



Course No.

Course Title: College Modern World History: The Rise of the Nation State to the Present

**Course Description** Students study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19<sup>th</sup> century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the twentieth century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.

Framework Strand/ Standard	Learner Outcomes	Suggested Teaching Strategies	Suggested Assessments	Cross Curriculum Connections	Suggested Resources & Materials
<b>UNIT I: The Growth of the Nation State in Europe</b>					
<b>WHII.1</b>	Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs. <ul style="list-style-type: none"> <li>A. the rise of the French monarchy, including the policies and influence of Louis XIV</li> <li>B. the Thirty Years War and the Peace of Westphalia</li> <li>C. the growing power of Russian tsars, including the attempts at Westernization by Peter the Great, the growth of serfdom, and Russia's rise as an important force in Eastern Europe and Asia</li> <li>D. the rise of Prussia</li> <li>E. Poland and Sweden</li> </ul>	<u>Cooperative Learning:</u> <ul style="list-style-type: none"> <li>• Students will be placed into 5 teams</li> <li>• Each team will be assigned an "absolute monarch"</li> <li>• Each team will be required to demonstrate how their monarch exercised absolute power.</li> <li>• Student teams will create visuals (posters) illustrating the reign of each monarch.</li> </ul>	<u>Open Response Question:</u> <ul style="list-style-type: none"> <li>• Describe the way in which absolute monarchs demonstrated their power. Cite specific examples.</li> </ul>		These resources can be used throughout:  <b>Textbook:</b> <i>Patterns of Interaction</i> (Holt-McDougal)  <b>TrackStar Database:</b> <a href="http://trackstar.4teachers.org/trackstar/">http://trackstar.4teachers.org/trackstar/</a>
<b>WHII.2</b>	Explain why England was the main exception to the growth of absolutism in royal power in Europe. <ul style="list-style-type: none"> <li>A. the causes and essential events of the English Civil War and the Glorious Revolution of 1688</li> <li>B. the effect of the Glorious Revolution on the development of</li> </ul>	<ol style="list-style-type: none"> <li>1. Create a chart defining the conflicts between the Stuart monarchs and Parliament.</li> <li>2. Create a cause &amp; effect chart on the English Civil War and</li> </ol>	<u>Open Response Question:</u> <ul style="list-style-type: none"> <li>• Explain the causes &amp; effects of the English Civil War.</li> </ul> Presentation of the timeline.		



Course No.

Course Title: College Modern World History: The Rise of the Nation State to the Present

Framework Strand/ Standard	Learner Outcomes	Suggested Teaching Strategies	Suggested Assessments	Cross Curriculum Connections	Suggested Resources & Materials
	constitutional government and liberty in England, including the importance of the English Bill of Rights and how it limited the power of the monarch to act without the consent of Parliament	its impact on the British government. 3. Create a Venn diagram comparing & contrasting the English Bill of Rights and the U.S. government. 4. Create a timeline of the events leading to the English Civil War.			
<b>WHII.3</b>	Summarize the important causes and events of the French Revolution. <i>Causes:</i> A. the effect of Enlightenment political thought B. the influence of the American Revolution C. economic troubles and the rising influence of the middle class D. government corruption and incompetence  <i>Events:</i> A. the role of the Estates General and the National Assembly B. the storming of the Bastille on July 14, 1789 C. the 1789 Declaration of the Rights of Man and the Citizen D. the execution of Louis XVI in 1793 E. the Terror F. the rise and fall of Napoleon G. the Congress of Vienna	1. Create a cause & effect chart on the causes of the French Revolution. 2. Create an interactive time line of the events leading to the French Revolution  Create Concept Web of the rise and fall of Napoleon.	<u><b>Open Response Question:</b></u> <ul style="list-style-type: none"> <li>Explain the causes of the French Revolution.</li> </ul> <u><b>Presentation:</b></u> <ul style="list-style-type: none"> <li>Timeline</li> <li>Causes &amp; Effects of the French Revolution</li> </ul>		<b>Primary Source Material from the French Revolution:</b> <a href="http://www.fordham.edu/halsall/mod/modsbook13.html">http://www.fordham.edu/halsall/mod/modsbook13.html</a> <i>(Internet Modern Sourcebook)</i>



Course No.

Course Title: College Modern World History: The Rise of the Nation State to the Present

Framework Strand/ Standard	Learner Outcomes	Suggested Teaching Strategies	Suggested Assessments	Cross Curriculum Connections	Suggested Resources & Materials
WHII.4	<p>Summarize the major effects of the French Revolution.</p> <ul style="list-style-type: none"> <li>A. its contribution to modern nationalism and its relationship to totalitarianism</li> <li>B. the abolition of theocratic absolutism in France</li> <li>C. the abolition of remaining feudal restrictions and obligations</li> <li>D. its support for the ideas of popular sovereignty, religious tolerance, and legal equality</li> </ul>	<p>Students teams create concept webs outlining &amp; describing the effects of the French Revolution:</p> <ul style="list-style-type: none"> <li>• development of modern nationalism</li> <li>• relation to totalitarianism</li> <li>• Abolition of feudal restrictions.</li> <li>• Support of ideas (sovereignty, religious toleration, legal equality).</li> </ul>	<p><b>Presentation of concept webs</b></p> <p><b>Open Response Question:</b></p> <ul style="list-style-type: none"> <li>• <i>Explain the effects of the French Revolution on the various areas of society and on world history.</i></li> </ul> <p>UNIT POST-TEST</p>		
<b>UNIT II: Industrial Revolution and Social and Political Change in Europe, 1800-1914</b>					
WHII.5	<p>Identify the causes of the Industrial Revolution.</p> <ul style="list-style-type: none"> <li>A. the rise in agricultural productivity</li> <li>B. transportation improvements such as canals and railroads</li> <li>C. the influence of the ideas of Adam Smith</li> <li>D. new sources of energy such as coal and technological innovations such as the steam engine</li> </ul>	<p>Create a concept web to demonstrate inventors, scientists, or thinkers with their invention, discovery, or idea.</p>	<p><b>Presentations:</b></p> <ol style="list-style-type: none"> <li>1. Concept webs</li> <li>2. Technology lesson</li> </ol>	<p>Science and Technology</p>	<p>Primary Source Material from the Industrial Revolution</p> <p><a href="http://www.fordham.edu/halsall/mod/modsbook14.html">http://www.fordham.edu/halsall/mod/modsbook14.html</a> (Internet Modern Sourcebook)</p>
WHII.6	<p>Summarize the social and economic impact of the Industrial Revolution.</p> <ul style="list-style-type: none"> <li>A. the vast increases in productivity and wealth</li> <li>B. population and urban growth</li> <li>C. the growth of a middle class</li> </ul>	<p>Create a concept web to illustrate the advances in technology and industrialization.</p>	<p><b>Research Assignment:</b></p> <ul style="list-style-type: none"> <li>• Research the textile industry of New England and its role in New Bedford's growth as an urban center and</li> </ul>		



Course No.

Course Title: College Modern World History: The Rise of the Nation State to the Present

Framework Strand/ Standard	Learner Outcomes	Suggested Teaching Strategies	Suggested Assessments	Cross Curriculum Connections	Suggested Resources & Materials
	D. problems caused by urbanization and harsh working conditions		its economy. <ul style="list-style-type: none"> <li>Research the health problems of factory workers and reforms to improve conditions.</li> </ul>		
WHII.7	Describe the rise of unions and socialism, including the ideas and influence of Robert Owen and Karl Marx.	<ul style="list-style-type: none"> <li>Create a cause &amp; effect chart to link industrialization to reform movements such as socialism.</li> <li>Create a Venn diagram to compare &amp; contrast the ideologies of Marxism and capitalism.</li> </ul>	<p><b>Presentations:</b></p> <ul style="list-style-type: none"> <li>Cause and effect charts</li> <li>Venn diagrams</li> </ul>		<p>Writings of Marx and Owen:  <a href="http://www.fordham.edu/halsall/mod/modsbook33.html">http://www.fordham.edu/halsall/mod/modsbook33.html</a>  <i>(Internet Modern Sourcebook)</i></p>
WHII.8	Describe the rise and significance of antislavery sentiment in Britain, including the abolition of the slave trade by the British Parliament in 1807, the abolition of slavery within the British Empire in 1833, and the role of various antislavery societies.	<p>Create a chart of 19<sup>th</sup> century reforms in Britain. Use colors to categorize reforms (<i>political, social, and economic</i>). Illustrate their impact on British society.</p> <p>Compare the British situation with the U.S. slave population and increase.</p>	<p><b>Open Response Question:</b>  <i>Identify and describe the various reforms and their effects on British society.</i></p>		
WHII.9	<p>Explain the impact of various social and political reforms and reform movements in Europe.</p> <p>A. liberalism            B. child labor laws, and social legislation such as old age pensions and health and unemployment insurance</p>	<ul style="list-style-type: none"> <li>Students select a reformer (<i>social, political, economic</i>) &amp; prepare a poster that illustrates the basic idea of the reformer.</li> <li>Compare working conditions then and</li> </ul>	<p><b>Writing Assignment:</b></p> <ul style="list-style-type: none"> <li>Create a diary entry for child worker or other laborers describing conditions, etc.</li> </ul> <p>Poster presentations and</p>		



Course No.

Course Title: College Modern World History: The Rise of the Nation State to the Present

Framework Strand/ Standard	Learner Outcomes	Suggested Teaching Strategies	Suggested Assessments	Cross Curriculum Connections	Suggested Resources & Materials
	C. the expansion of voting rights	now.	discussion.		
WHII.10	Summarize the causes, course, and consequences of the unification of Italy and Germany. (H) A. Germany's replacement of France as the dominant power in continental Europe B. the role of Cavour and Bismarck in the unification of Italy and Germany	<ul style="list-style-type: none"> <li>Discuss the roots of nationalism and how it effected Germany's growth.</li> <li>Create a concept web on Bismark's strategies to unify Germany.</li> <li>Create a Venn diagram to compare the goals &amp; methods of Bismark &amp; Cavour.</li> <li>Students will use a blank outline map &amp; compare Europe before and after.</li> </ul>	<p><b>Presentations:</b></p> <ul style="list-style-type: none"> <li>Concept webs</li> <li>Venn diagrams</li> <li>Outline maps</li> </ul>		<p>Primary Source Documents of Otto Von Bismark: <a href="http://www.fordham.edu/halsall/mod/modsbook22.html">http://www.fordham.edu/halsall/mod/modsbook22.html</a> (Internet Modern Sourcebook)</p>
WHII.11	Describe the causes of 19 <sup>th</sup> century European imperialism. A. the desire for economic gain and resources B. the missionary impulse and the search for strategic advantage and national pride.	<ul style="list-style-type: none"> <li>Create a cause &amp; effect chart on the rise of imperialism</li> <li>Create a concept web on the motives of imperialism.</li> </ul>	<p><b>Presentations:</b></p> <ul style="list-style-type: none"> <li>Cause &amp; effect charts</li> <li>Concept webs</li> </ul>		<p>Primary Source Documents on British Imperialism: <a href="http://www.fordham.edu/halsall/mod/modsbook34.html">http://www.fordham.edu/halsall/mod/modsbook34.html</a> (Internet Modern Sourcebook)</p>
<b>UNIT III: Asian, African, and Latin American History in the 19<sup>th</sup> and early 20<sup>th</sup> Centuries</b>					
WHII.12	Identify major developments in Indian history in the 19 <sup>th</sup> and early 20 <sup>th</sup> century. A. the economic and political relationship between India and Britain B. the building of roads, canals, railroads, and universities	<ul style="list-style-type: none"> <li>create cause &amp; effect chart on the positive &amp; negative features of British colonialism.</li> <li>Create a timeline illustrating the relationship between</li> </ul>	<p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>Concept webs</li> </ul> <p>Students research the ideas of Martin Luther King and write an essay to compare Gandhi to Martin</p>		<p><b>Video:</b> <i>Gandhi</i></p>



Course No.

Course Title: College Modern World History: The Rise of the Nation State to the Present

Framework Strand/ Standard	Learner Outcomes	Suggested Teaching Strategies	Suggested Assessments	Cross Curriculum Connections	Suggested Resources & Materials
	<p>C. the rise of Indian nationalism and the influence and ideas of Gandhi</p>	<p>Britain and India.</p> <ul style="list-style-type: none"> <li>• Create concept webs illustrating the benefits of British colonization or the negative aspects of colonization. Each side presents their arguments.</li> </ul>	<p>Luther King.</p>		
<p><b>WHII.13</b></p>	<p>Identify major developments in Chinese history in the 19<sup>th</sup> and early 20<sup>th</sup> centuries.</p> <ul style="list-style-type: none"> <li>A. China's explosive population growth between 1750 and 1850</li> <li>B. decline of the Manchu dynasty beginning in the late 18<sup>th</sup> century</li> <li>C. growing Western influence</li> <li>D. The Opium War</li> <li>E. The Taiping rebellion from 1850 to 1864</li> <li>F. The Boxer Rebellion</li> <li>G. Sun Yat-Sen and the 1911 nationalist revolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a concept web outlining major events in China in the early 19<sup>th</sup> &amp; 20<sup>th</sup> centuries and their effects on the development of Chinese society.</li> <li>• Create cause &amp; effect chart on the conditions in China.</li> <li>• Student teams create a cause &amp; effect chart on the Opium War, the Boxer Rebellion &amp; the Taiping Rebellion.</li> </ul>	<p><b>Open-Response Question:</b> <i>Explain the causes &amp; effects of the following:</i></p> <ul style="list-style-type: none"> <li>• Opium War</li> <li>• Boxer Rebellion</li> <li>• Taiping Rebellion</li> </ul> <p><b>Presentations:</b></p> <ul style="list-style-type: none"> <li>• Concept webs</li> <li>• Cause &amp; effect charts</li> </ul>		<p><b>Primary Source Documents on China &amp; the West:</b> <a href="http://www.fordham.edu/halsall/mod/modsbook34.html">http://www.fordham.edu/halsall/mod/modsbook34.html</a> (Internet Modern Sourcebook)</p> <p><b>Museum Visit:</b> <i>Museum of Fine Arts in Boston (study the culture of these societies)</i></p>
<p><b>WHII.14</b></p>	<p>Identify major developments in Japanese history in the 19<sup>th</sup> and early 20<sup>th</sup> centuries.</p> <ul style="list-style-type: none"> <li>A. the Meiji Restoration</li> <li>B. the abolition of feudalism</li> <li>C. the borrowing and adaptation of western technology and industrial growth</li> <li>D. Japan's growing role in international affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Create a chart on the Meiji Restoration (identify major changes)</li> <li>• Compare &amp; contrast Japanese &amp; Chinese response to growing power of the West (students determine which nation was wiser).</li> </ul>	<p><b>Presentation/Discussion:</b></p> <ul style="list-style-type: none"> <li>• Concept webs</li> <li>• Charts</li> <li>• Venn Diagrams</li> </ul>	<p><b>Art and culture of the period</b> (Museum of Fine Arts field trip)</p>	<p><b>Video:</b> "The Last Samurai"</p>



Course No.

Course Title: College Modern World History: The Rise of the Nation State to the Present

Framework Strand/ Standard	Learner Outcomes	Suggested Teaching Strategies	Suggested Assessments	Cross Curriculum Connections	Suggested Resources & Materials
		<ul style="list-style-type: none"> <li>• Create a concept web on the reforms of the Meiji government.</li> <li>• Create concept web on factors that led to the spread of Japanese modernization.</li> <li>• Show excerpt of "The Last Samurai" and discuss</li> </ul>			
<p><b>WHII.15</b></p>	<p>Identify major developments of African history in the 19<sup>th</sup> and early 20<sup>th</sup> centuries.</p> <ul style="list-style-type: none"> <li>A. Africa's interaction with imperialism</li> <li>B. agricultural changes and new patterns of employment</li> <li>C. the origins of African nationalism</li> </ul>	<ul style="list-style-type: none"> <li>• Create concept web on European colonization</li> <li>• Discussion of slave trade</li> </ul> <p><u>Cooperative Learning:</u></p> <ul style="list-style-type: none"> <li>• Student teams research changes that occurred in Africa as a result of imperialism.</li> <li>• Teams create a visual (poster, PowerPoint) to present to the class.</li> </ul>	<p><b>Presentation:</b> Cooperative learning activity</p>		
<p><b>WHII.16</b></p>	<p>Identify the major developments of Latin American history to the early 20<sup>th</sup> century.</p> <ul style="list-style-type: none"> <li>A. the wars for independence, including the influence and ideas of Simon Bolivar, Jose de San Martin, and the American and French Revolutions</li> <li>B. economic and social stratification</li> <li>C. the role of the church</li> </ul>	<ul style="list-style-type: none"> <li>• Create a cause &amp; effect chart on the enlightenment ideas.</li> <li>• Create a concept map on the elements of nationalism.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create a poster depicting causes of the revolution</b></li> <li>• <b>Cause and effect to demonstrate the specific outcomes of the nationalistic movements.</b></li> </ul> <p><u>Open Response Question:</u></p>		<p><b>Primary Source Documents of 19<sup>th</sup> Century Latin America:</b>  <a href="http://www.fordham.edu/halsall/mod/modsbook32.html">http://www.fordham.edu/halsall/mod/modsbook32.html</a>  <i>(Internet Modern Sourcebook)</i></p>



Course No.

Course Title: College Modern World History: The Rise of the Nation State to the Present

Framework Strand/ Standard	Learner Outcomes	Suggested Teaching Strategies	Suggested Assessments	Cross Curriculum Connections	Suggested Resources & Materials
	D. the importance of trade E. the growing influence of the United States as demonstrated by the Spanish American War and the building of the Panama Canal F. the Mexican Revolution		<i>Describe the effects of nationalism and the ideas of the individuals such as Bolivar.</i>		
<b>UNIT IV: The Great Wars. 1914-1945</b>					
<b>WHII.17</b>	Describe the relative importance of economic and imperial competition, Balkan nationalism, German militarism and aggression, and the power vacuum in Europe due to the declining power of the Russian, Austrian, and Ottoman Empires in causing World War I.	<ul style="list-style-type: none"> <li>• Create cause &amp; effect chart on World War I</li> <li>• Create Venn diagram to compare &amp; contrast the western &amp; eastern fronts.</li> <li>• Use outline map to demonstrate the world prior to the War &amp; to identify powers.</li> </ul>	<p><b>Open Response Question:</b> <i>Describe the causes of the First World War.</i></p> <p><b>Presentations:</b></p> <ul style="list-style-type: none"> <li>• Charts</li> </ul>		<p>Primary Source Documents on World War I: <a href="http://www.fordham.edu/halsall/mod/modsbook38.html">http://www.fordham.edu/halsall/mod/modsbook38.html</a> (Internet Modern Sourcebook)</p>
<b>WHII.18</b>	Summarize the major events and consequences of World War I. A. physical and economic destruction B. the League of Nations and attempts at disarmament C. the collapse of the Romanov dynasty and the subsequent Bolshevik Revolution and Civil War in Russia D. post-war economic and political instability in Germany E. the Armenian genocide in Turkey F. the unprecedented loss of life from prolonged trench warfare.	<ul style="list-style-type: none"> <li>• Create a cause &amp; effect chart of the events leading to the fall of Nicholas II.</li> <li>• Cause and effect map on the Bolshevik Revolution.</li> <li>• Outline map to demonstrate the how the world looked after World War I.</li> <li>• View and discuss film "Gallipoli"</li> </ul>	<p><b>Analyze Primary Source Document:</b></p> <ul style="list-style-type: none"> <li>• <i>The Fourteen Points</i> (1918)</li> </ul>		<p>Primary Source Documents on Russian Revolution: <a href="http://www.fordham.edu/halsall/mod/modsbook39.html">http://www.fordham.edu/halsall/mod/modsbook39.html</a> (Internet Modern Sourcebook)</p> <p>Video: "Gallipoli"</p>
	Identify the major developments in the	<ul style="list-style-type: none"> <li>• Students create</li> </ul>	<b>Open Response</b>		Video: Gallipoli



Course No.

Course Title: College Modern World History: The Rise of the Nation State to the Present

Framework Strand/ Standard	Learner Outcomes	Suggested Teaching Strategies	Suggested Assessments	Cross Curriculum Connections	Suggested Resources & Materials
WHII.19	<p>Middle East before World War II.</p> <ul style="list-style-type: none"> <li>A. the end of the Ottoman Empire</li> <li>B. the Balfour Declaration of 1917</li> <li>C. the expulsion of the Greeks from Asia Minor</li> <li>D. the establishment of a secular Turkish state under Mustafa Kemal Ataturk</li> <li>E. the establishment of the Kingdom of Transjordan in the eastern part of the Palestine Mandate by the British</li> <li>F. the growing importance of Middle Eastern oil fields to world politics and the world economy</li> </ul>	<p>visuals on Ataturk or Riza Khan (Iran) including reforms, impact on society. Assess whether they were a positive or negative force.</p> <ul style="list-style-type: none"> <li>• On a map, students identify Middle East countries. Use a color code for Portuguese and French mandates.</li> <li>• Use this area to make connections to current events.</li> <li>• Use the video <i>Gallipoli</i> to discuss trench warfare.</li> </ul>	<p><b>Question:</b> <i>Explain the impact of the reforms undertaken by Ataturk or Riza Khan.</i></p> <p><b>Presentations:</b></p> <ul style="list-style-type: none"> <li>• Visuals</li> <li>• Outline map</li> </ul>		
WHII.20	<p>Describe the various causes and consequences of the global depression of the 1930s, and analyze how governments responded to the Great Depression.</p> <ul style="list-style-type: none"> <li>A. restrictive monetary policies</li> <li>B. unemployment and inflation</li> <li>C. political instability</li> <li>D. the influence of the ideas of John Maynard Keynes, Ludwig von Mises, Friedrich von Hayek, and Milton Friedman.</li> </ul>	<ul style="list-style-type: none"> <li>• Create cause &amp; effect chart on the depression.</li> <li>• Students create concept web highlighting the major ideas of an economist of the period.</li> <li>• Divide class into teams: each researches FDR's government agencies determining their function, how long they existed &amp; the effect of help in ending the depression</li> </ul>	<p><b>Open Response Questions:</b> <i>Identify and describe some of the programs of President Roosevelt's New Deal and how they helped to end the Great Depression.</i></p> <p><b>Presentations:</b></p> <ul style="list-style-type: none"> <li>• Concept web</li> <li>• Visuals on the New Deal</li> </ul>	Economics	



Course No.

Course Title: College Modern World History: The Rise of the Nation State to the Present

Framework Strand/ Standard	Learner Outcomes	Suggested Teaching Strategies	Suggested Assessments	Cross Curriculum Connections	Suggested Resources & Materials
		<p>in the US economy. Students create a visual (poster, PowerPoint, etc.)</p> <ul style="list-style-type: none"> <li>• Compare current economic conditions to the Depression.</li> </ul>			
<p><b>WHII.21</b></p>	<p>Describe the rise and goals of totalitarianism in Italy, Germany, and the Soviet Union, and analyze the policies and main ideas of Mussolini, Hitler, Lenin, and Stalin.</p>	<ul style="list-style-type: none"> <li>• Create a cause &amp; effect chart on the rise of totalitarianism.</li> <li>• Divide class into groups. Each group will study a leader (Hitler, Mussolini, Lenin, Stalin) to identify their main ideas &amp; policies. Each team will create a visual outlining their policies &amp; ideas.</li> </ul>	<p><b>Presentations:</b></p> <ul style="list-style-type: none"> <li>• Cause and effect charts</li> <li>• Posters</li> </ul>		<p><b>Primary Source Documents on Rise of Fascism:</b>  <a href="http://www.fordham.edu/halsall/mod/modsbook42.html">http://www.fordham.edu/halsall/mod/modsbook42.html</a>  <i>(Internet Modern Sourcebook)</i></p> <p><b>Primary Source Documents on Rise of Nazism:</b>  <a href="http://www.fordham.edu/halsall/mod/modsbook43.html">http://www.fordham.edu/halsall/mod/modsbook43.html</a>  <i>(Internet Modern Sourcebook)</i></p>
<p><b>WHII.22</b></p>	<p>Summarize the consequences of Soviet communism to 1945.</p> <ol style="list-style-type: none"> <li>the establishment of a one-party dictatorship under Lenin</li> <li>the suffering in the Soviet Union caused by Stalin's policies of collectivization of agriculture and breakneck industrialization</li> <li>the destruction of individual rights and the use of mass terror</li> </ol>	<ul style="list-style-type: none"> <li>• Compare &amp; contrast the policies of Lenin and Stalin.</li> <li>• Create cause &amp; effect chart on the emergence of the Soviet Union as a power.</li> </ul>	<p><b>Presentations:</b></p> <ul style="list-style-type: none"> <li>• Venn diagrams</li> <li>• Cause &amp; effect charts</li> </ul>		



Course No.

Course Title: College Modern World History: The Rise of the Nation State to the Present

Framework Strand/ Standard	Learner Outcomes	Suggested Teaching Strategies	Suggested Assessments	Cross Curriculum Connections	Suggested Resources & Materials
	<p>against the population</p> <p>D. the Soviet Union's emergence as an industrial power</p>				
WHII.23	<p>Describe the German, Italian, and Japanese drives for empire in the 1930s.</p> <p>A. Italy's invasion of Ethiopia in 1935</p> <p>B. the Japanese invasion of China and the Rape of Nanking</p> <p>C. Germany's militarization of the Rhineland, annexation of Austria, and aggression against Czechoslovakia, the Stalin-Hitler Pact of 1939, and the German attack on Poland</p>	<ul style="list-style-type: none"> <li>In small groups, students create a timeline of the 1930's.</li> <li>Create cause &amp; effect chart of the non-aggression pact signed between the Soviets Union &amp; Germany.</li> <li>Student teams create a visual summary of the causes &amp; effects of World War II to discuss in groups &amp; for class discussion.</li> </ul>	<p><b>Open Response Question:</b> <i>Identify and describe the causes and effects of World War II.</i></p> <p><b>Presentations:</b></p> <ul style="list-style-type: none"> <li>Timelines</li> </ul> <p>Map Activity: Students research the importance of Czechoslovakia to both the Russians &amp; Germans.</p>		<p>Primary Source Documents of World War II: <a href="http://www.fordham.edu/halsall/mod/modsbook45.html">http://www.fordham.edu/halsall/mod/modsbook45.html</a> (Internet Modern Sourcebook)</p>
WHII.24	<p>Summarize the key battles and events of World War II.</p> <p>A. The German conquest of continental Europe</p> <p>B. The Battle of Britain</p> <p>C. Pearl Harbor</p> <p>D. The Bataan Death March</p> <p>E. El Alamein</p> <p>F. Midway</p> <p>G. Stalingrad</p> <p>H. D-Day</p> <p>I. Battle of the Bulge</p> <p>J. Iwo Jima</p> <p>K. Okinawa</p>	<ul style="list-style-type: none"> <li>On a blank map, students create a visual of the obstacles faced by military forces in the battles of World War II.</li> </ul> <p><u>Cooperative Learning:</u> Students analyze and evaluate WWII propaganda &amp; complete a sheet of questions describing the meaning of the propaganda as a tool for the War.</p>	<p><b>Presentation of maps</b></p> <p><b>Open Response Question:</b> <i>Explain how propaganda was used as a tool during World War II.</i></p>	<p><b>Geography</b></p> <p><b>Art:</b> Posters of the War</p>	<p>Analysis Worksheets for reviewing Propaganda: <a href="http://www.archives.gov/education/lessons/">http://www.archives.gov/education/lessons/</a> (National Archives)</p>
	Identify the goals, leadership, and post-	<ul style="list-style-type: none"> <li>Create 3 teams: each</li> </ul>	<b>Open Response</b>		



Course No.

Course Title: College Modern World History: The Rise of the Nation State to the Present

Framework Strand/ Standard	Learner Outcomes	Suggested Teaching Strategies	Suggested Assessments	Cross Curriculum Connections	Suggested Resources & Materials
WHII.25	war plans of the allied leaders. A. Winston Churchill B. Franklin D. Roosevelt C. Joseph Stalin	develops a visual on Churchill, Roosevelt or Stalin, which includes photos, goals, and impact.	<b>Question:</b> <i>Compare and contrast the goals and leadership provided by Churchill, Roosevelt and Stalin during World War II.</i>		
WHII.26	Describe the background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism, 19 <sup>th</sup> century ideas about race and nation, and Nazi dehumanization of the Jews.	<ul style="list-style-type: none"> <li>Students create concept web to identify the effects of the Holocaust.</li> <li>Discuss the development of attitudes in the 20<sup>th</sup> century (anti-Semitism, etc.)</li> <li>Analyze &amp; discuss primary source material on the Holocaust.</li> </ul>	<b>Presentation:</b>		<p><b>Primary Source Documents on the Holocaust:</b>  <a href="http://www.fordham.edu/halsall/mod/modsbook44.html">http://www.fordham.edu/halsall/mod/modsbook44.html</a>  <i>(Internet Modern Sourcebook)</i></p> <p><b>Analysis Worksheets for reviewing primary sources:</b>  <a href="http://www.archives.gov/education/lessons/">http://www.archives.gov/education/lessons/</a>  <i>(National Archives)</i></p>
WHII.27	Explain the reasons for the dropping of atom bombs on Japan and its short and long-term effects.	<ul style="list-style-type: none"> <li>Create concept web to describe the reasons for dropping the bomb on Japan and the long term effects of that decision.</li> </ul>	<b>Presentation/Discussion:</b> <ul style="list-style-type: none"> <li>Concept webs</li> </ul>		
WHII.28	Explain the consequences of World War II. A. physical and economic destruction B. the enormous loss of life, including millions of civilians through the bombing of	<ul style="list-style-type: none"> <li>Create a Venn diagram to compare the aftermath of WWII in Europe and Japan.</li> </ul>	<p>Create &amp; present a cause &amp; effect chart of WWII</p> <p><b>Open Response Question:</b>  <i>Describe the effects (consequences) of WWII on</i></p>		



Course No.

Course Title: College Modern World History: The Rise of the Nation State to the Present

Framework Strand/ Standard	Learner Outcomes	Suggested Teaching Strategies	Suggested Assessments	Cross Curriculum Connections	Suggested Resources & Materials
	<p>population centers and the slaughter of political opponents and ethnic minorities</p> <p>C. support in Europe for political reform and decolonization</p> <p>D. the emergence of the U.S. and the Soviet Union as the world's two superpowers</p>		<p><i>Europe, Japan, and the world.</i></p>		
<p><b>WHII.29</b></p>	<p>Describe reasons for the establishment of the United Nations in 1945 and summarize the main ideas of the Universal Declaration of Human Rights.</p>	<ul style="list-style-type: none"> <li>• Present the Universal Declaration of Human Rights and explain its background.</li> <li>• Create of concept web of the documents main ideas.</li> <li>• Compare the document with the US Constitution and Bill of Rights.</li> </ul>			<p><b>Universal Declaration of Human Rights:</b>  <a href="http://www.un.org/en/documents/udhr/">http://www.un.org/en/documents/udhr/</a>  <i>(United Nations)</i></p> <p><b>Analysis Worksheets for reviewing primary sources:</b>  <a href="http://www.archives.gov/education/lessons/">http://www.archives.gov/education/lessons/</a>  <i>(National Archives)</i></p>
<b>UNIT V: Cold War Era, 1945-1989</b>					
<p><b>WHII.30</b></p>	<p>Summarize the factors that contributed to the Cold War, including Soviet expansion in Eastern Europe and the differences between democracy and communism.</p>	<ul style="list-style-type: none"> <li>• Create concept web to indicate the causes of the Cold War.</li> </ul>	<p><b>Presentation:</b> concept webs</p>	<p><b>Science:</b> development of new technologies</p>	
<p><b>WHII.31</b></p>	<p>Describe the policy of containment, including the Truman Doctrine, the Marshall Plan, and NATO, as America's response to Soviet expansionist policies.</p>	<ul style="list-style-type: none"> <li>• Create teams &amp; have students select an area of the world affected by the Cold War. Create a PowerPoint that shows a map of the</li> </ul>	<p><b>Presentation:</b> PowerPoint</p>	<p><b>Geography</b></p>	



Course No.

Course Title: College Modern World History: The Rise of the Nation State to the Present

Framework Strand/ Standard	Learner Outcomes	Suggested Teaching Strategies	Suggested Assessments	Cross Curriculum Connections	Suggested Resources & Materials
		country, some of the issues, and important people.			
WHII.32	Describe the development of the arms race and the key events of the Cold War era. <ul style="list-style-type: none"> <li>A. the Korean War</li> <li>B. the emergence of the People’s Republic of China as a major power</li> <li>C. the 1956 uprising in Hungary</li> <li>D. Soviet-U.S. competition in the Middle East</li> <li>E. conflicts involving Cuba and Berlin</li> <li>F. the Vietnam War</li> <li>G. the “Prague Spring”</li> <li>H. arms control agreements (including the ABM and SALT treaties) and détente under Nixon</li> <li>I. the Soviet war in Afghanistan</li> </ul>	<ul style="list-style-type: none"> <li>• Create teams: each will research on key event of the Cold War. The teams present the problem; create a poster to identify the key people involved and a brief description of the causes and effects of the situation.</li> <li>• <b>FIELD TRIP:</b> John F. Kennedy Presidential Library &amp; Museum, Boston</li> </ul>	<b>Presentations</b> of the research assignment  <b>Interactive Journal:</b> from the visit to JFK Library and Museum – students describe the leadership of JFK as a Cold War president.		John F. Kennedy Presidential Library & Museum, Boston: <a href="http://www.jfklibrary.org/">http://www.jfklibrary.org/</a> <i>(For field trip and on-line resources)</i>
WHII.33	Describe the Chinese Civil War, the rise of Mao Tse-tung, and the triumph of the Communist Revolution in China in 1949.	<ul style="list-style-type: none"> <li>• Develop chart to compare &amp; contrast the roles and aims of Sun Yat-Sen, Chiang Kai-Shek, and Mao Tse-Tung.</li> <li>• Create a cause &amp; effect chart on China’s civil war.</li> </ul>	<b>Open Response Question:</b> <i>Describe the influence of one of the following on the development of China</i> <ul style="list-style-type: none"> <li>• Sun Yat-Sen</li> <li>• Chiang Kai-Shek</li> <li>• Mao Tse-Tung</li> </ul>		
WHII.34	Identify the political and economic upheavals in China after the Chinese Revolution. <ul style="list-style-type: none"> <li>A. Communist Party attempts to</li> </ul>	Have students imagine they are a CIA spy, undercover as a Chinese activist caught up in the	<b>Presentations or written reports</b>		<b>Frontline web site:</b> <a href="http://www.pbs.org/wgbh/pages/frontline/tankman/">http://www.pbs.org/wgbh/pages/frontline/tankman/</a>



Course No.

Course Title: College Modern World History: The Rise of the Nation State to the Present

Framework Strand/ Standard	Learner Outcomes	Suggested Teaching Strategies	Suggested Assessments	Cross Curriculum Connections	Suggested Resources & Materials
	eliminate internal opposition B. the Great Leap Forward and its consequences (famine) C. the Cultural Revolution and its consequences (the terror of the Red Guards and the expansion of labor camps) D. the 1989 Tiananmen Square demonstration E. China's economic modernization and its growing involvement in world trade	demonstrations in June 1989. Using the web site Frontline: Tiananmen Square, go to THEMES & summarize the issues for a report. Have students describe the CHRONOLOGY of the 1989 massacre. Students are to put their findings in a written or oral report.			
or  <b>WHII.35</b>	Describe the global surge in economic productivity during the Cold War and describe its consequences. A. the rise in living standards B. the economic recovery and development of Germany and Japan	<ul style="list-style-type: none"> <li>• Create a concept web demonstrating how the Marshall Plan assisted in the recovery.</li> <li>• Compare &amp; contrast the recovery in China and Japan.</li> </ul>	<b>Presentations:</b> <ul style="list-style-type: none"> <li>• Concept webs</li> <li>• Venn diagrams</li> </ul>	<b>Economics</b> Favorable balance of trade	
<b>WHII.36</b>	Explain the various factors that contributed to post-World War II economic and population growth. A. the long post-war peace between democratic nations B. the policies of international economic organizations C. scientific, technological, and medical advances	Create teams and have each team research either the scientific, technological, or medical advances and explain the contributions and impact.	<b>Presentations:</b> Of the cooperative learning assignments.		
<b>WHII.37</b>	Describe how the work of scientists in the 20 <sup>th</sup> century influenced historical events, changed the lives of the general populace, and led to further scientific	Assign teams and have each team research the work and impact of a 20 <sup>th</sup> century scientist.	<b>Presentations</b>		



Course No.

Course Title: College Modern World History: The Rise of the Nation State to the Present

Framework Strand/ Standard	Learner Outcomes	Suggested Teaching Strategies	Suggested Assessments	Cross Curriculum Connections	Suggested Resources & Materials
	<p>research.</p> <ul style="list-style-type: none"> <li>A. Albert Einstein and the Theory of Relativity</li> <li>B. Enrico Fermi, J. Robert Oppenheimer, Edward Teller, and nuclear energy</li> <li>C. Wernher von Braun and space exploration</li> <li>D. Jonas Salk and the polio vaccine</li> <li>E. James Watson, Francis Crick, the discovery of DNA, and the Human Genome Project</li> </ul>	<p>Students will present their findings in either a PowerPoint or other type of visual.</p>			
<p><b>WHII.38</b></p>	<p>Describe the development and goals of nationalist movements in Africa, Asia, Latin America, and the Middle East, including the ideas and importance of nationalist leaders.</p> <ul style="list-style-type: none"> <li>A. Fidel Castro (Cuba)</li> <li>B. Patrice Lumumba (Congo)</li> <li>C. Ho Chi Minh (Vietnam)</li> <li>D. Gamal Abdel Nasser (Egypt)</li> <li>E. Jawaharlal Nehru (India)</li> <li>F. Juan Peron (Argentina)</li> </ul>	<p>Have students create presentations on the specific leaders outlining their goals, style of leadership, and policies.</p>			
<p><b>WHII.39</b></p>	<p>Explain the background for the establishment of the modern state of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab world.</p> <ul style="list-style-type: none"> <li>A. the growth of Zionism, and 19<sup>th</sup> and early 20<sup>th</sup> century immigration by Eastern European Jews to Palestine</li> <li>B. anti-Semitism and the</li> </ul>	<ul style="list-style-type: none"> <li>• Create a timeline of the events that led to the formation of Israel between 1945 to present day.</li> <li>• Have students form groups. Each group is to research one country in the Middle</li> </ul>	<p><b>Oral Presentations:</b></p> <ul style="list-style-type: none"> <li>• Concept webs</li> <li>• Middle East attitudes towards Israel</li> <li>• Questions for leaders</li> </ul> <p><b>ESSAY:</b> Compare the problems in the Middle East of 1967/1973 to the present</p>		



Course No.

Course Title: College Modern World History: The Rise of the Nation State to the Present

Framework Strand/ Standard	Learner Outcomes	Suggested Teaching Strategies	Suggested Assessments	Cross Curriculum Connections	Suggested Resources & Materials
	Holocaust C. the UN vote in 1947 to partition the western part of the Palestine Mandate into two independent countries D. the rejection of surrounding Arab countries of the UN decision and the invasion of Israel by Arab countries E. the 1967 and 1973 wars between Israel and neighboring Arab states F. the attempts to secure peace between Palestinians and Israelis	East and discuss the position each takes toward Israel. <ul style="list-style-type: none"> <li>• Create a concept web of the Camp David Accords.</li> </ul>	day.		
<b>UNIT VI: The Contemporary World, 1989-2001</b>					
<b>WHII.40</b>	Identify the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe. A. the weaknesses of the Soviet command economy B. the burdens of Soviet military commitments C. the anticommunist policies of President Reagan D. the resistance to communism in the Soviet Union and Eastern Europe	<ul style="list-style-type: none"> <li>• Create a concept web outlining the reforms of Gorbachev.</li> <li>• Create a concept web outlining the anti-communist policies of the Reagan Administration</li> <li>• Create a Venn Diagram to compare &amp; contrast the policies &amp; leadership of Gorbachev &amp; Yeltsin.</li> </ul>	<b>Presentations and discussion of the reforms of Gorbachev</b>	<b>Writing skills</b>	
<b>WHII.41</b>	Explain the role of various leaders in transforming the Soviet Union and Eastern Europe. A. Mikhail Gorbachev B. Vaclav Havel	Create teams – have students research leaders of the Soviet Union & Eastern Europe who were instrumental in the rise of	<b>Presentation of PowerPoints</b>		



Course No.

Course Title: College Modern World History: The Rise of the Nation State to the Present

Framework Strand/ Standard	Learner Outcomes	Suggested Teaching Strategies	Suggested Assessments	Cross Curriculum Connections	Suggested Resources & Materials
	C. Andrei Sakharov D. Aleksander Solzhenitsyn E. Lech Walesa	Communism. Have students create a PowerPoint with country involved, etc.			
<b>WHII.42</b>	Analyze the consequences of the Soviet Union's breakup. A. the development of market economies B. political and social instability C. the danger of the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations	<ul style="list-style-type: none"> <li>Students will create a cause/effect chart demonstrating the problems in creating a market economy.</li> <li>List the countries of the former Soviet Union – include on a chart the major ethnic groups, religions, resources, etc. Use a blank outline map or other visual.</li> </ul>	<b>Presentations</b> <ul style="list-style-type: none"> <li>Charts</li> <li>Maps</li> </ul>	<b>Economics</b>	<b>CIA World Factbook website</b>
<b>WHII.43</b>	Identify the sources of ethnic and religious conflicts in the following nations and regions. A. Northern Ireland B. the Balkans C. Sudan and Rwanda D. Sri Lanka E. Kashmir	<ul style="list-style-type: none"> <li>Assign student teams a region of the world.</li> <li>Each team is to create a concept web or other visual to describe the causes of conflict in those regions.</li> </ul>	<b>Presentations and discussion.</b>		
<b>WHII.44</b>	Explain the reasons for the fall of apartheid in South Africa, including the influence and ideas of Nelson Mandela.	<ul style="list-style-type: none"> <li>Compare South Africa's apartheid with US in the 1960's</li> <li>Create a visual on the social, economic, political costs of apartheid.</li> </ul>	<b>Presentation and discussion of visuals</b>		
<b>WHII.45</b>	Explain the social and economic effects of the spread of AIDS in Asian and	<ul style="list-style-type: none"> <li>Create a concept web on the effects of AIDS</li> </ul>	Presentation of reports on AIDS and its effects on	<b>Writing Skills</b>	



Course No.

Course Title: College Modern World History: The Rise of the Nation State to the Present

Framework Strand/ Standard	Learner Outcomes	Suggested Teaching Strategies	Suggested Assessments	Cross Curriculum Connections	Suggested Resources & Materials
	African countries.	on the society & world economy, <ul style="list-style-type: none"> <li>Student teams will research &amp; prepare a presentation on the loss of life and impact of AIDS on a particular country or continents life.</li> </ul>	countries and continents of the world.	<b>Science</b>  <b>Economics</b>	
<b>WHII.46</b>	Explain how the computer revolution contributed to economic growth and advances in science, medicine, and communication.	<ul style="list-style-type: none"> <li>Create teams: each selects a topic (science, medicine, communication, etc) and creates a report &amp; visual to present to the class.</li> <li>Students present the positive &amp; negative developments.</li> </ul>	Presentation and class discussion of reports and visuals	<b>Science and Medical developments</b>  <b>Technological developments</b> (computer, internet, etc)	
<b>WHII.47</b>	Explain the rise and funding of Islamic fundamentalism in the last half of the 20 <sup>th</sup> century and identify the major events and forces in the Middle East over the last several decades. <ul style="list-style-type: none"> <li>A. the weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others</li> <li>B. the Iranian Revolution of 1978-1979</li> <li>C. defeat of the Soviet Union by the Mujahideen in Afghanistan</li> <li>D. the origins of the Persian Gulf War and the post-war actions of Saddam Hussein</li> </ul>	<ul style="list-style-type: none"> <li>Map exercise: students use a blank outline map to identify nations &amp; key areas of the Middle East, majority population, languages spoken, etc.</li> <li>Create a cause &amp; effect chart of major Middle East crisis's: (Gulf War, etc)</li> <li>Create time line</li> <li>Research: Why were the following awarded the Nobel Peace Prize</li> </ul>	<b>Presentations</b>		<b>CIA World Factbook website</b>  <b>News Sources</b> <a href="http://www.cnn.com">www.cnn.com</a> <a href="http://www.foxnews.com">www.foxnews.com</a>



Course No.

Course Title: College Modern World History: The Rise of the Nation State to the Present

Framework Strand/ Standard	Learner Outcomes	Suggested Teaching Strategies	Suggested Assessments	Cross Curriculum Connections	Suggested Resources & Materials
	E. the financial support of radical and terrorist organizations by the Saudis F. the increase in terrorist attacks against Israel and the United States	(Sadat, Begin, Rabin, Arafat, Peres)			
<b>WHII.48</b>	Describe America's response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D. C.	<ul style="list-style-type: none"><li>• student teams will create a front page of a newspaper to commemorate the 9/11 attacks</li><li>• They are to include interviews with students, parents, and of review of what happened and why.</li></ul>	<b>Presentations</b>		