**Grades 9-12 World History and Geography, Quarter 4, Revised 2015**

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| **Standards** | **Student Friendly “I Can” Statements** | **Resources** |

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| * 1. Analyze the decision to use nuclear weapons to end World War II.   2. Describe the casualties of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.   3. Evaluate the goals, leadership, and postwar plans of the principal allied leaders: the Atlantic Conference, Yalta, and the Potsdam Conference using text evidence.   4. Summarize the reasons for the establishment of the United Nations and the main ideas of the Universal Declaration of Human Rights and their impact on the globalization of diplomacy and conflict and the balance of power. | I can analyze the decision to use nuclear weapons to end World War II.  I can describe the casualties of the war, with  particular attention to the civilian and  military losses in Russia, Germany, Britain,  the United States, China, and Japan.  I can evaluate the goals, leadership, and postwar plans of the principal allied leaders at the Atlantic Conference, Yalta, and the Potsdam Conferences citing evidence from texts.  I can explain the origin, development, and success of the United Nations’ impact on the globalization of diplomacy, resolving conflict, and maintaining the balance of power.  I can determine the central ideas of the Universal Declaration of Human Rights and create an accurate summary of the text. | [**Lesson on Victory in Pacific – Decision to drop**](http://edsitement.neh.gov/lesson-plan/victory-pacific-1943-1945#sect-activities) [**the Atomic Bomb**](http://edsitement.neh.gov/lesson-plan/victory-pacific-1943-1945#sect-activities)  [**Lesson *“Ho w sho uld w e rememb er th e***](http://sheg.stanford.edu/atomic-bomb)  [***d rop ping o f th e a to mic b omb ?”* from Reading**](http://sheg.stanford.edu/atomic-bomb) [**Like a Historian**](http://sheg.stanford.edu/atomic-bomb)  [**You Decide: *“Was President Truman correct in***](http://www.learner.org/biographyofamerica/prog23/feature/index.html)[***his decision to drop the atomic bombs?”* an**](http://www.learner.org/biographyofamerica/prog23/feature/index.html)[**Online Interactive**](http://www.learner.org/biographyofamerica/prog23/feature/index.html)  [**World War II by the Numbers Lesson Plan**](http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/pdfs/by-the-numbers.pdf)  [**Evaluating the WWII Conferences: Behind**](http://www.pbs.org/behindcloseddoors/education/snapshot-lessons/conferences.html) [**Closed Doors**](http://www.pbs.org/behindcloseddoors/education/snapshot-lessons/conferences.html)  **Textbook: CH 17**  [**Lesson on the Conferences and Postwar Plans**](http://edsitement.neh.gov/lesson-plan/sources-discord-1945-1946#sect-activities) |

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| **Cold War and Contemporary World Since 1989: *Students will explain the causes, major events, and global consequences of the Cold War as well as analyze major developments in Africa, Asia, and Latin America since World War II. Students analyze the major developments and globalization in the world since the end of the Cold War.*** | | |
| **Cold War Standards**   * 1. Identify Africa’s climate, physical processes, geographical features, resources, human modifications, and population patterns and list the major natural resources and their relationship to the economy of the region.   2. Describe the development and goals of nationalist movements in Africa, including the ideas and importance of nationalist leaders, including Jomo Kenyatta, Patrice Lumumba, and Gamal Abdel Nasser.   3. Explain the fight against and dismantling of the apartheid system in South Africa, including the role of Nelson Mandela and the African National Congress in ending apartheid.   4. Evaluate the challenges in Africa, including its geopolitical, cultural, military, and economic significance and the | **Cold War**  I can identify the climate, physical processes, resources, and geographical features of Africa.  I can explain the human modifications and population patterns in Africa.  I can identify the major natural resources in Africa and their relationship to the economy of the region.  I can describe the development and goals of nationalist movements in Africa, including   * Jomo Kenyatta *(Kenya)* * Patrice Lumumba *(Republic of Congo)* * Gamal Abdel Nasser *(Egypt)*   I can explain the fight against and dismantling of the apartheid system in South Africa, including   * role of Nelson Mandela * the African National Congress   I can evaluate the challenges in Africa, including its geopolitical, cultural, military, and economic significance and the | **Cold War Resources [African Culture](http://www.pbs.org/wnet/africa/tools/culture/goals.html)**  [**SWS*: documents, excerpts, lesson plans,***](http://teachers2.wcs.edu/co/worldhistory/default.aspx?RootFolder=%2Fco%2Fworldhistory%2FShared%20Documents%2FCold%20War&amp;FolderCTID=0x0120004B84DFB02AAA134DB755447A5B1C9BFD&amp;View=%7b41962E56-6BB3-4E95-BF0E-02CA324E4E32%7d) [***photos***](http://teachers2.wcs.edu/co/worldhistory/default.aspx?RootFolder=%2Fco%2Fworldhistory%2FShared%20Documents%2FCold%20War&amp;FolderCTID=0x0120004B84DFB02AAA134DB755447A5B1C9BFD&amp;View=%7b41962E56-6BB3-4E95-BF0E-02CA324E4E32%7d)  [**Newly Independent States Unit Plan**](http://worldhistoryforusall.sdsu.edu/units/nine/landscape/Era09_landscape3.php) **–** includes Africa and other regions  [**Map of Afric an C ountr ies’ Independe nc e**](http://teacher.scholastic.com/scholasticnews/magazines/junior/pdfs/JUNIOR-120808-REPRO-04.pdf)  **Textbook:** *CH 20 – Mandela*  **Textbook:** *Primary Source, Mandela – Glory and Hope, pg. 691*  [**CBS News Clip on Apartheid History**](http://www.cbsnews.com/video/watch/?id=2523537n)  [**Nelson Mandela’s N obel Peac e Pr iz e Speec h**](http://www.africa.upenn.edu/Articles_Gen/Nobel_Award_15212.html)  [**Humanitarian Crisis resulting from Civil War in**](http://www.dpi.state.nc.us/docs/curriculum/socialstudies/middlegrades/africa/drclesson5humanitariancrisis.pdf) [**DRC**](http://www.dpi.state.nc.us/docs/curriculum/socialstudies/middlegrades/africa/drclesson5humanitariancrisis.pdf) | |

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| * 1. Describe the nature of reconstruction in Europe after 1945, including the purpose of the Marshall Plan, creation of NATO, and division of Germany.   2. Explain the origins, significance, and effect of the establishment of the State of Israel.   **Cold War Standards**   * 1. Summarize, using text evidence, the functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States. [CCSS.RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/1)   2. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan. | I can describe the nature of reconstruction in Europe after 1945, including:   * the purpose of the Truman Doctrine * the purpose of the Marshall Plan * the creation of NATO * the division of Germany   I can explain the origins, significance, and effect of the establishment of the State of Israel, including:   * the Balfour Declaration * the United Nations Partition Plan * reaction of neighboring states * importance of Jerusalem   **Cold War**  I can summarize, using text evidence, the functions of the Warsaw Pact, NATO, and the Organization of American States (OAS).  I can compare the economic and military power shifts caused by World War II, including:   * the Yalta Pact * the development of nuclear weapons * Soviet control over Eastern European nations * the economic recoveries of Germany | [**Yalta Conference Reenactment Lesson from**](http://www.trumanlibrary.org/whistlestop/lessons/pdfs/lessonPDF.php?lessonID=153) [**Truman Library**](http://www.trumanlibrary.org/whistlestop/lessons/pdfs/lessonPDF.php?lessonID=153)  [**Lesson on the United Nations from PBS.org**](http://www.pbs.org/newshour/extra/teachers/lessonplans/socialstudies/united_nations.html)  [**Universal Declaration of Human Rights**](http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf) [**Document**](http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf)  [**TIME LAPSE VIDEO LINK OF EUROPEAN**](http://www.huffingtonpost.com/2012/05/16/europe-history-time-lapse_n_1520724.html) [**BORDER CHANGES**](http://www.huffingtonpost.com/2012/05/16/europe-history-time-lapse_n_1520724.html)  [**Truman signs Marshall Plan, from NY Times**](http://learning.blogs.nytimes.com/2012/04/03/april-3-1948-truman-signs-marshall-plan-providing-aid-to-europe/)  [**Lesson on Berlin Blockade and Formation of**](http://edsitement.neh.gov/lesson-plan/formation-western-alliance-1948-1949#sect-activities) [**NATO**](http://edsitement.neh.gov/lesson-plan/formation-western-alliance-1948-1949#sect-activities)  [**Lesson on Containment Policy, including**](http://edsitement.neh.gov/lesson-plan/strategy-containment-1947-1948#sect-activities) [**Truman Doctrine and Marshall Plan**](http://edsitement.neh.gov/lesson-plan/strategy-containment-1947-1948#sect-activities)  **Cold War Resources**  [**Winston Churchill *“I ron Curta in Sp eech ”***](http://www.winstonchurchill.org/images/pdfs/for_educators/MilliganChurchillsIronCurtainSpeech-LessonPlanFinal2.docx-1.pdf)  [**Lesson**](http://www.winstonchurchill.org/images/pdfs/for_educators/MilliganChurchillsIronCurtainSpeech-LessonPlanFinal2.docx-1.pdf)  [**SWS*: documents, excerpts, lesson plans,***](http://teachers2.wcs.edu/co/worldhistory/default.aspx?RootFolder=%2Fco%2Fworldhistory%2FShared%20Documents%2FCold%20War&amp;FolderCTID=0x0120004B84DFB02AAA134DB755447A5B1C9BFD&amp;View=%7b41962E56-6BB3-4E95-BF0E-02CA324E4E32%7d) [***photos***](http://teachers2.wcs.edu/co/worldhistory/default.aspx?RootFolder=%2Fco%2Fworldhistory%2FShared%20Documents%2FCold%20War&amp;FolderCTID=0x0120004B84DFB02AAA134DB755447A5B1C9BFD&amp;View=%7b41962E56-6BB3-4E95-BF0E-02CA324E4E32%7d)  [**Lesson on Roots of Conflict**](http://www.discoveryeducation.com/teachers/free-lesson-plans/israel-and-palestine-the-roots-of-conflict.cfm)  **Textbook: *Chapter 18 – The Cold War (1945- 1991); Chapter 19 – New Nations Emerge (1945-Present)***  [**BYOT*: Cold War Timeline***](http://teachers2.wcs.edu/co/intech/Integrated%20Technology%20Best%20Practice%20Lessons/2012-13BYOT_TeacherLeaderLessonPlans(topost)/WHSS/10_WorldHistory_4th9wks_Coldwartimeline.pdf) |

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| * 1. Analyze the Chinese Civil War, the rise of Mao Zedong, and the triumph of the Communist Revolution in China.   2. Trace Soviet aggression in Eastern Europe, the 1956 uprising in Hungary, conflicts involving Berlin and the Berlin Wall, and the “Prague Spring.”   3. Describe the Soviet-United States competition in the Middle East, Africa and Afghanistan.   4. Describe the Soviet-United States competition in Asia with particular attention to the Korean War and Vietnam War and describe the environmental changes due to carpet bombing, Napalm, and Agent Orange. | and Japan  I can explain the rise and impact of Mao Zedong in China, including his policies of collectivization, the Great Leap Forward, and the Cultural Revolution.  I can analyze the Chinese Civil War and explain the impact of communism throughout China after the Communist Revolution.  I can outline acts of Soviet aggression in Eastern Europe and discuss the following events of the   * 1956 uprising in Hungary * conflicts in Berlin and the Berlin Wall * the “Prague Spring”   I can describe the Soviet-United States competition in the Middle East, Africa and Afghanistan.  I can define C*old War* and explain how each of the following contributed to the rising tensions between the Soviet Union and the United States including:   * Weapons of Mass Destruction * Nuclear Arms Race * containment policy * the Korean War * Domino Theory * the Vietnam War | [**The Role of NATO Lesson Plan from Discovery**](http://www.discoveryeducation.com/teachers/free-lesson-plans/the-role-of-nato.cfm) [**Education**](http://www.discoveryeducation.com/teachers/free-lesson-plans/the-role-of-nato.cfm)  [**NATO Treaty Document**](http://avalon.law.yale.edu/20th_century/nato.asp) [**Warsaw Pact Document**](http://www.fordham.edu/halsall/mod/1955warsawpact.html)  [**Impact of World War II Unit Plan**](http://worldhistoryforusall.sdsu.edu/units/nine/landscape/Era09_landscape1.php)  **Textbook: *Concept Connector: Trade Organizations and Economic Terms, pg. 794- 795***  **Textbook: *Chapter 18, Section 3 – Communism in China/Korea* (CH 15.4 Mao takes over)**  [**Mao Zedong Activity Link**](http://www.globaled.org/chinaproject/teachingmaterials/lesson_61_china.php)  **Textbook: *CH 18.1 - Prague Spring***  [**Causes of the Cold War from PBS.org**](http://www.pbs.org/behindcloseddoors/education/snapshot-lessons/coldwar.html)  [**Video Clip *“Beg inn in g s o f th e Cold Wa r”* from**](http://tn.pbslearningmedia.org/resource/pres10.socst.ush.now.coldwar/the-beginning-of-the-cold-war/) [**PBS.org**](http://tn.pbslearningmedia.org/resource/pres10.socst.ush.now.coldwar/the-beginning-of-the-cold-war/)  [**Hungarian Revolution 1956 – Video Clip with**](http://tn.pbslearningmedia.org/resource/bf09.socst.global.20cent.hgry/hungarian-revolution-of-1956/) [**Discussion Questions from PBS.org**](http://tn.pbslearningmedia.org/resource/bf09.socst.global.20cent.hgry/hungarian-revolution-of-1956/)  [**BYOT*: Competing Viewpoint Investigation***](http://teachers2.wcs.edu/co/intech/Integrated%20Technology%20Best%20Practice%20Lessons/2012-13BYOT_TeacherLeaderLessonPlans(topost)/WHSS/10_WorldHistory_4th9wks_CompetingViewpointInvestigation.pdf) [**Origins of the Cold War Lessons from the**](http://edsitement.neh.gov/curriculum-unit/origins-cold-war-1945-1949) [**National Endowment for the Humanities**](http://edsitement.neh.gov/curriculum-unit/origins-cold-war-1945-1949)  [**Animated Map Link - March of Democracy**](http://www.mapsofwar.com/ind/march-of-democracy.html) |

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| * 1. Explain the rise and consequences of the communist revolution in Cambodia led by Pol Pot and the Khmer Rouge, including the Cambodian Genocide and forced social engineering policies.   2. Analyze multiple perspectives on the United States and Soviet conflicts involving Latin America, including the Cuban Missile Crisis. [CCSS.RH.9-10.6](http://www.corestandards.org/ELA-Literacy/RH/9-10/6) | I can describe the environmental impact of carpet bombing, Napalm, and Agent Orange.  I can explain the rise and consequences of the communist revolution in Cambodia led by Pol Pot and the Khmer Rouge, including the Cambodian Genocide and forced social engineering policies.  I can analyze multiple perspectives of the Cuban Missile Crisis and determine the impact of its resolution on Cold War tensions. | [**Teaching the Cold War with the NY Times**](http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/) **–**  Lesson Plans included  [**Day by Day in the Korean War video clip**](http://www.youtube.com/watch?v=K1Z9DletcHU&amp;list=PLkIxWwrpju5Wp7hLZGTcNZMxbgTRALQKX)  **Textbook: *CH 18***  [**Online Exhibits from ColdWar.org**](http://www.coldwar.org/museum/exhibits.asp)  [***“Did the Superpowers Inflame Regional***](http://ic.galegroup.com/ic/whic/ReferenceDetailsPage/ReferenceDetailsWindow?failOverType&amp;query&amp;prodId=WHIC&amp;windowstate=normal&amp;contentModules&amp;mode=view&amp;displayGroupName=Reference&amp;limiter&amp;currPage&amp;disableHighlighting=false&amp;displayGroups&amp;sortBy&amp;source&amp;search_within_results&amp;action=e&amp;catId&amp;activityType&amp;scanId&amp;documentId=GALE%7CCX2877500042)[***Conflict in the Middle East during the Cold***](http://ic.galegroup.com/ic/whic/ReferenceDetailsPage/ReferenceDetailsWindow?failOverType&amp;query&amp;prodId=WHIC&amp;windowstate=normal&amp;contentModules&amp;mode=view&amp;displayGroupName=Reference&amp;limiter&amp;currPage&amp;disableHighlighting=false&amp;displayGroups&amp;sortBy&amp;source&amp;search_within_results&amp;action=e&amp;catId&amp;activityType&amp;scanId&amp;documentId=GALE%7CCX2877500042)[***War?”* Viewpoint Essay**](http://ic.galegroup.com/ic/whic/ReferenceDetailsPage/ReferenceDetailsWindow?failOverType&amp;query&amp;prodId=WHIC&amp;windowstate=normal&amp;contentModules&amp;mode=view&amp;displayGroupName=Reference&amp;limiter&amp;currPage&amp;disableHighlighting=false&amp;displayGroups&amp;sortBy&amp;source&amp;search_within_results&amp;action=e&amp;catId&amp;activityType&amp;scanId&amp;documentId=GALE%7CCX2877500042)  [**Korean War Lesson Plan from Reading Like a**](http://sheg.stanford.edu/korean-war) [**Historian**](http://sheg.stanford.edu/korean-war)  [**Vietnam War Lesson Plan from Reading Like a**](http://sheg.stanford.edu/gulf-tonkin) [**Historian**](http://sheg.stanford.edu/gulf-tonkin)  [**Excellent resources on Pol Pot and the Khmer**](http://www.pbs.org/pov/enemies/photo_gallery_background.php?photo=2&amp;.UdsJiaxkbrw) [**Rouge from PBS.org**](http://www.pbs.org/pov/enemies/photo_gallery_background.php?photo=2&amp;.UdsJiaxkbrw)  **Textbook: *CH 18.1 and Infographic pg. 609 – Cuban Missile Crisis***  [**Cuban Missile Crisis Interactive**](http://edsitement.neh.gov/student-resource/cuban-missile-crisis-interactive)  [**Cuban Missile Crisis Lesson from Choices**](http://www.choices.edu/resources/twtn/twtn-cuban-missile-crisis.php) [**Program**](http://www.choices.edu/resources/twtn/twtn-cuban-missile-crisis.php)  [**Cuban Missile Crisis Lesson Plan from Reading**](http://sheg.stanford.edu/cuban-missile-crisis) [**Like a Historian**](http://sheg.stanford.edu/cuban-missile-crisis)  [**Cuban Missile Crisis Lesson from NY Times**](http://learning.blogs.nytimes.com/2012/10/23/flash-points-searching-for-modern-lessons-in-the-cuban-missile-crisis/)[***“Cuban Missile Crisis: Did the Kennedy***](http://ic.galegroup.com/ic/whic/ReferenceDetailsPage/ReferenceDetailsWindow?failOverType&amp;query&amp;prodId=WHIC&amp;windowstate=normal&amp;contentModules&amp;mode=view&amp;displayGroupName=Reference&amp;limiter&amp;currPage&amp;disableHighlighting=false&amp;displayGroups&amp;sortBy&amp;source&amp;search_within_results&amp;action=e&amp;catId&amp;activityType&amp;scanId&amp;documentId=GALE%7CCX2876600019)[***Administration Handle the Cuban Missile Crisis***](http://ic.galegroup.com/ic/whic/ReferenceDetailsPage/ReferenceDetailsWindow?failOverType&amp;query&amp;prodId=WHIC&amp;windowstate=normal&amp;contentModules&amp;mode=view&amp;displayGroupName=Reference&amp;limiter&amp;currPage&amp;disableHighlighting=false&amp;displayGroups&amp;sortBy&amp;source&amp;search_within_results&amp;action=e&amp;catId&amp;activityType&amp;scanId&amp;documentId=GALE%7CCX2876600019)[***Effectively?”* Viewpoint Essay**](http://ic.galegroup.com/ic/whic/ReferenceDetailsPage/ReferenceDetailsWindow?failOverType&amp;query&amp;prodId=WHIC&amp;windowstate=normal&amp;contentModules&amp;mode=view&amp;displayGroupName=Reference&amp;limiter&amp;currPage&amp;disableHighlighting=false&amp;displayGroups&amp;sortBy&amp;source&amp;search_within_results&amp;action=e&amp;catId&amp;activityType&amp;scanId&amp;documentId=GALE%7CCX2876600019) |

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| * 1. Explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties.   2. Draw evidence from literary or informational texts to support analysis, reflection, and research describing how the work of scientists in the 20th century influenced historical events, changed the lives of the general populace, and led to further scientific research including Albert Einstein, Enrico Fermi, J. Robert Oppenheimer, Edward Teller, Wernher von Braun, Jonas Salk, James Watson, and Francis Crick. [CCSS.RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/1)   **W.72** Conduct a short research project describing the consequences of the political and economic upheavals in China, including the Great Leap Forward, the Cultural Revolution, the Tiananmen Square uprising, and relations with Tibet and Taiwan. [CCSS.WHST.9-10.7](http://www.corestandards.org/ELA-Literacy/WHST/9-10/7) | I can explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties.  I can draw evidence from literary and informational texts to support analysis, reflection, and research describing how the work of scientists in the 20th century influenced historical events, changed lives, and led to further research, including:   * Albert Einstein * Enrico Fermi * J. Robert Oppenheimer * Edward Teller * Wernher von Braun * Jonas Salk * James Watson * Francis Crick   I can conduct a short research project describing the consequences of the political and economic upheavals in China, including   * the Great Leap Forward * the Cultural Revolution * the Tiananmen Square uprising   I can describe China’s relations with Tibet and | [**Avoiding Armageddon: The Laws of**](http://www.pbs.org/avoidingarmageddon/getInvolved/involved_02_01_lesson3.html) [**Disarmament**](http://www.pbs.org/avoidingarmageddon/getInvolved/involved_02_01_lesson3.html)  [**International Treaties on Nuclear Weapons**](http://www.pbs.org/newshour/updates/military/jan-june10/treaties_05-03.html)  [**Revolutions in Science and Technology Unit**](http://worldhistoryforusall.sdsu.edu/units/eight/landscape/Era08_landscape6.php) [**Plan**](http://worldhistoryforusall.sdsu.edu/units/eight/landscape/Era08_landscape6.php)  [**Albert Einstein**](http://www.nytimes.com/learning/teachers/lessons/20050301tuesday.html)  [**Lesson on J. Robert Oppenheimer from**](http://www-tc.pbs.org/wgbh/americanexperience/media/uploads/special_features/download_files/oppenheimer_tg.pdf) [**PBS.org**](http://www-tc.pbs.org/wgbh/americanexperience/media/uploads/special_features/download_files/oppenheimer_tg.pdf)  [**J. Robert Oppenheimer Obituary**](http://www.nytimes.com/learning/general/onthisday/bday/0422.html) [**Enrico Fermi from National Archives**](http://www.archives.gov/historical-docs/todays-doc/?dod-date=929)  [**Wernher von Braun**](http://www.pbs.org/wnet/secrets/previous_seasons/lessons/lp_naziscientists.html)  [**Jonas Salk from Read, Write, Think**](http://www.pbs.org/wnet/secrets/previous_seasons/lessons/lp_naziscientists.html) [**James Watson Interview**](http://www.achievement.org/autodoc/page/wat0int-9)  [**James Watson TED Talk**](http://ed.ted.com/lessons/james-watson-on-how-he-discovered-dna) [**Francis Crick**](http://www.nobelprize.org/nobel_prizes/medicine/laureates/1962/crick-bio.html)  [**Chinese Cultural Revolution Lesson from**](http://sheg.stanford.edu/chinas-cultural-revolution) [**Reading Like a Historian**](http://sheg.stanford.edu/chinas-cultural-revolution)  [**Lesson on Tibetan Independence**](http://www.nytimes.com/learning/teachers/lessons/20071017wednesday.html) **Textbook: *CH 20 – India/Pakistan partition*** |

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| **Cold War Standards**   * 1. Identify Africa’s climate, physical processes, geographical features, resources, human modifications, and population patterns and list the major natural resources and their relationship to the economy of the region.   2. Describe the development and goals of nationalist movements in Africa, including the ideas and importance of nationalist leaders, including Jomo Kenyatta, Patrice Lumumba, and Gamal Abdel Nasser.   3. Explain the fight against and dismantling of the apartheid system in South Africa, including the role of Nelson Mandela and the African National Congress in ending apartheid.   4. Evaluate the challenges in Africa, including its geopolitical, cultural, military, and economic significance and the | **Cold War**  I can identify the climate, physical processes, resources, and geographical features of Africa.  I can explain the human modifications and population patterns in Africa.  I can identify the major natural resources in Africa and their relationship to the economy of the region.  I can describe the development and goals of nationalist movements in Africa, including   * Jomo Kenyatta *(Kenya)* * Patrice Lumumba *(Republic of Congo)* * Gamal Abdel Nasser *(Egypt)*   I can explain the fight against and dismantling of the apartheid system in South Africa, including   * role of Nelson Mandela * the African National Congress   I can evaluate the challenges in Africa, including its geopolitical, cultural, military, and economic significance and the | **Cold War Resources [African Culture](http://www.pbs.org/wnet/africa/tools/culture/goals.html)**  [**SWS*: documents, excerpts, lesson plans,***](http://teachers2.wcs.edu/co/worldhistory/default.aspx?RootFolder=%2Fco%2Fworldhistory%2FShared%20Documents%2FCold%20War&amp;FolderCTID=0x0120004B84DFB02AAA134DB755447A5B1C9BFD&amp;View=%7b41962E56-6BB3-4E95-BF0E-02CA324E4E32%7d) [***photos***](http://teachers2.wcs.edu/co/worldhistory/default.aspx?RootFolder=%2Fco%2Fworldhistory%2FShared%20Documents%2FCold%20War&amp;FolderCTID=0x0120004B84DFB02AAA134DB755447A5B1C9BFD&amp;View=%7b41962E56-6BB3-4E95-BF0E-02CA324E4E32%7d)  [**Newly Independent States Unit Plan**](http://worldhistoryforusall.sdsu.edu/units/nine/landscape/Era09_landscape3.php) **–** includes Africa and other regions  [**Map of Afric an C ountr ies’ Independe nc e**](http://teacher.scholastic.com/scholasticnews/magazines/junior/pdfs/JUNIOR-120808-REPRO-04.pdf)  **Textbook:** *CH 20 – Mandela*  **Textbook:** *Primary Source, Mandela – Glory and Hope, pg. 691*  [**CBS News Clip on Apartheid History**](http://www.cbsnews.com/video/watch/?id=2523537n)  [**Nelson Mandela’s N obel Peac e Pr iz e Speec h**](http://www.africa.upenn.edu/Articles_Gen/Nobel_Award_15212.html)  [**Humanitarian Crisis resulting from Civil War in**](http://www.dpi.state.nc.us/docs/curriculum/socialstudies/middlegrades/africa/drclesson5humanitariancrisis.pdf) [**DRC**](http://www.dpi.state.nc.us/docs/curriculum/socialstudies/middlegrades/africa/drclesson5humanitariancrisis.pdf) |

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| international relationships in which Africa is involved including the civil war in the Democratic Republic of Congo.  **W.71** Identify the climate, physical processes, geographical features, human modifications, and population patterns of Asia, and list the major natural resources and their relationship to the economy of the region.   * 1. Delineate and evaluate the argument in a text describing the economic crises, soaring national debts, and the intervention of the International Monetary Fund (IMF) and the World Bank. [CCSS.RH.9-10.8](http://www.corestandards.org/ELA-Literacy/RH/9-10/8)   2. Identify the climate, physical processes, the North Atlantic Current, geographical features, human modifications, and population patterns of Europe and list the major natural resources and their relationship to the economy of the region. | international relationships in which Africa is involved including the civil war in the Democratic Republic of Congo.  I can identify the climate, physical processes, and geographical features of Asia.  I can explain the human modifications and population patterns in Asia.  I can delineate and evaluate the argument in a text describing the economic crises, soaring national debts, and the intervention of the International Monetary Fund (IMF) and the World Bank.  I can identify the climate, physical processes, the North Atlantic Current, and geographical features of Europe.  I can explain the human modifications and population patterns in Europe.  I can identify the major natural resources in Europe and their relationship to the economy of the region.  I can identify the major natural resources in Asia and their relationship to the economy of the region. | [**Asia: National Geographic Page**](http://education.nationalgeographic.com/education/encyclopedia/asia-human/?ar_a=1) [**Climate Migrants in Bangladesh**](http://www.pbslearningmedia.org/resource/wds10.sci.life.eco.climig/climate-migrants-in-bangladesh/)  [**Natural Resources and the Economy of**](http://www.pennsvalleypublishers.com/assets/pdf%20library/easternhemisphere/activities/Ch24_NatResSEAsia.pdf) [**Southeast Asia**](http://www.pennsvalleypublishers.com/assets/pdf%20library/easternhemisphere/activities/Ch24_NatResSEAsia.pdf)  [**Middle East: Land, Resources, Economics**](http://www.pbs.org/wgbh/globalconnections/mideast/educators/resource/lesson1.html) [**Lesson Plan**](http://www.pbs.org/wgbh/globalconnections/mideast/educators/resource/lesson1.html)  [**Lesson on IMF and World Bank**](http://www.globalenvision.org/forteachers/17/856) |

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| * 1. Explain the importance of trade and regional trade treaties, including NAFTA, MERCOSUR, CAFTA, and CARICOM.   2. Trace the impact of drug trafficking on and movements of people to the United States, their monetary and affective connections to their homelands, and return migration to Latin America.   3. Evaluate the geographic impact, such as the growing innovations of technical geographical tools including GPS and GIS, these resources are having on retail, transportation, communication, and tech industries.   4. Identify the weaknesses and strengths of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others.   5. Analyze the use of geo-technology in the search for new sources of oil and the geographic causes and effects of transitioning to alternative energy sources. | I can explain the importance of trade and regional trade treaties, including:   * NAFTA * MERCOSUR * CAFTA * CARICOM   I can trace the impact of drug trafficking on the movements of people to the United States, their monetary and affective connections to their homelands, and return migration to Latin America.  I can assess the geographic impact, such as the growing innovations of technical geographical tools including GPS and GIS, these resources are having on:   * retail * transportation * communication * tech industries   I can identify the weaknesses and the strengths of the oil-rich Persian Gulf States, including   * uneven distribution of wealth among the population * dependency on one sector of the economy   I can analyze the use of geo-technology in the search for new sources of oil and the geographic causes and effects of transitioning to alternative energy sources, such as | [**NY Times Lesson - NAFTA**](http://learning.blogs.nytimes.com/2002/02/27/trading-off/)  [**PBS Lesson Plan - Importance of Oil**](http://www.pbs.org/wnet/extremeoil/teachers/lp1.html)  [***“O il a nd Wa ter in th e Midd le Ea st Reg io n ”***](http://education.nationalgeographic.com/archive/xpeditions/lessons/01/g68/iraqoil.html?ar_a=1)  [**National Geographic Lesson Plan**](http://education.nationalgeographic.com/archive/xpeditions/lessons/01/g68/iraqoil.html?ar_a=1)  [**Impact of Drug Trafficking on United States**](http://www.coedu.usf.edu/main/departments/seced/GlobalSchoolsProject/Documents/Miliziano_K/MIL_K_The%20War%20Next%20Door_Lp.pdf) [**and Latin America**](http://www.coedu.usf.edu/main/departments/seced/GlobalSchoolsProject/Documents/Miliziano_K/MIL_K_The%20War%20Next%20Door_Lp.pdf)  [**Database of many lessons on GIS and GPS**](http://www.gis2gps.com/GIS/lessons/lessons.html) [**GPS/GIS Wiki-space**](http://gpsconnections.wikispaces.com/Lesson%2BPlanning)  [**Lessons on Renewable Energy from the US**](http://www1.eere.energy.gov/education/lessonplans/) [**Department of Energy**](http://www1.eere.energy.gov/education/lessonplans/)  [**Energy debate Lesson Plan Resources from**](http://education.nationalgeographic.com/archive/xpeditions/lessons/16/g912/energydebate.html?ar_a=1) [**National Geographic**](http://education.nationalgeographic.com/archive/xpeditions/lessons/16/g912/energydebate.html?ar_a=1)  [**Exploring Alternative Energy from PBS.org**](http://www.pbs.org/newshour/extra/teachers/lessonplans/science/energy_research.pdf) |

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| * 1. Analyze reactions by surrounding Arab countries of the U.N. decision to establish Israel, the four Arab-Israeli Wars, and the rise of the Palestinian Liberation Organization.   2. Analyze the attempts to secure peace in the Middle East, including the Camp David Accords and the Oslo Accords.   3. Summarize the Iranian Revolution of 1978–1979 after Khomeini, the Iranian hostage crisis, and more recent nuclear issues.   4. Explain the defeat of the Soviet Union and the rise of the Mujahedin and the Taliban in Afghanistan.   5. Determine the central ideas of a text describing the origin and course of the Rwanda Genocide. [CCSS.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2) | * cost of transition to new sources * impact on the landscape and environment *(fracking)*   I can analyze the reactions by surrounding Arab countries of the U.N. decision to establish Israel, the four Arab Israeli wars, and the rise of the Palestinian Liberation Organization (PLO).  I can analyze the attempts to secure peace in the Middle East, including   * The Camp David Accords * The Oslo Accords   I can summarize the Iranian Revolution of 1978-1979 after Khomeini, the Iranian hostage crisis, and more recent nuclear issues, including   * Three Mile Island * Chernobyl * environmental impact/concerns of nuclear energy   I can explain the defeat of the Soviet Union and the rise of the Mujahedin and the Taliban in Afghanistan.  I can determine the central ideas of a text describing the origin and course of the Rwandan Genocide. | [**SWS*: Israel resources***](http://teachers2.wcs.edu/co/worldhistory/default.aspx?RootFolder=%2Fco%2Fworldhistory%2FShared%20Documents%2FIsrael&amp;FolderCTID=0x0120004B84DFB02AAA134DB755447A5B1C9BFD&amp;View=%7b41962E56-6BB3-4E95-BF0E-02CA324E4E32%7d)  [**SWS*: the Middle East resources***](http://teachers2.wcs.edu/co/worldhistory/default.aspx?RootFolder=%2Fco%2Fworldhistory%2FShared%20Documents%2FMiddle%20East&amp;FolderCTID=0x0120004B84DFB02AAA134DB755447A5B1C9BFD&amp;View=%7b41962E56-6BB3-4E95-BF0E-02CA324E4E32%7d)  [**Camp David Accords Teacher Lessons from**](http://www.lessonplanet.com/lesson-plans/camp-david-accords) [**Lesson Planet**](http://www.lessonplanet.com/lesson-plans/camp-david-accords)  [**Decoding U.S. Foreign Policy: The Iran-Contra**](http://herb.ashp.cuny.edu/items/show/1582) [**Affair**](http://herb.ashp.cuny.edu/items/show/1582)  [**U.S. Foreign policy in Iran**](http://www.pbs.org/wgbh/globalconnections/mideast/educators/uspolicy/lesson2.html)  [**Iran Lesson from The Choices Program**](http://www.choices.edu/resources/scholars_iran_lessons.php)  [**Afghanistan Unveiled (lesson accompanies PBS**](http://www.pbs.org/independentlens/afghanistanunveiled/edu_2.pdf) [**documentary)**](http://www.pbs.org/independentlens/afghanistanunveiled/edu_2.pdf)  [**Focus on the Taliban from PBS**](http://www.pbs.org/wgbh/pages/frontline/teach/taliban/lesson.html)  [**Rwandan Genocide Lesson Plan from the**](http://www.wcl.american.edu/humright/center/rwanda/lesson.cfm) [**Genocide Teaching Project**](http://www.wcl.american.edu/humright/center/rwanda/lesson.cfm)  [**PBS Frontline: Ghosts of Rwanda**](http://www.pbs.org/wgbh/pages/frontline/teach/ghosts/) |

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| * 1. Describe the impact of the collapse of the Soviet Union on Eastern Bloc nations, including the Balkans.   2. Examine the effects of German reunification on both Western and Eastern Germany.   3. Using census data and population pyramids identify and describe the demographic changes worldwide since 1980. [CCSS.SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5) | I can describe the impact of the collapse of the Soviet Union on Eastern Bloc nations, including the Balkans.  I can examine the effects of German reunification on both Western and Eastern Germany, including the   * economic impact * political transition * movement of people   I can use census data and population pyramids to identify and describe the demographic changes worldwide since 1980. | [**Article from The Economist on the Rwandan**](http://www.economist.com/node/2536344) [**Genocide**](http://www.economist.com/node/2536344)  [**Lesson on collapse of the Soviet Union from**](http://www.pbs.org/pov/myperestroika/lesson_plan.php) [**PBS.org**](http://www.pbs.org/pov/myperestroika/lesson_plan.php)  [**Series of resources and lesson plans from**](http://www.lessonplanet.com/lesson-plans/collapse-of-the-soviet-union) [**Lesson Planet on the fall of the Soviet Union**](http://www.lessonplanet.com/lesson-plans/collapse-of-the-soviet-union)  [**German Reunification Lesson from AP Central**](http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/29051.html)  [**Link to free resources from the Goethe**](http://www.goethe.de/ins/us/lp/prj/top/mat/stxt/enindex.htm) [**Institute (Transatlantic Outreach Program) –**](http://www.goethe.de/ins/us/lp/prj/top/mat/stxt/enindex.htm) [**resources on modern Germany and**](http://www.goethe.de/ins/us/lp/prj/top/mat/stxt/enindex.htm) [**reunification**](http://www.goethe.de/ins/us/lp/prj/top/mat/stxt/enindex.htm)  [**Creating Population Pyramid Lesson Plan from**](http://www.prb.org/Educators/LessonPlans/2000/PyramidBuilding.aspx) [**the Population Reference Bureau**](http://www.prb.org/Educators/LessonPlans/2000/PyramidBuilding.aspx)  [**Wonderful lesson on population pyramids**](http://houstonhs.scsk12.org/%7Emrobinson/Mr._Robinsons_Web_Site_at_Houston_High_School/Population_Pyramids_files/Population%20Pyramids%20Lesson%20Plan.pdf) [**from a former National Council for the Social**](http://houstonhs.scsk12.org/%7Emrobinson/Mr._Robinsons_Web_Site_at_Houston_High_School/Population_Pyramids_files/Population%20Pyramids%20Lesson%20Plan.pdf) [**Studies Teacher of the Year**](http://houstonhs.scsk12.org/%7Emrobinson/Mr._Robinsons_Web_Site_at_Houston_High_School/Population_Pyramids_files/Population%20Pyramids%20Lesson%20Plan.pdf)  *(Tennessee Teacher Michael Robinson)*  [**Population Pyramids lesson plan from National**](http://education.nationalgeographic.com/archive/xpeditions/lessons/09/g68/pyramids.html?ar_a=1) [**Geographic**](http://education.nationalgeographic.com/archive/xpeditions/lessons/09/g68/pyramids.html?ar_a=1)  [**Population Pyramids: How to Use & Interpret**](http://geoalliance.asu.edu/azga/poppyramids) |

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| * 1. Initiate and participate in collaborative discussions explaining the origins of the Persian Gulf War and the postwar actions of Saddam Hussein. [CCSS.SL.9-10.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1)   2. Describe Islamic revivalism and radicalism, including Muslim communities in Europe.   3. Trace the increase in terrorist attacks against Israel, Europe, and the United States.   4. Utilize primary and secondary sources describing America’s response to and the wider international consequences of, the September 11, 2001 terrorist attacks, including the United States invasion of Afghanistan and Iraq. [CCSS.RH.9-10.9](http://www.corestandards.org/ELA-Literacy/RH/9-10/9) | I can participate in collaborative discussions explaining the origins of the Persian Gulf War and the postwar actions of Saddam Hussein.  I can describe Islamic revivalism and radicalism, including the growth of Muslim communities in Europe.  I can trace the increase in terrorist attacks against Israel, Europe, and the United States.  I can utilize primary and secondary sources describing America’s response to, and the wider international consequences of, the September 11, 2001 terrorist attacks, including the United States invasion of Afghanistan and Iraq. | [**US Census Bureau, world population pyramids**](http://www.census.gov/population/international/data/idb/informationGateway.php) [**over time for almost every country (with a lot**](http://www.census.gov/population/international/data/idb/informationGateway.php) [**of other wonderful data)**](http://www.census.gov/population/international/data/idb/informationGateway.php)  [**Persian Gulf War (series of lesson plans)**](http://www.lessonplanet.com/lesson-plans/persian-gulf-war) [**Lesson Plan on Saddam Hussein**](http://www.glencoe.com/sec/socialstudies/btt/saddam/teacher_lesson_plans.php)  [**Article from NY Times for Teens about the Gulf**](http://teacher.scholastic.com/scholasticnews/indepth/upfront/features/index.asp?article=f121310_gulfwar) [**War**](http://teacher.scholastic.com/scholasticnews/indepth/upfront/features/index.asp?article=f121310_gulfwar)  [**PBS Frontline Lesson: Al-Qaeda’s N ew Front**](http://www.pbs.org/wgbh/pages/frontline/teach/front/addl.html)  [**SWS*: documents, excerpts, lesson plans,***](http://teachers2.wcs.edu/co/worldhistory/default.aspx?RootFolder=%2Fco%2Fworldhistory%2FShared%20Documents%2FContemporary%20World%20Since%201989&amp;FolderCTID=0x0120004B84DFB02AAA134DB755447A5B1C9BFD&amp;View=%7b41962E56-6BB3-4E95-BF0E-02CA324E4E32%7d) [***photos***](http://teachers2.wcs.edu/co/worldhistory/default.aspx?RootFolder=%2Fco%2Fworldhistory%2FShared%20Documents%2FContemporary%20World%20Since%201989&amp;FolderCTID=0x0120004B84DFB02AAA134DB755447A5B1C9BFD&amp;View=%7b41962E56-6BB3-4E95-BF0E-02CA324E4E32%7d)  [**PBS Lesson Plan *“How to defin e terro rism?”***](http://www.pbs.org/newshour/extra/lessons_plans/how-do-we-define-terrorism/)  [**War and terrorism resources from the**](http://www.socialstudies.org/resources/moments) [**National Council for the Social Studies**](http://www.socialstudies.org/resources/moments)  [**9/11 Memorial Resources**](http://www.911memorial.org/lesson-plans) [**Scholastic 9/11 Lesson Plan**](http://teacher.scholastic.com/scholasticnews/indepth/911/teachers/lesson_plans.htm)  [**Education World 9/11 Lessons and Resources**](http://www.educationworld.com/a_lesson/lesson244.shtml) |

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| ***HONORS ADDENDUM***  ***Note for Teachers of Honors: Do not teach this Honors Addendum at the end of the quarter. Embed the Honors Addendum within the regular Scope and Sequence.***  [CCSS.RH.9-10.10](http://www.corestandards.org/ELA-Literacy/RH/9-10/10) Read and comprehend history texts in the grades 9-10 complexity band independently and proficiently.  [CCSS.WHST.9-10.10](http://www.corestandards.org/ELA-Literacy/WHST/9-10/10) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific task purposes and audiences. | I can read and comprehend history age- appropriate texts independently and proficiently.  I can write routinely over extended time frames and shorter time frames for a range of discipline-specific task purposes and audiences. | **Suggested Texts:**   * *The World is Flat* by Thomas Friedman   **Suggested Writing Assignments:**   * write a newspaper article reporting on one of the Arab-Israeli wars * write a well-supported opinion piece analyzing the risks and benefits of using nuclear energy * write a well-supported opinion piece about the United States involvement in the Middle East |