World History Unit 4: A Half-Century of Crisis and Achievement (1900-1945)

Content Area: **Social Studies**
Course(s):
Time Period: **MP2**
Length: **1/2 MP**
Status: **Published**

Targeted Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
6.2.12.CivicsPI.4.b	Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
6.2.12.GeoSV.4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
6.2.12.GeoSV.4.b	Determine how geography impacted military strategies and major turning points during World War II.
6.2.12.GeoGI.4.a	Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
6.2.12.EconEM.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.
6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
6.2.12.HistoryCC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
6.2.12.HistoryCC.4.c	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.
6.2.12.HistoryCC.4.d	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.
6.2.12.HistoryCC.4.e	Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
6.2.12.HistoryCC.4.f	Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
6.2.12.HistoryCC.4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
6.2.12.HistoryCC.4.h	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).

6.2.12.HistoryUP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
6.2.12.HistoryUP.4.c	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.
6.2.12.HistoryCA.4.a	Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
6.2.12.HistoryCA.4.b	Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
6.2.12.HistoryCA.4.c	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

Rationale

The period from 1900-1945 is one of the most transformative and tumultuous eras in world history. This unit aims to provide students with a comprehensive understanding of the significant global events, ideologies, and shifts that shaped the modern world. By exploring this era, students will gain insights into the causes and effects of major conflicts, the rise and fall of empires, and the profound social, political, and economic changes that set the stage for the contemporary world.

Enduring Understandings

Content Specific	Skills Specific
• 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 considered major factors that resulted in World War II. • World Wars I & 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 & II challenged economic and political power structures and gave rise to a new balance of power in the world.	• Geographic data can be used to analyze spatial patterns. • Examining multiple events and perspectives allows for a clearer understanding of the significance of individuals and groups. • Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

Essential Questions

Content Specific	Skills Specific
• How did new political and economic ideas influence global problems in the early 1900s? • How do wars shape alliances and contribute to national identities? • What happens to the way society defines "we" and "they" amid war?	• How do I find reliable evidence to support a claim? • How does geographic data tell a story about continuity and change over time? • How can I examine events using multiple perspectives?

Key Resources

This section houses the essential required resources for this unit.

HMH Modules 26 & 27

World War I	World War II	Genocide
Facing History: World War I: Choices and Consequences Europe before and after WWI Facing History: Genocide under the cover of war (Armenian Genocide) Truman Library: WWI Technology and its Impact	Facing History: National Socialist Revolution Facing History: Open Aggression and World Responses Edsitement: Evaluating the Treaty of Versailles Digital Inquiry Group: Appeasement	Facing History: A War for Race and Space Facing History: The Holocaust Facing History: Judgement and Justice Facing History: Bearing Witness to the Nanjing Atrocities Facing History: Genocide Still Happens

Supplementary Resources

This section houses additional approved resources for this unit.

Comparing Socialism, Fascism, Capitalism, and Communism

The National WWI Museum and Memorial: Changing Technology, Changing Tactics

Digital Inquiry Group: Nazi Propaganda

Skills, Content, Activity, Assessment

Skills	Content	Activity	Assessment
Map Skills Cause/Effect Chronology	• Changing political boundaries • Treaty of Versailles • League of Nations • MAIN Causes • Costs of War	Facing History: World War I: Choices and Consequences Europe before and after WWI Facing History: Genocide under the cover of war (Armenian Genocide) Truman Library: WWI Technology and its Impact	• Primary Source Analysis (formative) • Research (formative) • Conferencing (formative) • Discussion (formative)
Compare/Contrast Cause/Effect Map Skills	• Socialism, Communism, Fascism • Great Depression (Global) • Changing political boundaries	Facing History: National Socialist Revolution Facing History: Open Aggression and World	• Primary Source Analysis (formative) • Research (formative) • Conferencing(formative) • Discussion(formative)

	• Causes of war • Allied response to expansion • Appeasement • Total War	Responses Edsitement: Evaluating the Treaty of Versailles Digital Inquiry Group: Appeasement	
Citing Evidence Data analysis Analyzing cause and effect	• Holocaust & Genocide • Compare responses to ethnic cleansing and genocides • Motivations and causes of genocide • Consequences of genocide • Role of perpetrators, bystanders, and rescuers	• Facing History: A War for Race and Space • Facing History: The Holocaust • Facing History: Judgement and Justice • Facing History: Bearing Witness to the Nanjing Atrocities • Facing History: Genocide Still Happens	• Presentation(formative) • Conferencing(formative) • Discussion(formative) • Essay (summative)

Asian American and Pacific Islander

Discuss the contributions of Asian Americans in the second world war and the incarceration of Japanese Americans following the bombing of Pearl Harbor.

Holocaust

Holocaust: Discuss the Holocaust, Armenian Genocide, and the pogroms against Jews in the Soviet Union.

Amistad

Amistad: Discuss the contributions of African Americans in the World Wars, including the Double V campaign.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Russian Revolution during WWI	World Unit 3: Russian Revolution
Citing Evidence Data Analysis Cause/Effect	World Unit 3

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases,

	sufficient for reading, writing, speaking, and listening at the college and career readiness level.
RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RL.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).