanding of major worldwide scientific, technological, social, and cultural trends of the late 20 th century.			
6D. Demonstrate understanding of major sources of tension and conflict in the contemporary world and efforts that have been made to address them.			
6C. Demonstrate understanding of how liberal democracy, private enterprise, and human rights movements have reshaped political and social life.			
6B. Demonstrate understanding of how increasing economic interdependence has transformed human society.			
6A. Demonstrate understanding of how population explosion and environmental change have altered life around the world.			
District Objective(s)			
The student will:			
1. Trace exploration of the solar system and to show how it relates to international politics and economics.			
2. Identify the effects of expanding global communications in the late 20 th and early 21 st century.			
3. Discuss the effects of technology on the world economy.			
4. Explain the economic growth of the Pacific Rim countries.			
5. Define the global economy.			
6. Identify challenges facing developing nations and describe the environmental impact of development.			
7. Identify security issues nations face and ways they pursue collective security.			
8. Cite examples of ongoing religious and ethnic conflict.			
9. Describe how various organizations and movements have helped support human rights.			
10. Explain the increase in migration and discuss its worldwide effects.			
11. Trace the increase in worldwide cultural interaction, describe the influences on world culture, and explain cultural bias and to explore possibilities for cultural understanding.			
Concepts:			
Topics		Textbook Correlation	
1. Hubble Space Telescope 2. Internet 3. Genetic Engineering 4. Cloning 5. Green Revolution 6. Developed/Developing Nation 7. Global economy 8. Multinational corporation 9. Free trade 10. Persian Gulf War 11. Ozone Layer 12. Sustainable development 13. Nuclear Non-Proliferation Treaty 14. Proliferation 15. Terrorism 16. Fundamentalism 17. Universal Declaration of Human Rights 18. Civil Rights Movement 19. Popular culture 20. Materialism 21. Accommodation		Chapter 36	
		Instructional Resources	

Instructional Resources	Suggested Strategies/Activities
<p>GT 36 World Per Capita Income Primary Source “Universal Declaration of Human Rights”, pg 64 of Unit 8 Indepth Resources</p> <p>CT 36 Patterns of Refugee Movement</p> <p>CT 72 Chapter 36 Visual Summary</p> <p>Modern History Sourcebook http://www.fordham.edu/halsall/mod/modsbook.html</p>	<p>Drafting a Trade Agreement, pg 948 (Teacher’s Edition)</p> <p>Individual student research on types of terrorist organizations (PLO, al-Qaeda, Sinn Fein,etc.)</p> <p>Model United Nations simulation dealing with a current issue.</p>

Assessments

1. How have science and technology shaped the lives of people today?
2. Explain the differences between developed and developing nations.
3. How has the world community attempted to solve conflicts since World War Two?
4. How have religious and ethnic conflicts threatened national security?
5. Why have Western cultures and influences had a major impact on the world?

Struggles for Democracy

Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	10 - 12	12 Days	4

National World History Standards: Era 8

6D. Demonstrate understanding of major sources of tension and conflict in the contemporary world and efforts that have been made to address them.

6C. Demonstrate understanding of how liberal democracy, private enterprise, and human rights movements have reshaped political and social life.

5B. Demonstrate understanding of how African, Asian, and Caribbean peoples achieved independence from European colonial rule.

District Objective(s)

The student will:

1. Identify key building blocks of democracy.
2. Describe Brazil's efforts to build democracy.
3. Analyze the struggle for democracy in Mexico.
4. Describe key events in post-war Argentina.
5. Explain the legacy of colonialism in Africa.
6. Explain how ethnic divisions in Nigeria led to war and describe events in Nigeria since 1970.
7. Explain the history of white rule in South Africa and describe South Africa's shift toward democracy.
8. List Soviet reforms under Mikhail Gorbachev and describe the collapse of the Soviet Union.
9. Identify problems facing the Russian government.
10. Summarize changes in East Germany.
11. Describe democratic change in Czechoslovakia and Romania.
12. Summarize the conflict in the former Yugoslavia.
13. Explain problems in Poland and Czechoslovakia.
14. Summarize Mao Zedong's rule.
15. Explain changes under Deng Xiaoping.
16. Describe the movement for democracy in China.
17. List China's challenges.

Concepts:

	Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Brasilia 2. land reform 3. standard of living 4. recession 5. PRI 6. federal system 7. martial law 8. dissident 9. apartheid 10. Nelson Mandela 11. Politburo 12. Mikhail Gorbachev 13. glasnost 	<ol style="list-style-type: none"> 14. perestroika 15. Solidarity 16. Lech Walesa 17. reunification 18. Boris Yeltsin 19. CIS 20. "shock therapy" 21. ethnic cleansing 22. Zhou Enlai 23. Deng Xiaoping 24. Four Modernizations 25. Tiananmen Square 26. Hong Kong 	<p>Chapter 35</p> <hr/> <p>Instructional Resources</p>

Instructional Resources	Suggested Strategies/Activities
<p>History Makers, “Juan and Eva Peron”, pg. 52 Indepth Resources Unit 8</p> <p>Primary Sources, <u>Kaffir Boy</u>, pg 45 and Mandela’s Inaugural Address, pg 46 Indepth Resources Unit 8</p> <p>GT 35 Germany, Post World War I-Present</p> <p>CT35 Democratic Struggles Around the Globe</p> <p>CT 71 Chapter 35 Visual Summary</p>	<p>Read <u>Kaffir Boy</u></p> <p>Read <u>Cry the Beloved Country</u></p> <p>Research similarities and differences between South African apartheid and American segregation.</p> <p>Design a propaganda poster for Gorbachev’s reforms.</p> <p>Have students research dissident writers in the Eastern bloc countries and their roles in the struggle for and establishment of democracy.</p> <p>Have students write a radio broadcast from one of the Eastern bloc countries as communism is collapsing.</p>
Assessments	
<ol style="list-style-type: none"> 1. What are common democratic practices? 2. What were the major steps South Africa took toward democracy in the 1990s? 3. What were the main reforms proposed by Mikhail Gorbachev? 4. Trace the demise of the Soviet Union and explain Boris Yeltsin’s role in the formation of the CIS. 5. How did the Chinese government respond to demands for democratic reform? 	

The Colonies Become New Nations			
Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	10 - 12	12 Days	4
<p>National World History Standards: Era 8</p> <p>6D. Demonstrate understanding of major sources of tension and conflict in the contemporary world and efforts that have been made to address them.</p> <p>6C. Demonstrate understanding of how liberal democracy, private enterprise, and human rights movements have reshaped political and social life.</p> <p>5B. Demonstrate understanding of how African, Asian, and Caribbean peoples achieved independence from European colonial rule.</p>			
<p>District Objective(s)</p> <p>The student will:</p> <ol style="list-style-type: none"> 1. Summarize the effect of World War II on colonies. 2. Describe the events that led to the partition of India. 3. Summarize the leadership of Nehru and his descendants. 4. Summarize the politics of Pakistan and Sri Lanka. 5. Summarize events that led to the Philippines' independence and describe the political rule of Marcos and his overthrow. 6. Summarize problems facing Burma, Malaysia, and Singapore. 7. Summarize Indonesia's fight for independence from the Dutch. 8. Identify the Negritude movement. 9. Describe the events surrounding the independence of Ghana and Kenya. 10. Describe the Congo's independence and Mobutu's rule. 11. Summarize Algeria's struggle for independence and conflict with Islamic militants. 12. Identify roles played by world powers in Angola's post-independence civil strife. 13. Describe the events that led to the formation of the new nation of Israel. 14. List the outbreaks of war between Israel and Arab states. 15. Identify the Camp David Accords. 16. Describe the Palestinian struggle for independence. 			
Concepts:			
Topics		Textbook Correlation	
1. Congress Party	17. Kwame Nkrumah	Chapter 34	
2. Muslim League	18. Jomo Kenyatta		
3. Muhammad Ali Jinnah	19. Mau Mau	Instructional Resources	
4. Lord Mountbatten	20. Mobuto Sese Seko		
5. Partition	21. FLN		
6. Jawaharlal Nehru	22. Ahmed Ben Bella		
7. Indira Gandhi	23. Balfour Declaration		
8. Rajiv Gandhi	24. Suez Crisis		
9. Benazir Bhutto	25. Six-Day War		
10. Ferdinand Marcos	26. Anwar Sadat		
11. Corazon Aquino	27. Golda Meir		
12. Aung San	28. Menachem Begin		
13. Aung San Suu Kyi	29. Camp David Accords		
14. Sukarno	30. Hosni Mubarak		
15. Suharto	31. PLO		
16. Negritude movement			

Instructional Resources	Suggested Strategies/Activities
<p>Primary Source “From the First Servant of the Indian People” pg 27 Indepth Resources Unit 8</p> <p>GT 34 Indonesia and Malaysia, 1945-1976</p> <p>Geography Application “The Congo Gains Independence” pg 25 Indepth Resources Unit 8</p> <p>History Makers “Jomo Kenyatta” pg 34 Indepth Resources Unit 8</p> <p>History Makers “Golda Meir” pg 35 Indepth Resources Unit 8</p> <p>CT 34 Time Machine: The Middle East Conflict</p>	<p>Writing Indian Political Statements, pg 886 (Teacher’s Edition)</p> <p>Movie “Gandhi”</p> <p>Write a newspaper story from the perspective of a foreign correspondent covering the 1986 Philippine elections. Research similarities and differences between African independence movements. Have students read Elie Wiesel’s <u>Dawn</u> and discuss in class.</p>
Assessments	
<ol style="list-style-type: none"> 1. What were some of the problems shared by leaders of India and Pakistan? 2. How did the British and Dutch differ in their attitudes toward their colonies? 3. Why did the US want to retain leases on military bases in the Philippines? 4. Why did Britain become more willing to consider independence for their colonies after World War 2? 5. What were some of the effects of the Arab-Israeli conflicts? 6. What was the significance of the Camp David Accords and what were the reactions to it? 	

Restructuring the Postwar World			
Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	10 - 12	12-15 Days	4
National World History Standards: Era 8			
5B. Demonstrate understanding of how African, Asian, and Caribbean peoples achieved independence from European colonial rule.			
5A. Demonstrate understanding of why global power shifts took place and the Cold War developed in the aftermath of World War II.			
District Objective(s)			
The student will:			
1. Explain the US-Soviet post-war split.			
2. Trace how the Soviets came to dominate Eastern Europe.			
3. Describe US containment of Communist expansion.			
4. Define the Cold War.			
5. Analyze the civil war between the Nationalists and the Communists in China.			
6. Explain how China split into two nations.			
7. Describe how Mao's Marxist regime transformed China.			
8. Trace the course and consequences of the Korean War.			
9. Summarize the causes and events of the Vietnam War and to describe its aftermath.			
10. Explain how the Cold War affected developing nations.			
11. Describe superpower confrontations in Latin America after World War II.			
12. Identify Cold War conflicts in the Middle East.			
13. Analyze Soviet domination of Eastern Europe and the Soviet Union-China split.			
14. Trace the origins of détente and its effects on the Cold War.			
15. Describe the renewal of Cold War tensions in the 1980s.			
Concepts:			
Topics		Textbook Correlation	
1. United Nations		Chapter 33	
2. Iron curtain			
3. Containment		Instructional Resources	
4. Truman Doctrine			
5. Marshall Plan			
6. Cold War			
7. NATO			
8. Warsaw Pact			
9. Brinkmanship			
10. U-2 incident			
11. Mao Zedong			
12. Jiang Jieshi/Chiang Kai-shek			
13. Commune			
14. Red Guards			
15. Cultural Revolution			
16. 38 th parallel			
17. Douglas MacArthur			
18. Ho Chi Minh			
19. Domino theory			
20. Ngo Dinh Diem			
21. Vietcong			
22. Vietnamization			
23. Khmer Rouge			
24. First/Second/Third World nations			
25. Nonaligned nations			
26. Fidel Castro			
27. Anastasio Somoza			
28. Daniel Ortega			
29. Shah Mohammed Reza Pahlavi			
30. Ayatollah Ruhollah Khomeini			

Instructional Resources	Suggested Strategies/Activities
<p>GT 33 The Berlin Airlift</p> <p>Primary Source “No Tears for Mao” pg 9 Indepth Resources Unit 8</p> <p>History Makers “Ho Chi Minh” pg 16 Indepth Resources Unit 8</p> <p>Primary Source “The Cuban Missile Crisis” pg 11 Indepth Resources Unit 8</p> <p>History Makers “Ruholla Khomeini” pg 17 Indepth Resources Unit 8</p> <p>CT 33 Global Superpowers Face Off</p> <p>CT 69 Chapter 33 Visual Summary</p>	<p>Selections from <u>Dear America: Letters Home From Vietnam</u></p> <p>Have students act as foreign policy advisors and write a memo to the President on a foreign policy issue facing the US.</p> <p>Have students write a speech from President Truman’s perspective defending the development of the H-bomb.</p> <p>Have students write press releases from the revolutionaries who seized the American embassy and their hostages.</p> <p>Play Vietnam War protest music and discuss.</p> <p>Design a UN charter, then compare to the actual Charter.</p>
Assessments	
<ol style="list-style-type: none"> 1. What events led to the division of Europe? 2. What were Stalin’s objectives in supporting Communist governments in Eastern Europe? 3. What circumstances prevented Mao’s Great Leap Forward from bringing economic prosperity to China? 4. What were Nixon’s purposes in visiting Communist China and the USSR? 5. What policies characterized realpolitik and how did they affect the course of the Cold War? 	

