

A Half-Century of Crisis and Achievement: The Era of the Great Wars (1900-1945)

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **3rd Marking Period**
Length: **9 Weeks**
Status: **Published**

A Half-Century of Crisis and Achievement: The Era of the Great Wars

By 1914, Europeans had enjoyed almost a century without a major war. They had witnessed incredible changes. Rapid advances in science and industry had fed a belief in almost unlimited progress, peace, and prosperity. That confidence vanished in August 1914, buried in an avalanche of death and destruction. World War I engulfed much of the world for four years. For those who survived, it marked the beginning of a disturbing new age. In Russia, the disastrous consequences of World War I led to the collapse of the monarchy and the rise of the Bolsheviks.

The postwar years from 1919 to 1939 saw a surge of hope around the world. They also brought great turmoil as a desire for democracy and self-determination sparked explosive struggles in many regions. In Africa, Latin America, and Asia, new leaders forged liberation movements that would change the face of the world.

After World War I, western nations worked to restore prosperity and ensure peace. At the same time, political and economic turmoil challenged democratic traditions and gave rise to powerful dictators whose seemingly simple solutions offered an escape from despair.

Between 1939 and 1945, nations all over the globe fought World War II, the largest and most costly conflict in history. The war had an enormous impact on world politics, shifting the balance of power from Western Europe to the United States and the Soviet Union.

Transfer

Students will be able to identify the causes of World War I and the Russian Revolution, and what effects they had on world current events.

Students will be able to explain how nationalism and the desire for change shaped world events in the early 1900s.

Students will be able to summarize the political and economic challenges the Western world faced in the 1920s and 1930s and how various countries reacted to those challenges.

Students will be able to generalize how aggressive world powers emerged and what it took to defeat them during World War II.

Meaning

Understandings

Students will understand...

- how and why World War I began in 1914.
- how and where World War I was fought.
- how the Allies won World War I.
- the factors that influenced the peace treaties that ended World War I, and how people reacted to the treaties.
- how the two revolutions and the civil war brought about Communist control of Russia.
- how Latin Americans struggled for change in the early 1900s.
- how nationalism contributed to changes in Africa and the Middle East following World War I.
- how Gandhi and the Congress party worked for independence in India.
- how China coped with internal division and foreign invasion in the early 1900s.
- how Japan changed in the 1920s and 1930s.
- how and why fascism rose in Italy.
- how Stalin transformed the Soviet Union into a totalitarian state.

-how the forced "de-kulkaization" led to a "Terror Famine" and the deaths of millions of Ukrainians. **(NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION CURRICULUM- SEE UNIT RESOURCES)**

-how Hitler and the Nazi party established and maintained a totalitarian government in Germany. **(NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION CURRICULUM- SEE UNIT RESOURCES)**

-the events that unfolded between Chamberlain's declaration of "peace in our time" and the outbreak of war.

-the regions were attacked and occupied the Axis powers, and what life was like under their occupation.

-how the Allies began to push back the Axis powers.

-how the Allies and Axis finally defeated the Axis powers.

-what issues arose in the aftermath of World War II and how new tensions developed.

Essential Questions

Students will keep considering...

-How 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.

-How 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.

-Why World Wars I and II are considered "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.

-How World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world.

-How and why economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups

Application of Knowledge and Skill

Students will know...

Students will know...

- how the alliance system that developed in the early 1900s caused World War I.
- the characteristics of trench warfare.
- how technology affected the way World War I was fought.
- which nations joined the Allied war effort in 1917 and which nations dropped out of the war in 1918.
- how the Treaty of Versailles punished Germany.
- how World War I contributed to the collapse of the Russian monarchy.
- how the Bolsheviks took control in Russia.
- how Nationalism affected Latin America in the early 1900s.
- how African nationalism grew in the early 1900s.
- the changes that took place in the Middle East in the early 1900s.
- how Mohandas Gandhi helped Indians work to gain self-rule.
- the impact of the two phases of the civil war in China.
- how and why Japan interfered in China in the 1930s.
- the economic impact of the Great Depression on Japan.
- why the Japanese invaded Manchuria in the 1930s and the brutalization of Chinese soldiers and civilians known as the "Rape of Nanjing."
- how the search for peace in the 1920s and its results.

- what were the effects of the Great Depression.
- describe fascism.
- how Mussolini's fascists regime came to rule Italy.
- describe what conditions were like in the Soviet Union under Stalin.
- how Hitler established a totalitarian state in Germany.
- summarize the steps that Axis powers took to achieve world power prior to World War II.
- how the people of Britain fended off German invasion.
- how Germany and Japan ruled the people they conquered and how this contributed to their hold on power.
- how Allied government control of economic production helped defeat Germany and Japan.
- summarize how the Allies defeated Germany.
- describe how the Allies island-hopping strategy led to the defeat of Japan.
- the conflicts that emerged between the former Allies after the end of World War II.

Students will be skilled at...

Students will be skilled at...

- differentiating how international rivalries and nationalism pushed Europe towards war.
- analyzing the causes and effects of the European alliance system.
- understanding why a stalemate developed on the Western Front.
- incorporating how technology made World War I different from earlier wars.
- deducing how World War I became a total war.
- prioritizing the events that led to the end of World War I.
- analyzing the costs of World War I
- establishing why many people were dissatisfied with the Treaty of Versailles and other peace settlements.
- analyzing the effects of nationalism in Latin America in the 1920s and 1930s

- analyzing how Africans resisted colonial rule and how nationalism grew in Africa.
- generalizing how European mandates contributed to growth of the modern Middle-East.
- assessing what motivated the Indian independence movement.
- analyzing the struggle between two rival parties as they fought for control of China.
- deducing how the militarists used their power in the 1930s.
- generalizing how the Great Depression began, spread and its impact on the world in the 1920s and 1930s.
- categorizing the values and goals of fascist ideology
- assessing conditions in Italy led to the creation of a fascist state.
- generating a list on how communism changed Soviet society.
- integrating the Nazi party's political, social, economic, and cultural policies.
- analyzing the threat to world peace posed by dictators in the 1930s and how Western democracies responded
- distinguishing the ways which continuing fascist aggression led Europe to war
- deducing how Axis powers came to control much of Europe, but failed to conquer Great Britain
- outlining Germany's invasion of the Soviet Union
- pointing out the horrors of genocide committed the Nazis committed
- examining the role of the United States before and after joining World War II.
- specifying D-Day and the Allied advance toward Germany.
- determining the reasons for the final defeat of the Nazis
- examining the American strategy for ending the war against Japan
- generalizing the issues faced by the Allies after World War II ended

Academic Vocabulary

- Militarism
- Ultimatum
- Mobilize
- Neutrality
- Total War
- Propaganda
- Atrocity
- Armistice

- Reparations
- Mandate
- Proletariat
- Soviet
- Command Economy
- Collective
- Kulak
- Comintern
- Totalitarian State
- Socialist Realism
- Nationalization
- Economic Nationalism
- Cultural Nationalism
- Apartheid
- Pan-Africanism
- Nègritude
- Pan-Arabism
- Boycott
- Civil Disobedience
- Guomindang
- Ultranationalists
- General Strike
- Overproduction
- Flapper
- Abstract
- Dada
- Surrealism
- Fascism
- Chancellor
- Gestapo
- Nuremberg Laws
- Sanction
- Appeasement
- Pacifism
- Blitzkrieg
- Concentration Camps
- Holocaust
- V-E Day
- Island-hopping
- Kamikaze
- Manhattan Project
- United Nations

Learning Goal #1

SWBAT explore the causes of World War I and the Russian Revolution and what effect they had on world

events.

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.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.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.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.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.

Target 1: World War I & The Russian Revolution

SWBAT describe the international rivalries & nationalism pushed Europe towards war; Analyze the causes & effects of the European alliance system; Understand the stalemate developed on the Western Front; describe how technology made WWI different from previous wars; Summarize how colonies fought in the war; Describe how WWI became a total war; Explain the effect that years of warfare had on morale; Analyze the causes & effects of American entry into war; Summarize the events that led to the end of the war; Explain why many people were dissatisfied with the Treaty of Versailles & other peace settlements; Explain the causes of the March & November Revolutions; Outline how the Communists defeated their opponents in the Russian Civil War; Analyze how the Communist state developed under Lenin

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.
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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.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.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.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.

Learning Goal #2

SWBAT determine how nationalism and the desire for change shaped world events in the 1900s; Explore what political and economic challenges did the Western world face in the 1920s and 1930s, and how did various countries react to these challenges

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.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.j	Analyze how the social, economic, and political roles of women were transformed during this time period.

Target 2: The Inter-War Years

SWBAT identify the causes and effects of the Mexican & other Latin American Revolutions (1920s-1930s); Describe how Africans and Arabs resisted colonial rule; Analyze how Mohandas Gandhi influenced the Indian independence movement; Analyze the key challenges faced by Chinese republic in the early 1900s & how invasion by Japan affected China; Analyze how nationalists reacted to Japan's problems and how militarists used their power to take control in the 1930s; Understand the values and goals of fascist ideology; describe how Mussolini rose to power and changed Italy; Explain how Stalin tried to control how people thought in the Soviet Union & the impact of his policies on the Russian people; Describe the Nazi party's political, social, economic, and cultural policies and how they came to power in Germany in the 1930s

(NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION CURRICULUM- SEE UNIT RESOURCES)

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.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.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.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.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.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.

Learning Goal #3

SWBAT examine how did aggressive world powers emerge, and what it took to defeat them during World

War II

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.d	Explain the intended and unintended consequences of new national boundaries established by the treaties that ended 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.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.

Target 3: World War II

SWBAT analyze the threat to world peace posed by dictators in the 1930s & how the Western democracies responded; Summarize the ways in which continued Nazi aggression led Europe to war; Summarize how the Axis powers came to control much of Europe and the Soviet Union; Understand the horror of the genocide committed by the Nazis; Describe the role of the United States before & after joining WWII; Explain how Allied victories began to push back the Axis powers; Describe the reasons for the final defeat of the Nazis in Europe and the Japanese in the Pacific; Describe the issues faced by the Allies after WWII

(NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION CURRICULUM- SEE UNIT RESOURCES)

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.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.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.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.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.

21st Century Skills & Technology

WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
WORK.9-12.9.1.12.C.3	Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
WORK.9-12.9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Summative Assessment

3rd MP Benchmark: Political Cartoon Analysis

All assessments are differentiated and aligned to the social studies standards and curriculum.

Formative Assessment and Performance Opportunities

1. Problem Based Learning
2. Direct Instruction/Lecture
3. Cooperative Team Study
4. Data Analysis
5. Oral Presentations
6. Peer Evaluations
7. Analyze Primary Sources
8. Participation/Discussion
9. Text Analysis
10. Persuasive Writing
11. Multimedia Analysis
12. Homework
13. Field Trip
14. Projects
15. DBQ/FRQ
16. Other (Explain)

**Teachers may select from the above list*

- Direct Instruction/Lecture
- Problem Based Learning

Accommodations/Modifications

Differentiation: 504 accommodations and IEP modifications are met as required

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers

- Chunked Readings
- RAFT Activities (Role, Audience, Format, Topic)
- Layered Curriculum/Tiered Assignments
- Academic Games to practice skills and deepen understanding of topics
- Think-Pair-Share Activities
- Stations and Learning Centers
- Utilizing Pre-tests to reteach complex content before summative assessment
- Providing additional resources for independent study (videos, study guides, teacher notes, web-based resources)

Enrichment:

- What was the Underlying Cause of WWI? Mini-DBQ
- WWI Scenario Simulation
- Gallery Walk for Russian Revolution/Civil War
- What Made Gandhi's Nonviolent Work? Mini-DBQ
- Pop-Up Dictatorship Activity
- Eisenhower On D-Day : Comparing Primary & Secondary Sources Activity
- Atomic Bombs: Evaluating the US Decision to Drop the Atomic Bomb Activity

Internet Resources:

Flocabulary: Vocabulary Enrichment & Differentiation - <https://www.flocabulary.com/?signup=login>

Newslea: Differentiated Readings/Text to Speech - <https://newsela.com/>

Social Studies Enrichment/Modifications Resources for **ELL Students**-
<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Connect Students'
 Background Knowledge to Content in the ELL Classroom"

Social Studies Enrichment/Modifications Resources for **ELL Students**-
<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social studies Instruction
 to ELLs"

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Using Graphic Organizers with ELLs"

- guided notes
- modified assessments
- modified assignments
- student generated research tasks
- students choice learning activities
- task-based assessments
- test corrections

Unit Resources

May include, but not be limited to:

Online websites and resources:

1. Digital Public Library of America: Primary Source Sets - <https://dp.la/primary-source-sets>
2. NJ Amistad Commission Curricular Units - <http://www.njamistadcurriculum.net/history/units>
3. Digital History - <http://www.digitalhistory.uh.edu/>
4. Stanford History Education Group: Reading Like a Historian - <https://sheg.stanford.edu/rlh>
5. Stanford History Education Group: Beyond the Bubble - <https://beyondthebubble.stanford.edu/>
6. National Archives: Docs Teach - <https://www.docsteach.org/>
7. NJ Commission on Holocaust Education - <http://www.nj.gov/education/holocaust/curriculum/>
8. AP Central - World History: http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/228636.html

Social Studies Databases

1. ABC-CLIO Database

Student Response Systems

Primary Source Documents

1. The DBQ Project Binders

Online Portfolios

Teacher Resource Kit

1. Text Resources - 2004/2007/2011 Prentice Hall: New Jersey, World History, The Modern Era;

Prentice Hall Video/Audio/Text Files

Choices:

1. Freedom in Our lifetime: South Africa's Struggle
2. The Cuban Missile Crisis: Considering Its Place in Cold War History
3. Indian Independence and the Question of Partition
4. The Challenge of Nuclear Weapons
5. Confronting Genocide: Never Again?
6. The Russian Revolution
7. The United Nations: Challenges and Change

Flocabulary:

1. World War I
2. Between the Wars
3. The Holocaust
4. World War II

New Jersey Commission on Holocaust Education Resources -

<https://www.nj.gov/education/holocaust/curriculum/>

Resources- An introduction to the Holocaust <https://www.nj.gov/education/holocaust/resources/AnIntroductiontotheHolocaustfortheYoungReader.pdf>; Lesson Plans <https://www.nj.gov/education/holocaust/curriculum/Universal9-12.pdf>