# 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".

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| 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.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.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. |

## Rationale

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

## Enduring Understandings

| Content Specific | Skills Specific |
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| • A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, an dprocedures, and governmsents obtain, retain, and exercise power in different ways and for differnet purposes.<br>• Human adaptation and innovation have resulted in increased efficiencey, comfort, and security, and technological advances have shaped human development and interactions with both intended an dunintended consequences.<br>• As societies develop, they affected by the ways that they produce, exchange, and consume goods and services.<br>• 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. | • 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.<br>• Comparing the arguments or main ideas of multiple sources deepens understanding, strengthens critical evaluation, and supports informed synthesis or decision-making.<br>• 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.<br>• 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 |
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| • How have scientific and technological developments over the course of history changed the way people live and economies and governments function?<br>• In what ways have technological advances reshaped human development and interactions, both positively and negatively? | • How do purpose, audience, and medium shape an argument's meaning and reliability?<br>• How can I synthesize the two sources to form a well-supported conclusion or action?<br>• How can we use evidence, context, and multiple perspectives to interpret the significance of historical events and developments? |

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| | • How do patterns and connections among historical events help us understand change over time?<br>• How can we clearly explain the significance of a historical concept, development, or process? |

## 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 |
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| 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. |

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| Explain how a specific historical development or process is situated within a broader historical context. | • collapse of the Ottoman, Russian, and Qing Empires<br>• Communist Revolution<br>• Mexican Revolution | • DBQ skeleton<br>• Guided Viewing: AP daily videos | • AP classroom practice<br>• Complete DBQ map |
| Explain a historical concept, development, or process | • Causes of WWI<br>• Alliance systems | • Guided viewing: Crash Course How WWI started<br>• Visual Source Analysis<br>• Mapping Alliances<br>• Causes Flowchart | • Short Answer question<br>• AP classroom practice |
| Identify the evidence used in a source to support an argument. | • total war<br>• propaganda<br>• military technology | • Guided reading: Legacies of the Great War<br>• Visual Source Analysis<br>• Finding evidence practice | • Short Answer question<br>• 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. | • The New Deal<br>• The fascist corporatist economy<br>• Governments with strong popular support in Brazil and Mexico<br>• Five-year plans<br>• Worldwide depression | • Comparing impacts of the Great Depression<br>• DBQ and LEQ mapping<br>• Source Analysis | • Short Answer question<br>• AP Classroom Practice |
| Explain the significance of a source's point of view, purpose, | • Territorial gains:<br>  ○ transfer of former German colonies to Great Britain and France under the system of League of | • Source analysis<br>• DBQ mapping | • completed DBQ map<br>• AP Classroom Practice |

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| historical situation, and/or audience, including how these might limit the uses of a source. | Nations mandates<br>○ Manchukuo/Greater East Asia Co-Prosperity Sphere<br>• Anti-imperial resistance:<br>○ Indian National Congress<br>○ 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. | • Causes of WWII<br>• Rise of totalitarian regimes<br>• fascism | • Guided Reading: Democracy Denied<br>• Guided Viewing: Crash Course WWII<br>• Source Analysis<br>• map analysis<br>• Timeline activity | • AP Classroom Practice<br>• Sourcing |
| Explain how claims or evidence support, modify, or refute a source's argument. | • Great Britain under Churchill<br>• USA under FDR<br>• Germany under Hitler<br>• USSR under Stalin | • Guided Reading: Strayer<br>• Visual source analysis | • AP Classroom Practice<br>• Short Answer Question |
| Explain how a historical development or process relates to another historical development or process. | • Genocide, ethnic violence, or attempted destruction of specific populations:<br>○ Armenians in the Ottoman Empire during WWI<br>○ Cambodia during the late 1970s<br>○ Tutsi in Rwanda in the 1990s<br>○ Ukraine in the Soviet Union in the 20s and 30s | • Comparing mass atrocities organizer<br>• contextualization practice<br>• Source analysis | • AP classroom practice<br>• Connecting processes quiz |
| Corroborate, | • Comparing the causes of | • Guided Viewing: AP | • AP classroom |

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| qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. | global conflict | daily video<br>• Thesis writing practice<br>• proving causation practice | practice<br>• Peer reviewed thesis and contextualization |

## Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit |
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| • Identifying evidence<br>• Identifying a claim<br>• Support an argument using relevant evidence | • 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".

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| 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".

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| 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 |

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| | 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). |