Unit 7 -- Global Conflict (1900 - Present)

Content Area: **Basic Skills**
Course(s): **Advanced Placement World History**
Time Period: **February**
Length: **3 Weeks**
Status: **Published**

Unit Overview:

This unit examines the global power shifts after 1900 and the causes and conduct of World War I. It explores the economy between the two world wars, the tensions following World War I, and the causes and conduct of World War II. The unit also discusses the mass atrocities after 1900 and examines causation in global conflict.

Enduring Understandings:

- Fascism and communism grew before and during WWII.
- Genocide, ethnic violence, and other atrocities took place as extremist groups rose to power.
- Many historians refer to WWI as the first total war.
- People began to realize that war is not a glorious thing.
- The causes of WWII lay in the unresolved issues in the aftermath of WWI.
- The Great Depression help lead the way for a WWII.
- WWI had an impact on lands in Asia, Middle East, and Africa.

Essential Questions:

- How did continuities and changes in territorial holdings create tensions after WWI?
- How did governments respond to economic crises after 1900?
- How did internal and external factors contribute to change in various states after 1900?
- What was the relative significance of the causes of global conflict from 1900 to the present?
- What were some of the methods governments used to fight WWI?
- What were the causes and consequences of mass atrocities from 1900 to the present?
- What were the causes and consequences of WWI?
- What were the causes and consequences of WWII?

Standards/Indicators/Student Learning Objectives (SLOs):

SWBAT explain how internal and external factors contributed to change in various states after 1900.

SWBAT explain the causes and consequences of WWII.

SWBAT explain how governments used a variety of methods to conduct war.

SWBAT explain how different governments responded to economic crisis after 1900.

SWBAT explain the continuities and changes in territorial holdings from 1900 to the present.

SWBAT explain the causes and consequences of WWII.

SWBAT explain similarities and differences in how governments used a variety of methods to conduct war.

SWBAT explain the various causes and consequences of mass atrocities in the period from 1900 to the present.

SOC.6.2.12.A.4.a	Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
SOC.6.2.12.A.4.b	Compare the rise of nationalism in China, Turkey, and India.
SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.B.4.a	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
SOC.6.2.12.B.4.b	Determine how geography impacted military strategies and major turning points during World War II.
SOC.6.2.12.B.4.c	Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
SOC.6.2.12.B.4.d	Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
SOC.6.2.12.C.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
SOC.6.2.12.C.4.b	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
SOC.6.2.12.C.4.c	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
SOC.6.2.12.C.4.d	Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
SOC.6.2.12.D.4.a	Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
SOC.6.2.12.D.4.b	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
SOC.6.2.12.D.4.c	Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.
SOC.6.2.12.D.4.d	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
SOC.6.2.12.D.4.e	Compare how Allied countries responded to the expansionist actions of Germany and Italy.

SOC.6.2.12.D.4.f	Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
SOC.6.2.12.D.4.g	Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".
SOC.6.2.12.D.4.h	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
SOC.6.2.12.D.4.j	Analyze how the social, economic, and political roles of women were transformed during this time period.
SOC.6.2.12.D.4.k	Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.
SOC.6.2.12.CS4	A Half-Century of Crisis and Achievement: The Era of the Great Wars: Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

Lesson Titles:

- Causation in Global Conflict
- Causes of WWI
- Causes of WWII
- Conducting WWI
- Conducting WWII
- Economy in the Interwar Period
- Mass Atrocities After 1900
- Shifting Power After 1900
- Unresolved Tensions After WWI

21st Century Skills and Career Ready Practices:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Information Literacy
- Media Literacy
- Life and Career Skills
- Communication and Collaboration

- Global Perspectives
- AP Exam Preparation

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
PFL.9.1.12.B.1	Prioritize financial decisions by systematically considering alternatives and possible consequences.
PFL.9.1.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
PFL.9.1.12.C.1	Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.
PFL.9.1.12.C.2	Compare and compute interest and compound interest and develop an amortization table using business tools.

Inter-Disciplinary Connections:

This unit will cross-content with the following:

Language Arts -- Students will read primary sources and write essays and DBQs.

Science -- Students will learn about new innovations throughout the world.

Art -- Students will learn about art work that represented the historical time period being studied.

Math -- Students will learn about tax structures in ancient governments.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
MA.N-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
MA.N-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a

	question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LA.WHST.11-12.10	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 tasks, purposes, and audiences.
VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
VPA.1.3.12.D.CS2	Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.
9-12.HS-LS1-7.2.1	Use a model based on evidence to illustrate the relationships between systems or between components of a system.
9-12.HS-LS1-3.7.1	Feedback (negative or positive) can stabilize or destabilize a system.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Analyzing Primary Sources on time frames between 1900 and the present (Analysis/DOK 4)

- Annotation writing of AMSCO book Unit 7 (Recall/ DOK 1)

- AP Test Preparation by translating multiple choice (Application/DOK 2)

- Comparing land based empires after 1900 (Compare and Contrast/DOK 2)

- Creating AP style Multiple Choice questions (Creating/DOK 6)

- Delsea One

- Evaluating other student's essay prompts (Grading/DOK 5)

- Group Activity on learning about AP writing formats (Formulate/DOK 3)

- Guessing scores from past AP Exams (Grading/DOK 5)

- Lecture/Discussion on different cultures from around the world (Compare and Contrast/DOK 2)

- Linking historical events from one time period to another (Synthesis/DOK 4)

- Stimulus Based Multiple Choice Exams modeled on the AP format (Evaluate,synthesize,analysis/DOK 4)

- SWAG

- Vocabulary Exercise from the unit (Review/DOK 1)

- Writing Exercises on DBQ and Essay on Global Conflict (Synthesis/DOK 4)

Modifications

Benchmark Assessments

Skills-based assessment
Reading responses
Writing responses

Formative Assessment:

- Anticipatory Set: Current event analysis as needed to connect today to the past

- Anticipatory Set: Explain review game rules

- Anticipatory Set: How do governments change over time?

- Anticipatory Set: Impact of the World Wars

- Anticipatory Set: Prepare and motivate students for their test/quiz

- Closure: Discuss Key Terms from Unit 7

- Closure: Exit Card on lectures

- Closure: Review WWI quiz

- Closure: Review WWII quiz

- Closure: Whip Around from Test/Quiz results

- Closure: Whip Around from the World Wars lecture notes

- Warm Up: AP DBQ writing tips

- Warm Up: AP Essay writing tips

- Warm Up: Discuss current political issues in the world today

- Warm Up: Review key terms from the unit

- Warm Up: Review Test/Quiz results

Alternative Assessments

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Summative Assessment:

- Alternate Assessment: Student created AP Questions on Unit 7

- Benchmark: AP Testing strategies

- Benchmark: Differences in the World Wars

- Marking Period Assessment: Quiz on ABSCO Unit 7

- Marking Period Assessment: Test on ABSCO Unit 7

- Marking Period Assessment: World Wars Essay

Resources & Materials:

AMSCO Textbook

Traditions and Encounters Textbook

5 Steps to a 5 Workbook

AP Central Website