

Unit 7: Global Conflict c. 1900 to present

Content Area: **Social Studies**
Course(s):
Time Period: **February**
Length: **9-12 class periods**
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".

SOC.6.2.12.CivicsPI.4.b	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.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.
SOC.6.2.12.GeoSV.4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
SOC.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.
SOC.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.
SOC.6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.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."
SOC.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).
SOC.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.
SOC.6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

Rationale

This unit examines the causes and consequences of both world wars.

Enduring Understandings

Content Specific	Skills Specific
<ul style="list-style-type: none">• A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.• Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.• As societies develop, they are affected by the ways that they produce, exchange, and consume goods and services.• The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.	<ul style="list-style-type: none">• Claims and arguments are constructed with specific purposes, evidence, and reasoning; recognizing and describing these elements enables people to evaluate credibility, reveal bias or perspective, and make informed decisions across various contexts.• Comparing the arguments or main ideas of multiple sources deepens understanding, strengthens critical evaluation, and supports informed synthesis or decision-making.• Historical understanding comes from analyzing events within their specific time and place, examining causes and consequences, tracing patterns of continuity and change, and integrating evidence from multiple perspectives to form a well-reasoned interpretation of their significance.• Explaining a historical concept, development, or process involves understanding its context, key features, and significance within the broader context of the historical narrative.

Essential Questions

Content Specific	Skills Specific
<ul style="list-style-type: none">• How have scientific and technological developments over the course of history changed the way people live and economies and governments function?• In what ways have technological advances reshaped human development and interactions, both positively and negatively?	<ul style="list-style-type: none">• How do purpose, audience, and medium shape an argument's meaning and reliability?• How can I synthesize the two sources to form a well-supported conclusion or action?• How can we use evidence, context, and multiple perspectives to interpret the significance of historical events and developments?

	<ul style="list-style-type: none"> • How do patterns and connections among historical events help us understand change over time? • How can we clearly explain the significance of a historical concept, development, or process?
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Key Resources

This section houses the essential required resources for this unit.

- Strayer, R. W., & Nelson, E. (2023). Ways of the world: A brief global history with sources: For the AP world history: Modern course since 1200 C.E. Bedford, Freeman & Worth Publishers.
- AP Classroom

Supplementary Resources

This section houses additional approved resources for this unit.

- [OPTIC organizer](#)
- [PIECES organizer](#)

Skills, Content, Activity, Assessment

Skills	Content	Activity	Assessment
These are the essential skills taught. Look to the verbiage of the standards for the essential skills in the unit. →	What content is used to teach the skill? →	What activities are used to teach this content/skill? →	How do we assess this content/skill? Include benchmarks, formative assessments, and pretests.

Explain how a specific historical development or process is situated within a broader historical context.	<ul style="list-style-type: none"> • collapse of the Ottoman, Russian, and Qing Empires • Communist Revolution • Mexican Revolution 	<ul style="list-style-type: none"> • DBQ skeleton • Guided Viewing: AP daily videos 	<ul style="list-style-type: none"> • AP classroom practice • Complete DBQ map
Explain a historical concept, development, or process	<ul style="list-style-type: none"> • Causes of WWI • Alliance systems 	<ul style="list-style-type: none"> • Guided viewing: Crash Course How WWI started • Visual Source Analysis • Mapping Alliances • Causes Flowchart 	<ul style="list-style-type: none"> • Short Answer question • AP classroom practice
Identify the evidence used in a source to support an argument.	<ul style="list-style-type: none"> • total war • propaganda • military technology 	<ul style="list-style-type: none"> • Guided reading: Legacies of the Great War • Visual Source Analysis • Finding evidence practice 	<ul style="list-style-type: none"> • Short Answer question • AP Classroom Practice
Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the uses of a source.	<ul style="list-style-type: none"> • The New Deal • The fascist corporatist economy • Governments with strong popular support in Brazil and Mexico • Five-year plans • Worldwide depression 	<ul style="list-style-type: none"> • Comparing impacts of the Great Depression • DBQ and LEQ mapping • Source Analysis 	<ul style="list-style-type: none"> • Short Answer question • AP Classroom Practice
Explain the significance of a source's point of view, purpose,	<ul style="list-style-type: none"> • Territorial gains: <ul style="list-style-type: none"> ◦ transfer of former German colonies to Great Britain and France under the system of League of 	<ul style="list-style-type: none"> • Source analysis • DBQ mapping 	<ul style="list-style-type: none"> • completed DBQ map • AP Classroom Practice

historical situation, and/or audience, including how these might limit the uses of a source.	<ul style="list-style-type: none"> Nations mandates <ul style="list-style-type: none"> o Manchukuo/Greater East Asia Co-Prosperity Sphere • Anti-imperial resistance: <ul style="list-style-type: none"> o Indian National Congress o West African resistance to French rule 		
Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the uses of a source.	<ul style="list-style-type: none"> • Causes of WWII • Rise of totalitarian regimes • fascism 	<ul style="list-style-type: none"> • Guided Reading: Democracy Denied • Guided Viewing: Crash Course WWII • Source Analysis • map analysis • Timeline activity 	<ul style="list-style-type: none"> • AP Classroom Practice • Sourcing
Explain how claims or evidence support, modify, or refute a source's argument.	<ul style="list-style-type: none"> • Great Britain under Churchill • USA under FDR • Germany under Hitler • USSR under Stalin 	<ul style="list-style-type: none"> • Guided Reading: Strayer • Visual source analysis 	<ul style="list-style-type: none"> • AP Classroom Practice • Short Answer Question
Explain how a historical development or process relates to another historical development or process.	<ul style="list-style-type: none"> • Genocide, ethnic violence, or attempted destruction of specific populations: <ul style="list-style-type: none"> o Armenians in the Ottoman Empire during WWI o Cambodia during the late 1970s o Tutsi in Rwanda in the 1990s o Ukraine in the Soviet Union in the 20s and 30s 	<ul style="list-style-type: none"> • Comparing mass atrocities organizer • contextualization practice • Source analysis 	<ul style="list-style-type: none"> • AP classroom practice • Connecting processes quiz
Corroborate,	<ul style="list-style-type: none"> • Comparing the causes of 	<ul style="list-style-type: none"> • Guided Viewing: AP 	<ul style="list-style-type: none"> • AP classroom

qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.	global conflict	daily video <ul style="list-style-type: none"> • Thesis writing practice • proving causation practice 	practice <ul style="list-style-type: none"> • Peer reviewed thesis and contextualization
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Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<ul style="list-style-type: none"> • Identifying evidence • Identifying a claim • Support an argument using relevant evidence 	<ul style="list-style-type: none"> • Unit 6 AP World History

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".

TECH.9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

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".

ELA.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.

ELA.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.

ELA.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).

ELA.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).