

NJDOE MODEL CURRICULUM PROJECT

CONTENT AREA: SOCIAL STUDIES	WORLD HISTORY	UNIT #: 4	UNIT NAME: A Half-Century of Crisis and Achievement: The Era of the Great Wars (1900-1945)
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Code	CCSS and/or NJCCCS
	<p>4. A Half-Century of Crisis and Achievement: The Era of the Great Wars</p> <p>Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I.</p> <p>The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II.</p> <p>World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries.</p> <p>World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world.</p> <p>Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.</p>
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
WHST.9-10.1	Write arguments focused on discipline-specific content.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
6.2.12.A.4.a	Explain the rise of fascism and spread of communism in Europe and Asia.
6.2.12.A.4.b	Compare the rise of nationalism in China, Turkey, and India.
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.
6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
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.
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.
6.2.12.B.4.b	Determine how geography impacted military strategies and major turning points during World War II.
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.
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.
6.2.12.C.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and

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	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., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
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.
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.
6.2.12.D.4.a	Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
6.2.12.D.4.b	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
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.
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.
6.2.12.D.4.e	Compare how Allied countries responded to the expansionist actions of Germany and Italy.
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.
6.2.12.D.4.g	Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”
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.
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.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or

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	genocide, and describe the long-term consequences of genocide for all involved.	
6.2.12.D.4.j	Analyze how the social, economic, and political roles of women were transformed during this time period.	
6.2.12.D.4.k	Analyze how the arts represent the changing values and ideals of society.	
6.2.12.D.4.l	Assess the cultural impact of World War I, the Great Depression, and World War II.	
#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	<i>Gather relevant information from multiple authoritative to analyze how nationalism (e.g., Serbia, Germany), industrialization, imperialism, militarism, and alliances (e.g., Triple Alliance, Triple Entente) led to World War I.</i>	WHST.9-10.8 6.2.12.D.4.a
2	<i>Analyze primary and secondary sources (i.e., date, origin of information) to explain the relationship of the devastation of World War I (e.g., economic, social) to the rise of fascism and spread of communism in Europe and Asia (e.g., China, Italy, Germany, Soviet Union).</i>	RH.9-10.1 6.2.12.A.4.a 6.2.12.C.4.a
3	<i>Assess the extent to which reasoning and evidence in a text evaluating the Treaty of Versailles (e.g., war debt, reparations, war guilt, League of Nations) accurately reflects the perspectives of different nations (e.g., Germany, United States, Japan, France).</i>	RH.9-10.8 6.2.12.D.4.b
4	<i>Draw evidence from informational texts to explain how social and economic conditions of imperialism and self-determination contributed to the rise of nationalist movements in China, Turkey, and India.</i>	WHST.9-10.9 6.2.12.A.4.b
5	Explain how the Allies and Central/Axis powers used colonial peoples in the war efforts in both World Wars (e.g., extraction of raw materials, sources of military personnel and bases).	6.2.12.D.4.f
6	<i>Compare and contrast different government responses in Europe and Asia to the Great Depression (i.e., fiscal and monetary policy).</i>	RH.9-10.9 6.2.12.C.4.a

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7	<i>Use quantitative and qualitative analysis to compare and contrast the changing political boundaries Europe, Asia, and Africa in 1914 and 1939.</i>	RH.9-10.7 6.2.12.B.4.a
8	<i>Analyze how dictators used text (i.e., structure, vocabulary) and media (e.g., propaganda, radio, film) to gain and maintain authoritarian power (e.g., restrictions on mail and travel).</i>	RH.9-10.5 6.2.12.C.4.d 6.2.12.D.4.g
9	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, and geographic impact on war tactics/military strategies) and social/environmental impact (i.e., national mobilization, loss of life, destruction of property, and biochemical and nuclear weapons).	6.2.12.C.4.b 6.2.12.B.4.b 6.2.12.C.4.c
10	<i>Cite specific textual evidence to compare how Allied countries responded to the expansionist actions of Germany and Italy (i.e., Munich Conference).</i>	RH.9-10.1 6.2.12.D.4.e
11	<i>Develop an argument analyzing the primary cause of World War II (e.g., legacy of World War I, global depression, ethnic and ideological conflicts, imperialism, traditional political or economic rivalries).</i>	WHST.9-10.1 6.2.12.D.4.d
12	<i>Conduct short research to determine how social, economic, and political roles of women were transformed during this time period (e.g., job opportunities, political participation, military service, the role of Eleanor Roosevelt in promoting human rights).</i>	WHST.9-10.7 6.2.12.D.4.j
13	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.	6.2.12.D.4.i
14	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.	6.2.12.A.4.c
15	<i>Compare the point of view of two more authors to assess government responses to incidents of ethnic cleansing and genocide during this time period.</i>	RH.9-10.6 6.2.12.A.4.d

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16	<i>Use multiple credible sources of information to explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East (e.g., Balfour Declaration, decline of British and French colonialism).</i>	WHST.9-10.8 6.2.12.B.4.c
17	Analyze cause and effect relationships of intended decisions at the end of World War II regarding the boundaries in Germany (Berlin) and Japan (Sakhalin) and the unintended consequences of the boundaries in Eastern Europe, the Baltic States, and Korea.	6.2.12.B.4.d
18	<i>Draw evidence from informational sources to explain the causes of revolution (e.g., political, economic, social) in Russia, China, and India, and their historical/political significance.</i>	WHST.9-10.9 6.2.12.D.4.c
19	Explain factors contributing to the emergence of movements for national self-rule or sovereignty in Africa (e.g., Ghana) and Asia (e.g., India).	6.2.12.D.4.h 6.2.12.A.5.c 6.2.12.D.5.a
20	<i>Conduct short research to assess the cultural impact (e.g., art, literature, media, music, memorials) of World War I, the Great Depression, and World War II.</i>	WHST.9-10.7 6.2.12.D.4.i
21	<i>Use technology to illustrate how the arts represent the changing values and ideals of society leading to the creation of mass culture around the world (e.g., Jazz, motion pictures, Cubism, Expressionist art, magazines, sports, "lost generation" movement).</i>	WHST.9-10.6 6.2.12.D.4.k