**Grades 9-12 World History and Geography, Quarter 3, Revised 2015**

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| **World War I and Inner-War Years: *Students analyze the causes and course of the First World War, along with the long-term military, economic, and political effects. Students analyze the rise of fascism and totalitarianism after World War I. Students will describe the various causes and consequences of the global depression of the 1930s and analyze how governments responded to the Great Depression.*** | | |
| **Standards** | **Student Friendly “I Can” Statements** | **Resources** |
| **World War I Standards**   * 1. Evaluate primary source documents while analyzing the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent, disorder, propaganda, and nationalism in mobilizing the civilian population in leading to the outbreak of World War I. [CCSS.WHST.9-10.8](http://www.corestandards.org/ELA-Literacy/WHST/9-10/8)   2. Trace the principal theaters of battle, major battles, and major turning points of World War I.   3. Analyze the importance of geographic factors in military decisions and outcomes. | **World War I**  I can examine and evaluate primary source documents to determine the causes of World War I, including militarism, alliances, political and economic rivalries, ethnic and ideological conflicts, domestic discontent, nationalism, and propaganda.  I can describe the significance of the following events during World War I:   * assassination of the Archduke Ferdinand * The Schlieffin Plan * Battle of Marne * Battle of the Somme * Battle of Tannenberg * The Zimmerman Note * sinking of the Lusitania * signing of the Treaty of Versailles   I can use a map to determine how major geographic and political features effected the military decisions and outcomes of World War I. | **World War I Resources Textbook: *Chapter 14 – World War I and Russian Revolution***  [**SWS: documents, excerpts, lesson plans,**](http://teachers2.wcs.edu/co/worldhistory/default.aspx) [**photos**](http://teachers2.wcs.edu/co/worldhistory/default.aspx)  [**Causes of World War I Lesson from PBS.org**](http://www.pbs.org/greatwar/resources/lesson1.html)  [**Causes and Consequences of World War I Unit**](http://worldhistoryforusall.sdsu.edu/units/eight/landscape/Era08_landscape1.php) [**Plan**](http://worldhistoryforusall.sdsu.edu/units/eight/landscape/Era08_landscape1.php)  [**Chart of alliances leading into World War I**](http://www.historyonthenet.com/WW1/causes.htm) [**Animated Maps of WWI from PBS.org**](http://www.pbs.org/greatwar/maps/)  [**Lesson on Battle of the Somme from Reading**](http://sheg.stanford.edu/battle-somme)  [**Like a Historian**](http://sheg.stanford.edu/battle-somme)  [**War Combat Lesson**](http://robertwnukowski.wmwikis.net/file/view/WWI%2BTrench%2BWarfare%2BLesson.pdf) |

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| * 1. Explain how the Russian Revolution and the entry of the United States into the conflict affected the course and outcome of the war.   2. Argue human rights violations and genocide, including the Armenian genocide in Turkey, through collaborative discussions.   3. Explain the nature of the war and its human costs (military and civilian) on all sides of the conflict, including unprecedented loss of life from prolonged trench warfare.   4. Trace advances in weaponry, the belief that the “Great War” would end war, and disarmament movements.   5. Describe the effects of the war and resulting peace treaties on population movement, environmental changes resulting from trench warfare, the international economy, and shifts in the geographic and political borders of Europe and the Middle East. | I can explain how the Russian Revolution and the entry of the United States into the conflict affected the course and outcome of the war.  I can construct an argument through collaborative discussion identifying human rights violations and genocide, including the Armenian genocide in Turkey.  I can explain the nature of the war and its human costs *(military and civilian)* on all sides of the conflict, including unprecedented loss of life from prolonged trench warfare.  I can explain the belief that the “Great War” would end all wars and list and discuss the impact of new weapon technologies that appeared in World War I, including:   * poison gas * tanks * submarines * airplanes * trench warfare   I can explain outcomes and global effects of World War I including:   * demographic changes and population movement * environmental impact of trench warfare | [**Lesson on *“US Enters th e Wa r”* from PBS.org**](http://www.pbs.org/greatwar/resources/lesson6.html) [**US Enters WWI from Reading Like a Historian**](http://sheg.stanford.edu/us-entry-wwi) [**US Entry into WWI, Opposing Viewpoints**](http://edsitement.neh.gov/lesson-plan/united-states-entry-world-war-i-two-diametrically-opposed-views#sect-introduction)  [**The Zimmerman Telegram**](http://wwi.lib.byu.edu/index.php/The_Zimmerman_Note)  [**German Witnesses Armenian Massacre**](http://www.firstworldwar.com/diaries/armenianmassacres.htm)  [**British Government Report on Armenian**](http://www.firstworldwar.com/source/brycereport_armenia.htm) [**Massacre**](http://www.firstworldwar.com/source/brycereport_armenia.htm)  [**World War I Casualties and Deaths Chart**](http://www.pbs.org/greatwar/resources/casdeath_pop.html)  [**Soldier’s Account of a Gas Attack**](http://www.eyewitnesstohistory.com/gas.htm)  [**Poem *“Dulce et Deco rum est”* and Notes**](http://www.warpoetry.co.uk/owen1.html)  [**Chart of Military Casualties of World War I**](http://www.ysursa.com/history/West%20Civ/Textbook/WWI-casualties.htm) [**Maps of Austria-Hungary over time**](http://etc.usf.edu/maps/galleries/europe/austriahung/index.php) |

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| * 1. Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics.   2. Compare the conflicting aims and aspirations of the conferees at Versailles and the Treaty of Versailles’ economic and moral effects on Germany.   **Inner War Years Standards**   * 1. Explain how the outcome of World War I contributed to nationalist movements in the | * impact on the international economy * end of some European Empires, such as Austria-Hungary and the Ottoman Empire * creation of Mandates in the Middle East   I can use various historical accounts to analyze the aims and negotiating roles of world leaders, including Woodrow Wilson’s Fourteen Points.  I can explain the causes and effects of the United States’ rejections of the League of Nations on world politics.  I can compare the conflicting aims and aspirations of the conferees at Versailles.  I can explain the terms of the Treaty of Versailles and its effects on Germany, including:   * Germany forced to take responsibility for the war * Germany forced to pay reparations * Germany lost all of their colonies * German military is limited * Germany forced to return Alsace and Loraine to France   **The Inner War Years**  I can explain how the outcomes of World War I contributed to nationalist movements in the | [**Lesson Plans on League of Nations**](http://edsitement.neh.gov/curriculum-unit/debate-united-states-over-league-nations#sect-thelessons)  **Uses Primary Sources to demonstrate the debate over US involvement**  [**Lesson *“Wh y did Co ng ress reject th e Leag u e o f***](http://sheg.stanford.edu/league-of-nations)  [***Na tio n s?”* from Reading Like a Historian**](http://sheg.stanford.edu/league-of-nations)  [**Treaty of Versailles document from Modern**](http://www.fordham.edu/halsall/mod/1919versailles.html) [**History Sourcebook**](http://www.fordham.edu/halsall/mod/1919versailles.html)  [**Lesson on Evaluating the Treaty of Versailles**](http://edsitement.neh.gov/lesson-plan/great-war-evaluating-treaty-versailles#sect-activities)  [**BYOT*: Industrial Revolution-World War I Blog***](http://teachers2.wcs.edu/co/intech/Integrated%20Technology%20Best%20Practice%20Lessons/2012-13BYOT_TeacherLeaderLessonPlans(topost)/WHSS/9_WorldHistory_3rd9wks_Industrialrevolutionblog.pdf)  **Inner War Years Resources Textbook: *CH 15-Nationalism and Revolution***  ***@ the World (1010-1939)*** |

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| Middle East, India, Africa, and Southeast Asia.   * 1. Analyze various accounts of the impact of World War I on women and minorities.   2. Integrate multiple sources of information presented in diverse media explaining the influence of World War I on literature, art, and intellectual life, including Pablo Picasso, the “Lost Generation,” and the rise of Jazz music. [CCSS.SL.9-10.2](http://www.corestandards.org/ELA-Literacy/SL/9-10/2)   3. Compare the impact of restrictive monetary and trade policies.   4. Describe the collapse of international economies in 1929 that led to the Great Depression, including the relationships that had been forged between the United States and European economies after World War I.   5. Gather information from multiple sources describing issues of overproduction, unemployment, and inflation. [CCSS.WHST.9-](http://www.corestandards.org/ELA-Literacy/WHST/9-10/8)  [10.8](http://www.corestandards.org/ELA-Literacy/WHST/9-10/8)   6. Use technology to produce, publish, and update individual or shared writing | Middle East, India, Africa, and Southeast Asia.  I can use primary source accounts to analyze the impact of World War I on women and minorities.  I can use a variety of multi-media sources to explain some of the social changes that took place during the 1920s and 1930s, including:   * speakeasies * jazz music * literature * art and Pablo Picasso * the “Lost Generation”   I can compare and contrast the impact of restrictive monetary and trade policies.  I can explain why the world experienced depression in the 1930s, including the impact of relationships that had been forged between the United States and European economies after World War I.  I can synthesize information from multiple sources describing issues of overproduction, unemployment, and inflation during the Great Depression.  I can use technology to produce, publish, and update individual or shared writing projects describing how economic instability led to | [**Global Developments after World War I Unit**](http://worldhistoryforusall.sdsu.edu/units/eight/landscape/Era08_landscape2.php) [**Plan**](http://worldhistoryforusall.sdsu.edu/units/eight/landscape/Era08_landscape2.php)  [**Lesson on African-American Soldiers in World**](http://edsitement.neh.gov/lesson-plan/african-american-soldiers-world-war-i-92nd-and-93rd-divisions#sect-activities) [**War I**](http://edsitement.neh.gov/lesson-plan/african-american-soldiers-world-war-i-92nd-and-93rd-divisions#sect-activities)  [**Women in World War I Resource**](http://www.firstworldwar.com/features/womenww1_intro.htm) [**Poetry from the Great War Lesson**](http://edsitement.neh.gov/lesson-plan/poetry-great-war-darkness-light#sect-activities)  [**Great Depression Unit Plan**](http://worldhistoryforusall.sdsu.edu/units/eight/landscape/Era08_landscape3.php)  [**Differing Federal Responses to the Great**](http://herb.ashp.cuny.edu/items/show/1375) [**Depression: Letter Analysis**](http://herb.ashp.cuny.edu/items/show/1375)  [***“T h e G rea t Dep ression : An O verview ”***](http://www.stlouisfed.org/great-depression/pdf/GD_c-intro_essay.pdf)  [**Introductory Essay from the Federal Reserve**](http://www.stlouisfed.org/great-depression/pdf/GD_c-intro_essay.pdf)  [**Causes of the Great Depression Lesson Plan**](http://www.stlouisfed.org/great-depression/pdf/GD_f-lesson_3.pdf) [**from Federal Reserve**](http://www.stlouisfed.org/great-depression/pdf/GD_f-lesson_3.pdf) |

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| projects describing how economic instability led to political instability in many parts of the world and helped to give rise to dictatorial regimes such as Adolf Hitler’s in Germany and the military’s in Japan. [CCSS.WHST.9-10.6](http://www.corestandards.org/ELA-Literacy/WHST/9-10/6)   * 1. Explain the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.   2. Draw evidence from literary or informational texts determining the causes and consequences of the Bolshevik Revolution and Civil War in Russia, including Lenin’s use of Totalitarian means to seize and maintain control including the Gulag. [CCSS.WHST.9-10.9](http://www.corestandards.org/ELA-Literacy/WHST/9-10/9)   3. Compare the connection between economic and political policies, the absence of a free press, and systematic violations of human rights during Stalin’s rise to power in | political instability in many parts of the world and helped to give rise to dictatorial regimes such as   * Adolf Hitler in Germany * Mussolini in Italy * and military leaders in Japan.   I can explain the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.  I can explain why totalitarian governments emerged in Germany, Italy, and the USSR and identify the leaders involved with each.  I can draw evidence from texts to explain why Russia erupted in revolution while fighting in World War I, including:   * peasant discontent * incompetence of Tsar Nicholas II * military defeats and high casualties in World War I   I can explain the consequences of the Bolshevik Revolution and Russian Civil War, including   * Lenin’s New Economic Policy * beginning the Gulag system   I can compare and contrast the roles of individuals in a communist government versus a democracy including:   * connections between economic and | [**Rise of Hitler Lesson Plan**](http://www.schoolhistory.co.uk/lessons/riseofhitler/teacher_notes.htm)  **Textbook: *Concept Connector-Government- Forms of Dictatorship, pg. 802-803***  **Textbook: *Chapter 16 – The Rise of Totalitarianism (1919-1939)***  [**Lesson on Postwar disillusionment**](http://edsitement.neh.gov/lesson-plan/postwar-disillusionment-and-quest-peace-1921-1929#sect-activities)  **Textbook: *CH 14, Section 5 – Russian Revolution; CH 16, Section 4 - Stalin***  [**Lesson on the Road to Russian Revolution**](http://www.discoveryeducation.com/teachers/free-lesson-plans/road-to-russian-revolution.cfm) [**Lesson on Bolshevik Revolution**](http://filebox.vt.edu/users/mwalker1/Electronic%20Portfolio/pdf/WWI%20Russian%20Revolutions%20lesson%20plan.pdf)  **Textbook: *CH 16, Section 4 - Stalin*** |

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| the Soviet Union.   * 1. Analyze the assumption of power by Adolf Hitler in Germany and the resulting acts of oppression and aggression of the Nazi regime.   2. Trace Mussolini’s rise to power in Italy and his creation of a fascist state through the use of state terror and propaganda.   3. Compare the German, Italian, and Japanese drives to expand their empires in the 1930s, including atrocities in China, Italian invasion of Ethiopia, German militarism, and the Stalin-Hitler Pact of 1939. | political policies   * the absence of free press * systematic violations of human rights and expansion of Gulag camps   I can analyze the assumption of power by Adolf Hitler in Germany and the resulting acts of oppression and aggression of the Nazi regime, including the Nuremberg Laws on Jewish citizens in Germany in the 1930s.  I can trace Mussolini’s rise to power in Italy and his creation of a fascist state through the use of state terror and propaganda.  I can compare the German, Italian, and Japanese drives to expand their empires in the 1930s, including:   * Japanese atrocities in China * Italian invasion of Ethiopia * German militarism and aggression * Nazi-Soviet Non-aggression Pact of 1939 | [**Lesson on Stalin’s Rise to Pow er**](http://modernworldhistory.org/unit-9/item/29-lesson-2-the-russian-revolution-and-totalitarianism.html)  [**Lesson on Soviet Women under Stalin**](http://chnm.gmu.edu/wwh/modules/lesson11/pdfs/sovietteachingmaterials.pdf) **Textbook: *Chapter 16, Section 5 – Hitler/Nazis***  [**Nazi Propaganda Lesson from Reading Like a**](http://sheg.stanford.edu/nazi-propaganda) [**Historian**](http://sheg.stanford.edu/nazi-propaganda)  [**Rise of Fascist Dictators Lesson Activities**](http://www.floridatechnet.org/ahs/curriculum/history/2%20Learning%20Activities/Session_32_.pdf)  [**Invasion of Nanking Lesson Plan from Reading**](http://sheg.stanford.edu/invasion-nanking) [**Like a Historian**](http://sheg.stanford.edu/invasion-nanking) |
| ***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 | I can read and comprehend history age- appropriate texts independently and | **Suggested Texts:**   * excerpts from Wilfred Owen’s *“Dulce et Decorum Est”* * excerpts from Erich Maria Remarque‘s   *All Quiet on the Western Front*   * excerpts from Adolph Hitler’s *Mein* |
| ***World War II Standards***   * 1. Explain the role of appeasement, isolationism, and the domestic distractions in Europe and the United States prior to the outbreak of World War II.   2. Identify and locate the Allied and Axis powers, and explain the major battles of the Pacific and European theaters of war including the blitzkrieg, Dunkirk, Battle of Britain, Stalingrad, Normandy, Midway, Battle of the Bulge, Iwo Jima, and island hopping. | **World War II**  I can explain causes of World War II, including:   * appeasement * USA isolationism * failures of the Treaty of Versailles * aggression of Axis Powers * domestic distractions in Europe and the United States   I can describe the significance of the following events during World War II:   * blitzkrieg and Invasion of Poland   (start of World War II)   * evacuation of Dunkirk * Battle of Britain (Hitler’s first loss) * Bombing of Pearl Harbor (brings USA into the war) * Battle of Midway (turning point in the Pacific) * Battle of Stalingrad (turning point on the eastern front) * D-Day invasion at Normandy   (turning point on the western front)   * Battle of the Bulge * island-hopping and Iwo Jima | **World War II Resources**  *Textbook: Chapter 17 – World War II and Aftermath*  *Textbook: review Acts of Aggression Graphic Organizer (TE)*  *Textbook: Witness History Audio – “A Desperate Peace”*  [Lesson on Appeasement from Reading Like a](http://sheg.stanford.edu/appeasement)  [Historian](http://sheg.stanford.edu/appeasement)  [SWS: documents, excerpts, lesson plans,](http://teachers2.wcs.edu/co/worldhistory/default.aspx?RootFolder=%2Fco%2Fworldhistory%2FShared%20Documents%2FWorld%20Wars&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%2FWorld%20Wars&amp;FolderCTID=0x0120004B84DFB02AAA134DB755447A5B1C9BFD&amp;View=%7b41962E56-6BB3-4E95-BF0E-02CA324E4E32%7d)  [Chamberlain “Peace in Our Time” Doc ument](http://www.fordham.edu/halsall/mod/1938PEACE.asp)  [“Hitler’s Aggression: Could Adolf Hitler have](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%7CCX2876400023) [been Deterred from Launching WWII?”](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%7CCX2876400023) [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%7CCX2876400023)  *Textbook: “The Blitz” at Britain, Infographic, pg. 570-571*  [Interactive Timeline for World War II](http://www.teachingamericanhistory.org/static/neh/interactives/neutrality/)  [Women Aviators in World War II](http://edsitement.neh.gov/lesson-plan/women-aviators-world-war-ii-fly-girls#sect-activities)  [Using NY Times to teach Pearl Harbor](http://learning.blogs.nytimes.com/2011/12/06/70-years-later-using-historic-times-articles-and-social-media-to-remember-pearl-harbor/)  [Mapping the Geography of D-Day Lesson Plan](http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/where-in-the-world-war.html) |

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| * 1. Analyze the major turning points of the war, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.   2. Utilize primary and secondary sources to describe the contributions and roles of leaders during the war, including Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Hideki Tōjō, Adolf Hitler, Benito Mussolini, Joseph Stalin, Harry Truman, Douglas MacArthur, and Dwight Eisenhower. [CCSS.RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/1)   3. Write an opinion piece on the impact of the Holocaust on the Jewish populations in Europe and Israel. [CCSS.WHST.9-10.2](http://www.corestandards.org/ELA-Literacy/WHST/9-10/2) | * bombing of Hiroshima and Nagasaki   *(forces Japan to surrender)*  I can label a map to show the major battles and geographic features of World War II.  I can analyze the major turning points of the war, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.  I can identify and describe the contributions of world leaders and their roles during World War II in informational texts, including:   * Neville Chamberlain *(policy of appeasement in Great Britain)* * Winston Churchill *(Great Britain)* * Adolf Hitler *(Germany)* * Benito Mussolini *(Italy)* * Joseph Stalin *(Soviet Union)* * Franklin D. Roosevelt *(USA)* * Harry S. Truman *(USA)* * General Douglas MacArthur *(USA)* * General Dwight Eisenhower *(USA)* * Emperor Hirohito *(Japan)* * Hideki Tōjō *(Japan)*   I can identify the Holocaust as an example of genocide and explain the methods used by the Nazis against the Jews, including the Nuremberg Laws, propaganda, and persecution. | [**Lesson on analyzing World War II Photographs**](http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/photos-as-primary-sources.html)  [**World War II in Photographs: A Visual Timeline**](http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/ww2-timeline-lesson.html) [**Lesson**](http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/ww2-timeline-lesson.html)  **Textbook: *D-Day, Interactive pg 584-585. Events that Changed the World***  [**World War II Lessons from PBS.org**](http://tn.pbslearningmedia.org/resource/d28996d8-a393-473e-81ee-06b66fbd27b5/d28996d8-a393-473e-81ee-06b66fbd27b5/) [**Propaganda and World War II Lesson**](http://www.teachinghistory.org/teaching-materials/lesson-plan-reviews/25185) [**The Life and Times of Rosie the Riveter**](http://herb.ashp.cuny.edu/items/show/1369)  [**Lesson on C hurc hill’s Wartime Speec hes**](http://www.winstonchurchill.org/images/pdfs/for_educators/milligan-churchills%20wartime%20speeches.pdf)  [**Famous Churchill Quotes and Stories**](http://www.winstonchurchill.org/learn/speeches/quotations/famous-quotations-and-stories)  **Textbook: *CH 17*** |