



# **World History, Culture, & Geography: The Modern World**

## **Course Syllabus**

### **2008-2009**

#### **Course Description:**

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

#### **Course Text:**

Beck et al., *Modern World History: Patterns of Interaction*, McDougal Littell, 2006

#### **Course Goals:**

The students will:

- develop chronological and spatial thinking skills.
- be exposed to and practice skills of historical research.
- evaluate and utilize evidence in making historical arguments.
- evaluate differing historical arguments.
- develop a sense of historical perspective.
- interpret past events and issues within the context of the events.
- understand the meaning, implication, and impact of historical events.

#### **State Content Standards:**

- 10.1** Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
- 10.2** 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.
- 10.3** Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
- 10.4** Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.
- 10.5** Students analyze the causes and course of the First World War.
- 10.6** Students analyze the effects of the First World War.

- 10.7** Students analyze the rise of totalitarian governments after World War I.
- 10.8** Students analyze the causes and consequences of World War II.
- 10.9** Students analyze the international developments in the post-World World War II world.
- 10.10** Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.
- 10.11** Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

## Modern World History Pacing Guide

| <b>Development of Modern Political Thought</b>   | <b>Industrial Expansion and Imperialism</b>  | <b>Causes and Effects of the First World War</b>   | <b>Causes and Effects of the Second World War</b>  | <b>International Developments in the Post World War II Era</b>   |
|--|--|--|--|--|
| <b>7 Weeks</b>   | <b>6 Weeks</b>   | <b>6 Weeks</b>   | <b>6 Weeks</b>   | <b>4+ Weeks</b>  |
| <p><b>10.1</b> Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.</p> <p><b>10.2</b> 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><b>10.3</b> Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States.</p> <p><b>10.4</b> Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America and the Philippines.</p> | <p><b>10.5*</b> Students analyze the causes and course of the First World War.</p> <p><b>10.6</b> Students analyze the effects of the First World War.</p> | <p><b>10.7</b> Students analyze the rise of totalitarian governments after the First World War.</p> <p><b>10.8</b> Students analyze the causes and consequences of World War II.</p> | <p><b>10.9**</b> Students analyze the international developments in the post-World War II world.</p> <p><b>10.10</b> Students analyze instances of nation-building in the contemporary world in two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.</p> <p><b>10.11</b> Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).</p> |
| <p>Textbook Chapters</p> <ul style="list-style-type: none"> <li>○ Prologue</li> <li>○ Ch. 6</li> <li>○ Ch. 7</li> <li>○ Ch. 8</li> </ul>   | <p>Textbook Chapters</p> <ul style="list-style-type: none"> <li>○ Ch. 9</li> <li>○ Ch. 10</li> <li>○ Ch. 11</li> <li>○ Ch. 12</li> <li>○ Ch. 14, Sections 3 &amp; 4</li> </ul>   | <p>Textbook Chapters</p> <ul style="list-style-type: none"> <li>○ Ch. 13</li> <li>○ Ch. 15, Sections 1 &amp; 2</li> </ul>                                  | <p>Textbook Chapters</p> <ul style="list-style-type: none"> <li>○ Ch. 14, Sections 1 &amp; 2</li> <li>○ Ch. 15, Section 3 &amp; 4</li> <li>○ Ch. 16</li> </ul>                       | <p>Textbook Chapters</p> <ul style="list-style-type: none"> <li>○ Ch. 17</li> <li>○ Ch. 18</li> <li>○ Ch. 19</li> <li>○ Ch. 20</li> </ul>  |

\* Cover through 10.5 by the end of semester 1

\*\* Cover through 10.9 by the CST Test

## Unit One: Development of Modern Political Thought

| Curriculum Objectives  | Essential Concepts & Vocabulary   | Essential Readings   | Lessons, Primary Sources, Outside Readings   |
|--|---|--|--|
| <p><b>Standard 10.1</b></p> <ol style="list-style-type: none"> <li>Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.</li> <li>Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's <i>Republic</i> and Aristotle's <i>Politics</i>.</li> <li>Consider the influence of the U.S. Constitution on political systems in the contemporary world.</li> </ol> <p><b>Standard 10.2</b></p> <ol style="list-style-type: none"> <li>Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).</li> <li>List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).</li> <li>Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.</li> </ol> | <p>democracy/ democratic reason<br/>the rule of law<br/>government<br/>monarchy<br/>aristocracy<br/>oligarchy<br/>republic<br/>tyranny<br/>Ten Commandments<br/>monotheism<br/>Reformation<br/>common law<br/>Magna Carta<br/>due process<br/>divine right of kings<br/>Glorious Revolution<br/>constitutional monarchy<br/>English Bill of Rights<br/>Enlightenment<br/>social contract<br/>natural rights<br/>Declaration of Independence<br/>checks and balances<br/>US Bill of Rights<br/>social classes/ estates<br/>National Assembly<br/>Legislative Assembly<br/>left/center/right<br/>Jacobins<br/>Reign of Terror</p> | <p><b>Prologue</b></p> <p><i>The Legacy of Ancient Greece and Rome:</i> Pages 2-12</p> <p><i>Judaism:</i> 12-13</p> <p><i>Christianity:</i> 14-15</p> <p><i>Renaissance and Reformation:</i> Pages 16-17</p> <p><i>Democracy Develops in England:</i> Pages 18-23</p> <p><b>Note:</b> For an accelerated pace, section 4 of the Prologue offers a brief overview of 10.2.</p> <p><b>Chapter 6</b></p> <p><i>The Enlightenment in Europe:</i> Pages 195-201</p> <p><i>The American Revolution:</i> Pages 206-211</p> <p><b>Chapter 7</b></p> <p><i>The French Revolution and Napoleon:</i> Pages 214-241</p> <p><b>Chapter 8</b></p> <p><i>Europe Faces Revolutions:</i> Pages 253-257</p> <p><i>Nationalism:</i> Pages 258-263</p> | <p><b>Lessons</b></p> <p><i>Reading Study Guide</i></p> <p><b>10.1</b></p> <p>Pg. 7/8<br/>Pg. 9/10<br/>Pg. 11/12</p> <p><b>10.2</b></p> <p>Pg. 65/66<br/>Pg. 67/68<br/>Pg. 69/70<br/>Pg. 73/74<br/>Pg. 75/76<br/>Pg. 77/78<br/>Pg. 79/80<br/>Pg. 81/82<br/>Pg. 87/88<br/>Pg. 89/90</p> <p><i>Standards Enrichment Workbook</i></p> <p><b>10.1</b></p> <p>Pg. 17/18<br/>Pg. 19/20<br/>Pg. 21/22</p> <p><b>10.2</b></p> <p>Pg. 23/24<br/>Pg. 25/26<br/>Pg. 29/30<br/>Pg. 31/32</p> <p><b>Primary Source Documents</b></p> <p><i>The Declaration of Rights of Man</i></p> <p><b>From: Electronic Library of Primary Sources</b></p> <p><i>The Persian Letters (Montesquieu)</i></p> |

| Curriculum Objectives  | Essential Concepts & Vocabulary   | Essential Readings | Lessons, Primary Sources, Outside Readings   |
|--|---|--------------------|--|
| <p>4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.</p> <p>5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.</p> | <p>plebiscite<br/>         Napoleonic Code<br/>         Continental System<br/>         Congress of Vienna<br/>         balance of power<br/>         Holly Alliance<br/>         nationalism</p> |                    | <p><i>Frenchmen, Is this What You Want (King Louis XVI)</i><br/> <i>Execution by Guillotine</i><br/> <i>Letters of Napoleon I, 1801-1806</i></p> |

## Unit Two: Industrial Expansion and Imperialism

| Curriculum Objectives   | Essential Concepts & Vocabulary   | Essential Readings  | Lessons, Primary Sources, Outside Readings  |
|---|---|---|---|
| <p><b>10.3</b></p> <ol style="list-style-type: none"> <li>1. Analyze why England was the first country to industrialize.</li> <li>2. Examine 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).</li> <li>3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.</li> <li>4. Trace 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.</li> <li>5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.</li> <li>6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.</li> <li>7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake)</li> </ol> | <p>industrialize/industrialization<br/>           agricultural revolution<br/>           textiles<br/>           entrepreneur<br/>           urban/urbanization<br/>           utopian<br/>           laissez faire<br/>           capitalism<br/>           socialism<br/>           Communist Manifesto<br/>           communism<br/>           unions<br/>           abolition (of slavery)<br/>           assembly line<br/>           theory of evolution<br/>           mass culture<br/>           imperialism<br/>           spheres of influence<br/>           Social Darwinism<br/>           missionary impulse (zeal)<br/>           struggle for independence</p> | <p><b>Chapter 9</b></p> <p><i>The Beginnings of Industrialization:</i><br/>           Pages 283-288</p> <p><i>Industrialization:</i> Pages 289-295</p> <p><i>Industrial Development in the United States:</i> Pages 295-297</p> <p><i>Continental Europe Industrializes:</i><br/>           Pages 297-298</p> <p><i>Reforming the Industrial World:</i><br/>           Pages 300-306</p> <p><b>Chapter 12</b></p> <p><i>Modernization in Japan:</i> Pages 376-379</p> <p><b>Chapter 10</b></p> <p><i>Democratic Reform and Activism:</i><br/>           Pages 313-316</p> <p><i>Nineteenth Century Progress:</i> Pages 328-333</p> <p><b>Chapters 11 &amp; 12</b></p> <p><b>Imperialism:</b> Select two regions to focus on, stressing the major concepts of imperialism</p> <p><b>Africa:</b></p> <p><i>The Scramble for Africa:</i> Pages 339-344</p> <p><i>Imperialism Case Study: Nigeria:</i><br/>           Pages 345-350</p> <p><b>Southeast Asia:</b></p> <p><i>European Powers Invade the Pacific Rim:</i> Pages 362-363</p> | <p><b>Lessons</b></p> <p><i>Reading Study Guide</i></p> <p><b>10.3</b></p> <p>Pg. 95/96<br/>           Pg. 97/98<br/>           Pg. 101/102<br/>           Pg. 105/106<br/>           Pg. 117/118<br/>           Pg. 129/130</p> <p><b>10.4</b></p> <p>Africa:</p> <p>Pg. 115/116<br/>           Pg. 117/118</p> <p>Southeast Asia:</p> <p>Pg. Pg. 123/124</p> <p>China:</p> <p>Pg.127/128<br/>           Pg. 151/152</p> <p>India:</p> <p>Pg. 121/122<br/>           Pg. 153/154</p> <p>Latin America:</p> <p>Pg. 131/132<br/>           Pg. 133/134</p> <p><i>Standards Enrichment Workbook</i></p> <p><b>10.3</b></p> <p>Pg. 33/34<br/>           Pg. 39/40<br/>           Pg. 43/44</p> |

and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

#### 10.4

1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

*Siam Remains Independent:* Pages 363-364

#### China:

*China Resists Outside Influence:* Pages 371-375

*Imperial China Collapses:* Pages 448-452

#### India:

*British Imperialism in India:* Pages 357-361

*Nationalism in India and Southwest Asia:* Pages 453-457

#### Latin America:

*U.S. Economic Imperialism:* Pages 382-387

*Turmoil and Change in Mexico:* Pages 388-393

#### Chapter 14

*Imperial China Collapses:* Pages 448-452

*Nationalism in India and Southwest Asia:* Pages 453-457

#### 10.4

Pg. 47/48

Pg. 51/52

#### Primary Sources

**From: classzone.com**

*Child Labor in the Mines, 1842*

*The Communist Manifesto (Karl Marx and Frederick Engels)*

*Stanley Finds Livingston, 1871*

*Private Company Rule in the Congo, 1903*

*Rise of the Color Bar*

*Two Years in the Forbidden City, 1911 (Princess Der Ling)*

*Fifty Years of New Japan, 1909*

**From: Electronic Library of Primary Sources**

*Nonviolence (Gandhi)*

## Unit Three: Causes and Effects of the First World War

| Curriculum Objectives   | Essential Concepts & Vocabulary   | Essential Readings   | Lessons, Primary Sources, Outside Readings   |
|---|---|--|--|
| <p><b>Standard 10.5</b></p> <ol style="list-style-type: none"> <li>Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."</li> <li>Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).</li> <li>Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.</li> <li>Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.</li> <li>Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.</li> </ol> <p><b>Standard 10.6</b></p> <ol style="list-style-type: none"> <li>Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United State's rejection of the League of Nations on world politics.</li> <li>Describe the effects of the war and resulting peace treaties on population</li> </ol> | <p>nationalism<br/>imperialism<br/>militarism<br/>Triple Alliance<br/>Triple Entente<br/>Central Powers<br/>Allies<br/>Western Front<br/>trench warfare<br/>Fourteen Points<br/>Treaty of Versailles<br/>League of Nations<br/>mandates<br/>The Lost Generation<br/>existentialism<br/>surrealism<br/>psychology<br/>Weimar Republic<br/>inflation<br/>depression</p> | <p><b>Chapter 13</b><br/><i>Marching Toward War</i>. Pages 407-410<br/><i>Europe Plunges into War</i>. Pages 411-415<br/><i>A Global Conflict</i>. Pages 417-422<br/><i>A Flawed Peace</i>. Pages 424-427</p> <p><b>Chapter 15</b><br/><i>Postwar Uncertainty</i>. Pages 463-467<br/><i>A World Wide Depression</i>. Pages 470-474</p> | <p><b><u>Lessons</u></b><br/><i>Reading Study Guide</i><br/><b>10.5</b><br/>Pg. 137/138<br/>Pg. 139/140<br/>Pg. 141/142<br/>Pg. 143/144<br/><b>10.6</b><br/>Pg. 143/144<br/>Pg. 157/158<br/>Pg. 159/160<br/><i>Standards Enrichment Workbook</i><br/><b>10.5</b><br/>Pg. 55/56<br/>Pg. 57/58<br/>Pg. 59/60<br/>Pg. 61/62<br/>Pg. 63/64<br/><b>10.6</b><br/>Pg. 65/66<br/>Pg. 67/68<br/>Pg. 69/70<br/>Pg. 71/72<br/><b><u>Primary Sources</u></b><br/><b>From: classzone.com</b><br/><i>German Army Marches through Brussels (Richard Davis)</i><br/><i>Suffolk Farmhand at Gallipoli</i><br/><i>14 Points (Woodrow Wilson)</i></p> |

| <b>Curriculum Objectives</b>   | <b>Essential Concepts &amp; Vocabulary</b> | <b>Essential Readings</b> | <b>Lessons, Primary Sources, Outside Readings</b> |
|--|--|---------------------------|---|
| <p>movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.</p> <p>3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.</p> <p>4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).</p> |  |                           |   |

## Unit Four: Causes and Effects of the Second World War

| Curriculum Objectives  | Essential Concepts & Vocabulary  | Essential Readings   | Lessons, Primary Sources, Outside Readings   |
|--|--|--|--|
| <p><b>Standard 10.7</b></p> <ol style="list-style-type: none"> <li>Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).</li> <li>Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).</li> <li>Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.</li> </ol> <p><b>Standard 10.8</b></p> <ol style="list-style-type: none"> <li>Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.</li> <li>Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.</li> <li>Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.</li> <li>Describe the political, diplomatic, and</li> </ol> | <p>autocratic rule<br/>March Revolution<br/>October Revolution<br/>proletariat<br/>Bolsheviks<br/>Communist Party<br/>totalitarianism<br/>Great Purge<br/>fascism<br/>Mein Kampf<br/>lebensraum<br/>appeasement<br/>Axis Powers<br/>Third Reich<br/>Munich Conference<br/>Soviet-German Nonaggression Pact<br/>blitzkrieg<br/>Battle of Britain<br/>Pearl Harbor<br/>Battle of Stalingrad<br/>Holocaust<br/>Kristallnacht<br/>ghettos<br/>Final Solution<br/>D-Day<br/>Battle of the Bulge<br/>kamikazes<br/>Manhattan Project<br/>Hiroshima<br/>Nuremberg Trials<br/>demilitarization<br/>democratization</p> | <p><b>Chapter 14</b><br/><i>Revolutions in Russia:</i> Pages 433-439<br/><i>Totalitarianism Case Study: Stalinist Russia:</i> Pages 440-445</p> <p><b>Chapter 15</b><br/><i>Fascism rises in Europe:</i> Pages 476-480<br/><i>Aggressors Invade Nations:</i> Pages 481-485</p> <p><b>Chapter 16</b><br/><i>Hitler's Lightning War:</i> Pages 491-496<br/><i>Japan's Pacific Campaign:</i> 497-501<br/><i>The Holocaust:</i> Pages 502-505<br/><i>Allied Victory:</i> Pages 506-513<br/><i>Europe and Japan in Ruins:</i> Pages 514-517</p> | <p><b>Lessons</b><br/><i>Reading Study Guide</i></p> <p><b>10.7</b><br/>Pg. 147/148<br/>Pg. 149/150<br/>Pg. 161/162</p> <p><b>10.8</b><br/>Pg. 167/168<br/>Pg. 169/170<br/>Pg. 171/172<br/>Pg. 173/174<br/>Pg. 175/176</p> <p><i>Standards Enrichment Workbook</i></p> <p><b>10.7</b><br/>Pg. 73/74<br/>Pg. 75/76<br/>Pg. 77/78</p> <p><b>10.8</b><br/>Pg. 79/80<br/>Pg. 81/82<br/>Pg. 85/86<br/>Pg. 87/88<br/>Pg. 89/90</p> <p><b>Primary Sources</b><br/><b>From: classzone.com</b><br/><i>Ten Days that Shocked the World (John Reed)</i><br/><i>Famine in Russia (Philip Gibbs)</i><br/><i>Memos on the Aims of German and Japan</i><br/><i>Speech in the House of Commons, 1938 (Neville Chamberlain)</i></p> |

| Curriculum Objectives   | Essential Concepts & Vocabulary | Essential Readings | Lessons, Primary Sources, Outside Readings   |
|---|---------------------------------|--------------------|--|
| <p>military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).</p> <p>5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.</p> <p>6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.</p> | <p>occupation</p>               |                    | <p><i>Affidavit Given at Nuremberg (Rudolf Hess)</i></p> <p><b>From: Electric Library of Primary Sources</b></p> <p><i>Blood, Toil, Tears, and Sweat, 1940 (Churchill)</i></p> |

## Unit Five: International Developments in the Post World War II Era

| Curriculum Objectives  | Essential Concepts & Vocabulary  | Essential Readings   | Lessons, Primary Sources, Outside Readings   |
|--|--|--|--|
| <p><b>Standard 10.9</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.</li> <li>Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.</li> <li>Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).</li> <li>Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.</li> <li>Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected</li> </ol> | <p>Yalta Conference<br/>           United Nations<br/>           Iron Curtain<br/>           containment<br/>           Truman Doctrine<br/>           Marshall Plan<br/>           Warsaw Pact<br/>           North Atlantic Treaty Organization (NATO)<br/>           brinksmanship<br/>           Great Leap Forward<br/>           Red Guard<br/>           Chinese Cultural Revolution<br/>           38 Parallel<br/>           domino theory<br/>           Cuban Missile Crisis<br/>           détente</p> | <p><b>Chapter 17</b><br/> <i>Cold War: Superpowers Face Off:</i><br/>           Page 531-536<br/> <i>Communists Take Power in China:</i><br/>           Page 538-541<br/> <i>Wars in Korea and Vietnam:</i> Pages 542-547<br/> <i>Confrontation in Latin America:</i> Pages 550-552<br/> <i>The Cold War Thaws:</i> Pages 554-557</p> <p><b>Chapter 18</b><br/> <i>The Colonies Become New Nations:</i><br/>           Pages 560-595</p> <p><b>Chapter 19</b><br/> <i>Struggles for Democracy:</i> Pages 596-633<br/> <i>Global Interdependence:</i> Pages 634-665</p> | <p><b>Lessons</b><br/> <i>Reading Study Guide</i><br/> <b>10.9</b><br/>           Pg. 179/180<br/>           Pg. 181/182<br/>           Pg. 183/184<br/>           Pg. 185/186</p> <p><b>10.10</b><br/>           Pg. 191/192<br/>           Pg. 193/194<br/>           Pg. 195/196<br/>           Pg. 197/198<br/>           Pg. 199/200<br/>           Pg. 203/204<br/>           Pg. 205/206<br/>           Pg. 207/208<br/>           Pg. 209/210<br/>           Pg. 211/212</p> <p><i>Standards Enrichment Workbook</i><br/> <b>10.9</b><br/>           Pg. 91/92<br/>           Pg. 93/94<br/>           Pg. 95/96<br/>           Pg. 97/98<br/>           Pg. 99/100<br/>           Pg. 101/102<br/>           Pg. 103/104</p> <p><b>Primary Sources</b><br/> <b>From: classzone.com</b><br/> <i>Enough Blood and Tears (Yitzhak Rabin)</i></p> |

| Curriculum Objectives   | Essential Concepts & Vocabulary | Essential Readings | Lessons, Primary Sources, Outside Readings                      |
|---|---------------------------------|--------------------|---|
| <p>world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.</p> <p>7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.</p> <p>8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.</p> <p><b>Standard 10.10</b></p> <p>1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.</p> <p>2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.</p> <p>3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.</p> |                                 |                    | <p><i>Masakhane- Let Us Build Together (Nelson Mandela)</i></p> |