

Course of study revision: World History

1. **Introduction** : World History, Social Studies Department, 10th grade (9th grade at Drake in SLC), 2 semesters

2. Course Description

- This course satisfies the graduation requirement in World History. It is a two-semester course for 10th graders.
- This course provides students with opportunities to prepare for engaged citizenship and to contribute individually and collaboratively in order to address the challenges of a dynamic and diverse world. To these ends, students will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively. Learning experiences focus variously on the regions of the world including Asia, Europe and the Americas and survey events and trends from the eighteenth century through the late twentieth century.
- World History is a study of the development of the modern world from 1750 to the present. The course focuses on the rise of democratic ideas with an emphasis on the following: Industrial Revolution, Imperialism, Colonialism, Nationalism, Totalitarianism, and World Wars I and II and the Cold War. The course also includes a focus on modern world crises and the historical interactions of regions of the world through a detailed study of China, Japan, India, Middle East and Latin America.

3. **Prerequisite skills** and knowledge suggested for success in the course: students should be able to

- extrapolate meaning from text.
- develop and articulate ideas in complete sentences and paragraphs.

Course or skill requirements for entrance:

- None

Justification for prerequisites:

- Identifying the main idea is the first step in understanding a text, synthesizing information, and making original arguments. Many of the strategies teachers use to engage students in the content of the course require use of these skills.
- Articulating the main idea in complete sentences and paragraphs is an essential component of clear communication, and a building block for analytical writing.

4. List of **program goals/learning outcomes** to be met

WH.1 Revolutions

Political revolutions change traditional sources of power and structures of authority and redefine the individual's role in society.

WH.2 Industrialization

Industrialization brings about positive and negative consequences that affect societies politically, socially and economically.

WH.3 Imperialism

The demands of industrialization encouraged imperial expansion which had lasting positive and negative effects.

WH.4 Causes of WWI

Years of nationalistic sentiment and competition resulted in international conflict.

WH.5 Causes of WWII

Economic depression along with the failure of the appeasement led to international conflict.

WH.6 Human Cost of WWII and the Holocaust

Unprecedented casualties resulted from racist ideologies, advanced technology, as well as political and strategic priorities during WWII.

WH.7 Cold War

Opposing political and economic ideologies between the US and the USSR dominated international policy and affected the political, social and economic transformations of countries around the world.

5. **Learning progressions and proficiency scales** aligned with the program goals listed above:
Proficiency Scale: World History
[See Appendix]

6. **Suggested scope and sequence of Curriculum**

Units of Study

- Democratic Ideals and Revolution
- Industrial Revolution
- Imperialism
- World War I
- Totalitarianism
- World War II
- Nation Building & Cold War
- (Contemporary World Problems)—incorporated throughout the course

- 21st Century Skills (integrated throughout course at teacher discretion)
 - Using technology to gather, process, and apply information
 - Communication skills (written and oral)

- Interpretation and evaluation of various sources
- Critical thinking
- Collaboration
- Problem solving

7. **Suggested textbook(s), materials, equipment and resources**

- Supplemental Resources: *Leopold's Ghost*, *Maus II*, *Night*, *DBQ Project*, Modern World History Source Book (online), Avalon Project at Yale (online), *New York Times*, *The Guardian* (online).
- Proposed Text: *Modern World History: Patterns of Interaction* (McDougal Littell: 2012)

8. **Requirements satisfied:** UC, A-G; TUHSD graduation requirements.

9. **Appendix**

Appendix A: Proficiency Scales

<p><i>Proficiency Scales: World History</i></p> <p><i>What do we expect students to know and be able to do at varying levels of complexity?</i></p>		
<p>Simpler Content Acquisition 2</p>	<p>Target Content Meaning 3</p>	<p>Advanced Content Transfer 4</p>
<p>What basic terminology, specific facts, or simply ideas are required for students to progress towards mastery of this goal?</p>	<p>What is the specific target content knowledge or skill required of students to progress towards mastery of this goal?</p>	<p>What is the more complex use of content knowledge or skill required of students to master this goal?</p>
<p>Students summarize what the Industrial Revolution was, and what caused it to come about.</p>	<p>Students analyze the causes, characteristics, and effects of the Industrial Revolution.</p>	<p>Students evaluate the extent to which the IR instigated both innovation and imperialism; OR Students apply cause/effects of Industrial Revolution to present day cases of industrialization; OR Students evaluate accomplishments and limitations of Industrialization with regard to society;</p>
<p>Students summarize short term and long term causes of the French Revolution.</p> <p>Students summarize the major events of the Revolution up until 1815</p>	<p>Students analyze the causes, characteristics and effects of the French Revolution</p>	<p>Students apply key concepts of French Revolution to another political revolution; OR Students engage in an in-depth exploration of the dynamics of the French Revolution (political clubs; phases; extension under Napoleon)</p>
<p>Students summarize major motivations of imperialist nations in the 19th and early 20th centuries. Students summarize the effects of imperialism</p>	<p>Students analyze the causes, characteristics, and effects of 19th century European imperialism. Students explain the impacts of imperialism on the imperial powers and colonial power.</p>	<p>Students apply lessons of imperialism to the contemporary global economy; OR Students evaluate major effects of Imperialism in the late 19th and early 20th Centuries.</p>
<p>Students summarize the major causes of WWI. Students summarize the short and long term effects of WWI.</p>	<p>Students explain the connections among the various causes of WWI, including militarism, alliances, imperialism and nationalism. Students explain the various short-term and long term effects of the war on society.</p>	<p>Students evaluate political, social and economic effects of WWI on society. OR Students apply lessons from WWI to another historical period.</p>

<p>Students summarize the relationships between the causes, characteristics, and human impacts of WWII and the Holocaust</p>	<p>Students explain the relationships between the causes, characteristics, and humans impacts of WWII and the Holocaust.</p>	<p>Students evaluate the role of ideology in the justification of WWII; OR Students apply lessons of the Holocaust to contemporary world. OR Students apply lessons of WWII (such as appeasement or weapons of mass destruction) to contemporary world conflicts.</p>
<p>Students identify the origins of the Cold War and understand motivations of major players.</p>	<p>Students analyze economic, political and social transformations post WWII in the global arena.</p>	<p>Students apply lessons of countries' struggle for independence to the contemporary world. OR Students evaluate the contemporary legacy of the Cold War. OR Students evaluate the significance of various events or figures on the course of the Cold War</p>

POLITICAL REVOLUTIONS: Stage 1 – Desired Results	
<p>Established Goal(s): CA Standards: Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.</p> <p>Program Goals: Students analyze the causes, characteristics and effects of the French Revolution</p> <p>BIG IDEA =</p> <ul style="list-style-type: none"> -Liberty & Democracy -What is a revolution? -Self determination 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1-Enlightened philosophers affected democratic revolutions 2-Democratic ideals are refined over time 3-Throughout history, economic + political + social inequalities have at times led peoples to revolt against their governments. 4-Revolutions follow similar patterns. 	<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1-How do leaders influence popular revolts? 2-To what extent do proclamations reflect the concepts of liberty & democracy? 3-Why do revolutions often result in violence? 4-Are the risks of revolution worth the results?
<p>Student will know...</p> <ul style="list-style-type: none"> -Key leaders in revolutionary movements -Impact of economic & political inequality -Autocratic measures used to halt revolutionary movements -Results of overthrowing a set power structure -The development of social contracts in Western Europe <p>Students will be able to...</p> <ul style="list-style-type: none"> -Interpret & rate historical documents -Evaluate similar political events -Draw comparisons from history to inequalities prevalent today 	

Stage 2 – Assessment Evidence

Performance Task(s):

- You are a historian and have been asked to:
- 1) Create a rubric in order to evaluate the presence/level of democratic ideals in primary source documents.
 - 2) Assess the documents according to your rubric.
 - 3) You will be given a scenario where your rights and liberties have been challenged. Write a legal argument in your defense. You will be able to use any ideas or references to the Enlightenment and to any proclamation or document created prior to your historical era.

Other Evidence:

- Essay:
Choose two of the revolutions that you learned about in this unit. Compare and contrast the course of each revolution:
- What conditions are present before the beginning of a revolution?
 - What role did various social classes have?
 - How stable are governments following a revolution?
 - What factors can affect a country's stability?
- Test on readings and text: key events, leaders, documents.

Stage 3 – Learning Plan

Learning Activities:

Day 1 - Revolution

Homework: (pgs. 17 – 18) end of feudalism, Henry II, common law, Magna Carta, Model Parliament, power of the purse

- Begin with “What is a revolution” - written answer & discussion: H
- Analyze Magna Carta in partnerships: E

Day 2 - Magna Carta Bill of Rights

Homework: (pgs. 193-196) Old Regime, Enlightenment Ideas, Estates General, National Assembly, Tennis Court Oath, Great Fear

- Provide explanation & discuss =Main Idea & Why it Matters: W
- Compare & Contrast Magna Carta & Bill of Rights in partnerships: E

Day 3 - PP French Revolution

Homework: (pgs. 197-200) Declaration of the Rights of Man, Legislative Assembly, émigrés/sans-culottes, guillotine, War with Austria, Jacobin Club, Paul Marat, Georges Danton

- Students will create pie chart individually of wealth distribution in current USA: R
- Identify similarities between Old Regime & our economic environment: W

Day 4 - Film: Marie Antoinette

- Written prompt response = “How does the film identify the inequalities present in France during the Reign of Louis XVI?": E & T

Day 5 - Current social & economic indicators Declaration of the Rights of Man

- How does the USA compare globally in terms of social & economic inequality? How does this connect to the Third Estate: W
- Student analysis of the Declaration of the Rights of Man: E

Day 6 - Storming of the Bastille - Revolution – sans culottes - emigres

- To what extent do proclamations reflect the concepts of liberty & democracy?: W
- Why do revolutions often result in violence?: W
- The above will be queried through class discussion

**Day 7 - La Marseillaise
Robespierre**

Homework: (pgs. 204-208) Napoleon, coup d'etat, lycees, concordat, Napoleonic Code, Battle of Trafalgar, conquering of Europe
-Compare the ideas of Robespierre w/ Adam Smiths 'Wealth of Nations':E

**Day 8 - French Revolutionary Leaders
Extremists
Guillotine**

Homework: (pgs. 209-212) blockade, continental system, Peninsular War, invasion of Russian, Waterloo, Hundred Days
- Are the risks of revolution worth the results? Written response: E

**Day 9 - French Wars
Napoleon gains power
France returns to peace**

Day 10 - France returns to peace

Homework: Congress of Vienna, Klemens von Metternich, balance of power, legitimacy, Holly Alliance (213-216)
Class debate = 3 sides (Louis XVI, Robespierre, Napoleon): T & E

Day 11 - Primary Sources

-create a rubric in order to evaluate the presence/level of democratic ideals in primary source documents: E & R

Day 12 - Primary Sources

-You will be given a scenario where your rights and liberties have been challenged. Write a legal argument in your defense using given primary sources to support your argument.: R

Day 13 – TEST

Stage 1 – Desired Results	
<p>Established Goal(s): California Standard: Students analyze the effects of the Industrial Revolution in England, France, Germany, and the United States.</p> <p>Program Goal (2014): Students analyze the causes, characteristics, and effects of the Industrial Revolution.</p>	
<p>Understanding(s):</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> -Industrialization occurs at different rates depending upon geographical, political, cultural, and physical factors. -The industrial revolution irreversibly affected nations and the international community as a whole. -Various aspects associated with industrialization can be seen as both positive and negative. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> -How does historical and geographical context affect the development of an industrial economy -How does industrialization affect culture and society? -How are factors of industrialization both positive and negative?
<p>Student will know...</p> <ul style="list-style-type: none"> -why England was the first country to industrialize. -how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison). -the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution. -the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement. -the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy. -the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism. -the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe. 	

Students will be able to...

- Take notes from direct instruction.
- Role-play figures of the industrial revolution.
- Recognize connections among population movements and the economic and cultural consequences.
- Explain the abstract characteristics of various elements of industrialization using concrete examples.
- Recognize how elements of industrialization affected

Stage 2 – Assessment Evidence

Performance Task(s):

- Speeches from the perspective of workers, business owners, and industrial philosophers.
- Brochure promoting advantages of an industrial factory

Other Evidence:

- Notes comparing industrial revolution in America and Europe.
- Responses to questions based on the essential questions at the beginning of class.
- Quiz on readings

Stage 3 – Learning Plan

Day 1: Segue from Political Revolutions

- How were political revolutions ignited by economics?
- KWL: Industrial Revolution in Britain

Day 2: Adam Smith and Laissez Faire Economics

- Read excerpt from Wealth of Nations
- Discuss main ideas

Day 3: Why was Britain first?

- Factors of industrialization
- Problems-Inventions-Solutions
- Innovation charts

Day 4: Present Charts

- Causes and Effects of Industrialization
- Urbanization
- Demographics
- Division of labor

Day 5: Economic Philosophies

- Liberalism, utilitarianism, Marxism, free-market

Day 6: Capital and Labor [Group presentations in response to questions]

- Factory workers
- Investment
- Education
- Social classes

Day 7: Why and how economic transformation affected societies, nations, and individuals.

Stage 1 – Desired Results

Established Goal(s): Students will: understand the causes, course and consequences of World War I.

Understanding(s):

Students will understand that...

- History is perspective.
- Understanding and analyzing what has happened in the past helps us understand the present.
- There is rarely a single obvious cause to a complex historical event.

Essential Question(s):

- What were the causes and results of the Great War?
- How does the experience of war change from country to country?
- How did science and technology change the nature of war?
- How did the Great War affect future conflicts in the 20th century?
- Why were the human costs and casualties of the years 1914-1918 so extensive?
- How was the purpose of the Treaty of Versailles dictated by its victor authors?

Students will know...

- Different leaders entered the war for different reasons.
- The theaters of battle changed according to the priorities and objectives of the military and political leaders involved.
- Particular battles and events shifted the balance of power.
- Geography and topography played a significant role in military decisions and outcomes.
- The Great War was very different from preceding wars.
- The length of the war was dictated by the new advances in science and technology.
- There were great human costs (military and civilian) on all sides of the conflict, including colonial peoples.
- Human rights violations were widespread.
- The Ottoman Empire committed genocide against their own Armenian population under cover of the War.
- The aims and negotiating roles of different victorious world leaders influenced world politics and culture in the postwar world.
- The war and resulting peace treaties affected population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East

Students will be able to...

- identify the main causes of the Great War.
- distinguish among various firsthand accounts and how context and identity influences perspective.
- identify the players involved.
- explain the major turning points of the war.

- understand the influence of science and technology on warfare.
- interpret maps and their political and topographical details.
- recognize the falsification of historical accounts.
- simplify the language of a peace treaty.
- connect the unresolved conflicts of WWI to the outbreak of WWII.

Stage 2 – Assessment Evidence

Performance Task(s):

- Write a letter home from the perspective of either an Allied or a Central Powers soldier describing expectations and realities.
- Create a front page for a newspaper from the perspective of one of the countries affected by the outcome of the war.
- Role play the different perspectives of the Big Four at the Treaty of Versailles.

Other Evidence:

- Watch segments from “The Great War” video series and answer questions for discussion.
- Label a WWI map with major countries, battles and events.
- Summaries of secondary sources on the delegates to the Paris Peace Conference.
- vocabulary quizzes, reading quizzes
- analytical essays on causes and effects
- discussion and direct questioning about topics covered in lecture and film

Stage 3 – Learning Plan

Learning Activities:

I. Topic: Power Struggle to War

Text Analysis of 4 main causes: Militarism, Alliances, Imperialism, Nationalism

Timeline: Identifying causes

II. Topic: Geography of War

Show The Great War, video

Assign letter

III. Topic: Scope of War

Re-examine countries, leaders, battles of war from video

IV. Topic: New Technology

Military Technology: cause-effect

Assign newspaper

V. Topic: Human Costs

Using Statistics

Casualties

Trench warfare

Civilian deaths

Military atrocities

Genocide in Armenia

Colonial sacrifices

VI. Topic: Turning Points

Lecture: Turning Points

Why turning points?

VII. Topic: Closing Moments

Analyzing sources- tools for primary sources fr. National Archives

Eyewitness Accounts: Russian, American, French, German, Armenian

VIII. Topic: Paris Peace Conference

Profiles of the Big Four (Jigsaw)

Agenda Questions from Figure Perspective

IX. Topic: Geographical Population Shifts

Fallen Empires

Changed boundaries

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