

WORLD HISTORY II CURRICULUM

DESCRIPTION OF COURSE

The purpose of this survey course is to help students gain an understanding of themselves as members of a global community. Through the examination of diverse world cultures, students will come to appreciate both their heritage and that of other peoples. By studying the past, with emphasis on major themes and developments in history, students will gain a clearer understanding of the present day, and make educated and responsible decisions for the future.

GOALS OF THE WORLD HISTORY PROGRAM

1. To understand and apply social studies skills i.e., spatial, communication, interpretation, reading, data collection, critical thinking, higher order problem solving and process writing.
2. To explain and evaluate political, social, and economic institutions, as well as geographic concepts which shape the world.
3. To analyze, explain, and evaluate the chronological order of historical events, and to recognize the complexity of historical cause and effect.
4. To compare and contrast, and show an empathetic appreciation of diverse world cultures, as well as individual and societal roles and responsibilities in today's global community.

THEME QUESTIONS FOR THE WORLD HISTORY PROGRAM

The universal patterns of development and uniqueness of individual cultures will be explored through thematic analysis of three major questions...

1. What causes a society or civilization to achieve greatness and to decline?
 - Politics/leadership
 - Technology
 - Economic development
 - Military power/might
 - Arts/culture/religion and philosophy

MAJOR THEMES CONTINUED

2. How do cultures develop and change?
 - universal culture pattern(meets man's basic needs)
 - geography
 - diffusion through trade, war, exploration, migration
 - arts, literature/storytelling, sports, etc. of different cultures
 - communication; media
 - philosophy, religious development
 - economic development and/or crisis
 - language

3. How have individual's rights and responsibilities to his or her society varied over time?
 - Men and women: differing roles, rights and responsibilities
 - Individual's relationship to the state: differences in class...birth of "democracy," totalitarian regimes
 - Ethnicity/persecution of minorities
 - Group identity: family, tribes, ethnicity, village or nation, caste
 - Roles of children (rights?)
 - Western idea of the individual (man as the measure of all things)
 - Man vs. God; rights and responsibilities change as conception of man's relationship to God changes

WORLD HISTORY II UNITS OF STUDY

- The Enlightenment
- The Age of Revolutions
English, American, French, Latin American, Industrial
- Nationalism
- Age of Imperialism
- World War I
- The Russian Revolution
- Between the Wars
- Rise of Totalitarianism
- World War II
- Cold War Societies
- Communism
- Emerging 20th Century Nations
- Human Rights and Global Conflicts/Issues Today

TEXTS AND OTHER SOURCES

World History: Patterns of Interaction, published by McDougal Littell

World History: The Human Odyssey, Jackson Spielvogel

In addition to these texts, numerous primary source documents are given to students on handouts. These primary sources include written documents, photographs, paintings, cartoons, and artifacts, and are drawn from a variety of sources. Outside book reading is also assigned for subject enrichment.

COURSE ASSESSMENTS and EVALUATION

- Debates
- Cooperative group projects
- Written papers
- Oral presentations
- Role Playing
- Portfolios
- Thesis essays
- Quizzes
- Tests
- French Revolution Project
- Imperialism Project

TIME PERIOD OF STUDY :

REVOLUTIONARY IDEAS INTO REALITIES: (1640-1825)

UNITS OF STUDY: THE ENGLISH CIVIL WAR, AMERICAN REVOLUTION, FRENCH REVOLUTION, NAPOLEONIC ERA, LATIN AMERICAN REVOLUTION

Unit Themes:

- Shifting political, social and economic power
- The Middle Class as catalysts for change
- Putting theories into practice
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Essential Guiding Questions:

- How did the Enlightenment influence revolutionary ideas?
- Are these revolutions truly revolutionary ?
- What are the political, social and economic causes and effects of revolution?

Student Learning Outcomes:

1. List the steps taken by Parliament to limit the power of an absolute monarch.
2. Explain the link between increasing economic prosperity and the drive for political power.
3. Compare and contrast the impact of the English Civil War and the Glorious Revolution on enlightenment thinkers.
4. Compare and contrast the growth of constitutional democracy in England and the United States.
5. Analyze how the development of the U.S. Constitution is a direct reflection of enlightenment ideas.
6. Explain the causes and effects of the American Revolution.
7. Apply Brinton's model for revolution to the French Revolution.
8. Explain the political, social, and economic situation in France prior to the French Revolution.
9. Compare and contrast how effective the United States and France were in achieving their revolutionary goals.
10. Evaluate Napoleon's place in history either as a tyrant or revolutionary.
11. Understand the events surrounding the rise and fall of Napoleon.
12. Explain the legacies of the Napoleonic Era on 19th century Europe.
13. Compare and contrast the outcome of the Latin American Revolutions to both the American and French Revolutions.
14. Analyze the connections between the French and Haitian Revolutions.
15. Explain the political, economic, and social forces for revolution in Latin America.

Curriculum Framework Connections:

Concepts and Skills: H,C, E, G

Learning Standards: WH II.2 A-B; WH II.3 A-D and A-G; WH II.4 A-D; WH II.16 A-E.

Resources:

- World History Textbook
- The Napoleon Unit Activity
- Brinton's Stages of Revolution
- World History Learning Center Resource Book
- Primary Sources of Western Tradition
 - Internet History Source Books Project
 - Tale of Two Cities
 - Portrait comparisons Napoleon and Bolivar
 - Thomas Paine-Common Sense
 - Declaration of Independence
 - English Bill of Rights
 - Enjoying Global History Primary Sources
 - Who Stormed the Bastille Reading
- Videos:
 - Napoleon, Simon Bolivar, The French Revolution, The American Revolution.

TIME PERIOD OF STUDY:

THE WHEELS OF CHANGE: (1750-1914)

UNIT OF STUDY: THE CAUSES AND RESULTS OF INDUSTRIALIZATION

Unit Themes:

- Social Classes in Transition
- New Economic Theories
- Technological Innovations
- New Political Voices of Change

Essential Guiding Questions:

- What are the political, social, and economic effects of the Industrial Revolution?
- How did the Industrial Revolution evolve into a worldwide evolutionary process?
- How did the economic and political theories that emerged during the Industrial Revolution help to shape society?

Student Learning Outcomes:

1. Explain the forces that brought about the onset of the Industrial Revolution.
2. Identify the changes and advances in transportation, technology, and communication during the Industrial Revolution.
3. Compare and contrast the impact of the Industrial Revolution on various classes in society.
4. Compare and contrast the theories of capitalism, socialism, and Marxism.

Curriculum Framework Connections:

Concepts and Skills: H, E, G.

Learning Standards: WH II.5 A-D; WH II.6 A-D; WH II.7; WH II.9 A-B.

UNIT OF STUDY: NATIONALISM

Unit Themes:

- Reaction's to Napoleon
- Unity Transcends Diversity
- Emerging National Cultures
- "Survival of the Fittest"

Essential Guiding Questions:

- What is the interplay between conservatism, liberalism and nationalism in Europe after Napoleon?
- What were the positive and negative political, social, and economic effects of nationalism in 19th century Europe?
- How did cultural developments during the 19th century contribute to a growing sense of national identity?

Student Learning Outcomes:

1. Compare and contrast the Unification of Germany and Italy.
2. Analyze the impact of German Unification on 19th century Europe.
3. Give examples of how nationalism was used as a tool for oppression ie; Austria-Hungary, Russia.
4. Explain the impact of growing national identities in decaying empires.

Curriculum Framework Connections:

Concepts and Skills: H, C, G.

Learning Standards: WH II.10 A-B.

UNIT OF STUDY: IMPERIALISM

Unit Themes:

- Racism
- Economic Opportunity vs. Exploitation
- Cultural Connections
- New Voices of Nationalism

Essential Guiding Questions:

- What role did industrialization and nationalism play in the rise of imperialism during the 19th century?
- How did Europeans justify the economic and social subjugation of other races?
- What was the impact of European imperialism on the identity and cultures of Asia, Africa and Europe?

Student Learning Outcomes:

1. Explain the forces that motivated European imperialism.
2. Compare and contrast various non-western reactions to European intrusions.
3. Evaluate how European imperialism redefined political, social, and economic institutions in Asia and Africa.
4. Analyze and evaluate the positive and negative implications of imperialism on both European and non-European societies.

Curriculum Framework Connections:

Concepts and Skills: H,C, G, E

Learning Standards: WH II.11 A-B; WH II.12 A-C; WH.13 A-G; WH II.14 A-D; WH II 15 A-C.

Resources: Industrialization

- Simulation Industrialization
- Mini group review projects-produce visuals highlighting causes, changing middle class, working class, changing economic theories, major inventions, new production and business methods. Worker's responses.
- Building a Business Project-Evolution from a proprietorship, partnership, corporation, monopoly. Flow Chart, Company visuals usage of key vocabulary terms.
- Position paper on effects of Industrialization.
- Debate from the point of view of a Capitalist, Utopian Socialist, and Marxist on 19th century conditions.
- McDougall- Littell Sourcebooks
- Prentice Hall Sourcebooks

- Primary Source Readings:
 - Internet Modern History Sourcebook, Kevin O'Reilly's materials on Industrialization comparing Great Britain and the United States.
 - Sadler Commission Report on Child Labor
 - Excerpts Communist Manifesto
 - Factory Rules
 - Engels, "The Condition of the Working Class in England"
 - "Decent Working and Living Conditions"
 - Videos
 - Credit Where It's Due
 - Luddites
 - The Industrial Revolution

Resources: Nationalism

- AP exercise on differences between Liberalism, Conservatism, Republicanism
- Visual Worksheet-Steps to Unification Italy and Germany
- 19th Century as seen by the Media-Political Cartoons
- Internet Modern History Sourcebook
- Current day articles on national events in the Balkans
- McDougall –Littell Sourcebooks
- Prentice Hall Sourcebooks
- Research and Roleplay Activity-Russian Czars Autocracy/Nationalism
- Videos
 - Bismarck
 - 19th Century Nationalism
 - Age of Revolutions

Resources: Imperialism

- *Things Fall Apart*, Chinua Achebe
- "The Kola Nut in Traditional Ibo Society"
- Paper on Things Fall Apart-Was the destruction of Umuofia inevitable?
- King Leopold's Ghost
- Debate-positive and negative effects of Imperialism
- Project for Africa/Asia-Student's choice; children's book, portfolio of political cartoons, series of paintings, scrapbook, video production skit, meeting of the minds-interview with imperialist figures, series of poems with illustrations
- Jigsaw Activity-Asia and Africa, and student teaching with primary sources
- African exercise –simulation carving up Africa
- Point of View Exercise- "That was No Welcome"/"That was no Brother"
- Baranga Simulation
- Speaker from Hamill Gallery on Art of the Ibo and Effects of Imperialism on African Art
- Word Splash on Imperialism in India

- Primary Source Reading

- “ White Man’s Burden” Rudyard Kipling
- “ The Pros and Cons of British Rule”-Naoroji
- A Close Up-Response Paper-Mohandas Gandhi
- Mission of Faith Reading-China Imperialism
- Ch’ien Lung’s Letter to King George
- Lin Tse-hsu’s letter to Queen Victoria
- Treaties of Nanking, The Bogue and Tientsin excerpts
- Indian and British reaction to Sepoy Rebellion
- McDougall-Littell Sourcebooks
- Internet Modern History Sourcebook

- Videos

- The Bible and the Gun
- This Magnificent African Cake
- The Genius that was China Part III
- Gandhi
- Imperialism
- East Meets West-Meiji Restoration Slide Set-(Spice)

TIME PERIOD OF STUDY:

THE WORLD IN CONFLICT: (1914-1945)

UNIT OF STUDY: WORLD WAR I

Unit Themes:

- The Clash of “ISMS”
- The Fall of Empires

Essential Guiding Questions:

- How did the forces of nationalism, militarism, imperialism, and entangling alliances all serve as a catalyst for World War I?
- How did new technology and mass media during World War I help to determine the course of the war?
- How did the Treaty of Versailles plant the seeds for future conflicts?

Student Learning Outcomes:

1. Explain the connections between imperialism, nationalism, and militarism, as contributing factors for World War I.
2. Identify how new weapons of war and propaganda were effectively used to help determine the course of the war.
3. Compare and contrast Wilson’s Fourteen Point Plan with the realities of the Treaty of Versailles.
4. Compare and contrast geographical maps of both prewar and postwar Europe.

Curriculum Framework Connections:

Concepts and Skills: H, C, G, E.

Learning Standards: WH II.17; WH II.18 A-F.

UNIT OF STUDY: THE RUSSIAN REVOLUTION

Unit Themes:

- The Fall of Empire
- The Rise of Totalitarianism
- New Political Voices of Change

Essential Guiding Questions:

- How did 20th century revolutionaries alter 19th century political philosophies?
- What factors contributed to the Russian Revolution, and to the downfall of the Romanov Dynasty?
- How did Stalin's policies and programs impact the Soviet people?

Student Learning Outcomes:

1. Explain the political, social and economic causes of the Russian Revolution.
2. Compare and contrast Marxism to Leninism.
3. Analyze the ways in which Stalin typified the modern totalitarian dictator.

Curriculum Framework Connections:

Concepts and Skills: H,C, G, E

Learning Standards: WH II. 18C, WH.22 A-D.

UNIT OF STUDY: WORLD WAR II

Unit Themes:

- The clash of “ISMS”
- The Global Economic Crisis
- The Rise of Totalitarianism
- Struggling Democracies

Essential Guiding Questions:

- How did the problems facing new democracies and the growing world economic crisis, pave the way for the rise of totalitarianism?
- What were the major ideologies of fascism?
- What enabled fascist dictators to consolidate power in their respective countries?
- How did world wide appeasement during the 1930's, lead to World War?
- What were the human costs of World War II?
- How does the ideological struggles between the forces of democracy and communism shape the post-war world ?

Student Learning Outcomes:

1. Explain the causes and effects of worldwide depression.
2. Compare and contrast the ideologies of fascism, communism, and democracy.
3. Identify and explain the steps taken by fascists leaders to consolidate power.
4. Explain the major events and turning points in the various theaters of the war.
5. Evaluate the morality and human costs of the war as a means to an end.
6. Identify the events in Post World War II Europe that laid the foundations for the Cold War.

Curriculum Framework Connections:

Concepts and Skills: H,G, C, E.

Learning Standards: WH. 20 A-C; WH.21; WH.23 A-C; WH II. 24 A-K;
WH II.25 A-C; WH II.26; WH II.27; WH II.28; WH II.29.

Resources: World War I

- Excerpts from Soldiers
- Treaty of Versailles Reading
- Readings-Over the Top and Poison Gas
- German Responses to the Treaty of Versailles Reading
- 14pts. Reading
- Description of New War Technology Reading
- Propaganda Activity with Posters
- Alliance Simulation Activity
- Treaty of Versailles Roleplay
- Wilfred Owen, “Dulce et Decorum Est”
- Pressy, “Gassed on the Messines Ridge”
- Walker, “Somme: Casualty Clearing Station”
- War Poetry of Siegfried Sassoon

- Videos:
 - Gallipoli
 - World War I
 - Treaty of Versailles
 - All Quiet on the Western Front

Resources: The Russian Revolution

- Lenin, “What Is to Be Done? ”
- Letters of Nicholas and Alexandra
- Description of Bloody Sunday
- Karl Marx, “Communist Manifesto”
- Accounts of the March Revolution
- Declaration of the Provisional Government
- Impact of the Civil War
- Accounts of the Famine 1921-1922
- Stalin’s Justification of the Great Purge (from Soviet History textbook c. 1940)
- Accounts of the Great Purge
- Russian Graphic-A visual project
- Russian Skit Activity-six Russians on a train with different viewpoints
- Jack Dawes –Russian Revolution, Stalin
- Russian Propaganda Posters

- Videos:
 - Nicholas and Alexandra
 - Stalin: Man of Steel A&E
 - Peter Ustinov’s “Russia”
 - Harvest of Despair

Resources: World War II

- How did Hitler Come to Power?
- Mein Kampf
- Chamberlain's "Peace In Our Time"
- Speeches of Winston Churchill
- F.D.R.'S " Day That Will Live in Infamy"
- Holocaust Memoirs
- Books: Maus I & II, Hiroshima, D-Day, Citizen Soldiers
- Sources of Western Tradition Readings
- Center for World History Resource Book
- "Should We Drop the Bomb?" Debate
- McDougall –Littell Sourcebooks
- Prentice Hall Sourcebooks

- Videos

World War II Series-Covers all major events in collection.

Saving Private Ryan (first twenty minutes)

Memory of the Camps

Schindler's List

Battle of Stalingrad

Britain Stands Alone

Pearl Harbor

Japan & the U.S. Propaganda Wars

Triumph of the Will

Nagasaki

Spielberg's-Shoah "Survivor's of the Holocaust"

TIME PERIOD OF STUDY:

THE NEW AGE OF NATIONALISM: THE TWENTIETH CENTURY

UNIT OF STUDY: ASIA

- Gandhi's Independence Movement
- Problems in Palestine. Arab/Israeli Conflicts

Unit Themes:

- The Search for Self Identity
- The political, economic, and social dynamics of change
- Changes through nonviolent means.

Essential Guiding Questions:

- How have ideological differences created an ongoing Arab/Israeli struggle in the Middle East?
- What events illustrate Gandhi's philosophy of passive resistance, and how effective were they in helping India to achieve independence?

Student Learning Outcomes:

1. Evaluate how ethnic, religious, and political conflicts still plague the Indian subcontinent today.
2. Analyze the ideological and cultural roots of conflict in the Middle East.

Curriculum Framework Connections:

Concepts and Skills: 7C, 7H, 7J .

Learning Standards: 1-3, 5, 9, 16, 20.

UNIT OF STUDY: AFRICA

- Nigeria, South Africa, Sudan, Kenya, or any “hot spot” nations. (choose one or two)

Unit Themes:

- The Search for Self Identity
- The political, economic, and social dynamics of change
- Changes through nonviolent means.

Essential Guiding Questions:

- What factors led to the success of anti colonial movements on the African continent?
- What impact did the colonial legacy leave on emerging independent African nations in the 20th century?

Student Learning Outcomes:

1. Identify several factors that led to the success of anti-colonial movements on the African continent.
2. Explain the connections between the struggle to create viable independent nations in 20th century Africa and their colonial legacies.

Curriculum Framework Connections:

Concepts and Skills: H,G, E, C .

Learning Standards: WH II.38 A-F; WH II.39 A-F.

Resources: New Age of Nationalism: 20TH Century Asia/Africa

- Resources for World History Institute The Human Record
- Internet Modern History Sourcebook
- Center for Learning World History Resources
- Writings of Gandhi: Tatyagraha, etc..
- Unit on Mao and Gandhi (Jean Johnson; U.C.L.A. files)
- Rise of Nationalism Simulation –Africa
- Southern Africa Dilemmas of the 20th century (U.C.L.A. files)
- So. Africa Constitutional Conference Simulation
- Resources from the Center for Middle East Studies-Harvard
- Laser disc Middle East
- Videos:

Gandhi

Cry Freedom

Mandela/Apartheid

Africa series vols. 5&6

Witness to Apartheid

The Struggle for Peace: Israelis and Palestinians

Arabs and Jews: Wounded Spirits in a Promised Land

TIME PERIOD OF STUDY:

IDEOLOGIES IN TRANSITION: (1945-PRESENT)

UNIT OF STUDY: THE COLD WAR AND BEYOND; (EASTERN EUROPE, LATIN AMERICA, AND CHINA):

Unit Themes:

- Clashing Ideologies and Global Polarization
- Geography Redefined
- Struggles from Within

Essential Guiding Questions:

- Why was communism an attractive philosophy for people in developing nations in the 20th century?
- How did the ideological struggles within developing nations become part of the greater worldwide conflict between the U.S. and the U.S.S.R.?
- How does the increasing globalization of the world's economy serve as a catalyst for political and social change?

Student Learning Outcomes:

1. Explain to what length Mao went in order to maintain his ideological vision for China?
2. Evaluate China's continuing struggle to maintain a balance between ideological principles and practical reforms.
3. Analyze the forces that exacerbated the political, economic, and social problems in Latin America.
4. Explain the events and ideas that led to the end of communism in the Soviet Union and in Eastern Europe.
5. Analyze how the transition from communism to capitalism has led to new instabilities and uncertainties in Europe today.

Curriculum Framework Connections:

Concepts and Skills: H, C, G, E.

Learning Standards: WH II.30; WH II.31; WH II.32 A-I; WH II.33; WH II.34 A-E.

Resources: Ideologies in Transition

- SPICE: Understanding China/Vietnam/Korea in the 21st century
- SPICE: Nationalism & Identity in a European Context
- SPICE: Collapse of A Multi-National State (Yugoslavia)
- U.C.L.A. People's Republic of China, Who Should Own the Land?
- CHOICES: Russia's Uncertain Transition
- CHOICES: "Cultural Conflicts" Case Studies in a World of Change
- CHOICES: Charting Russia's Future in Post Soviet Era
- Unit on Argentina's "Dirty War"
- Unit on Human Rights in Chile
- World Affairs Council for Latin American Resources
- Primary Sources

Ten Years of Madness

Mao's Little Red Book

Hungry Ghosts

The Human Record

Son of the Revolution

World History Learning Center Resource Books

- Videos:

El Salvador: Another Vietnam

Sunrise Over Tiananmen

Wild Swans

To Live

The Mao Years

In the Heart of the Dragon

China in Revolution 1911-1949

The Great Leap Forward: Communism in China

Cold War Laser Disc

CNN'S Cold War Series

Inside Gorbachev's U.S.S.R.

Yugoslavia: Land of Demons

Guatemala: From Bullets to Ballots