

# 07\_World History/Global Studies: The Era of Great Wars

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **30 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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World History/Global Studies is a required survey course with a major focus on the developments in world history from the Renaissance to the present. Both a chronological and thematic approach will be used to foster an understanding of the world today through the use of primary documents. Honors level students will be expected to have a high level of reading and writing proficiency and the recommendation of both their Social Studies and English teachers.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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According to the 2020 New Jersey Student Learning Standards – Social Studies 6.2 World History: Global Studies by the End of Grade 12:

### **Era 4. 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.

### **Enduring Understanding(s):**

- Students will understand that 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.

- Students will understand that 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.
- Students will understand that 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.
- Students will understand that 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.

### Essential Question(s):

- What are the causes and effects of World War I?
- What are the causes and effects of World War II?

## CONTENT AREA STANDARDS

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|--------------------------|---|
| SOC.6.2                  | World History: Global Studies   |
| SOC.6.2.4                | Half-Century of Crisis and Achievement: The Era of the Great Wars   |
| SOC.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.    |
| 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.CivicsPI.4.b  | Assess government responses to incidents of ethnic cleansing and genocide.  |
| 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.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.GeoSV.4.a     | Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.  |
| SOC.6.2.12.GeoSV.4.b     | Determine how geography impacted military strategies and major turning points during World War II.  |
| 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.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.HistoryCA.4.a

Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.

SOC.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.

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.

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.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.

SOC.6.2.12.HistoryCA.4.c

Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

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.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.

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).

Governments around the world support universal human rights to varying degrees.

Geographic data can be used to analyze spatial patterns.

Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

There are multiple and complex causes and effects of historical events.

Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.

To better understand the historical perspective, one must consider historical context.

Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.

Complex interacting factors influence people's perspective

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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○ [DEI](#)

- Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

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|-------------------|---|
| CS.K-12.2         | Collaborating Around Computing and Design   |
| CS.K-12.7         | Communicating About Computing and Design  |
| 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.11-12.6     | Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.   |
| 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.11-12.9     | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  |
| LA.WHST.11-12.2   | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.   |
| LA.WHST.11-12.2.A | Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.WHST.11-12.2.B | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  |
| LA.WHST.11-12.2.C | Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.   |
| LA.WHST.11-12.2.D | Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.        |
| LA.WHST.11-12.2.E | Provide a concluding paragraph or section that supports the argument presented.   |
| LA.WHST.11-12.3   | (See note; not applicable as a separate requirement)  |

|                 |   |
|-----------------|---|
| LA.WHST.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| 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. |
| TECH.K-12.P.1   | Act as a responsible and contributing community members and employee.   |
| TECH.K-12.P.3   | Consider the environmental, social and economic impacts of decisions.   |
| TECH.K-12.P.5   | Utilize critical thinking to make sense of problems and persevere in solving them.  |
| TECH.K-12.P.9   | Work productively in teams while using cultural/global competence.  |
|                 | Key Ideas and Details   |
|                 | Craft and Structure   |
|                 | Integration of Knowledge and Ideas  |

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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#### **Students will understand:**

- Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
- Governments around the world support universal human rights to varying degrees.
- Geographic data can be used to analyze spatial patterns.
- Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
- Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.
- There are multiple and complex causes and effects of historical events.
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
- To better understand the historical perspective, one must consider historical context.
- Complex interacting factors influence people's perspective.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

## **Procedural Knowledge**

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### **Students will be able to:**

- 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.
- Explain the reasons for their growth or decline around the world.
- Assess government responses to incidents of ethnic cleansing and genocide.
- Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust.
- Assess the responses by individuals, groups, and governments.
- Analyze large-scale atrocities including 20th century massacres in China.
- Use geographic representations.
- Compare the changes in political boundaries in Europe pre- and post-WWI.
- Determine how geography impacted military strategies and major turning points during World War II.
- Use evidence regarding the Ottoman Empire and the creation of new nations in the Middle East.
- 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.
- 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.
- Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
- Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- 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.
- 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.
- Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
- Analyze how the social, economic, and political roles of women in western countries were transformed during this time period.
- Explore the reasons why this transformation did not occur outside of the western world.
- Use a variety of resources from different perspectives.
- Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
- 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).

- Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
- Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide.
- Describe the long-term consequences of genocide for all involved.
- Generate an evidence-based argument.
- Explain the rise of nationalism in China, Turkey, and India.
- Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba).
- Determine the impact on global politics.
- Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

## **EVIDENCE OF LEARNING**

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Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

## **Benchmark Assessments**

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Benchmark Assessment using Pear Assessment conducted three times per year - Standards based

## **Formative Assessments**

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### **For this unit, formative assessments can/will include:**

- Students will read a primary source related to the Atlantic World and Age of Discovery. Then students will be organized into groups to demonstrate knowledge of salient points from the documents.
- Self-paced Nearpod and/or EdPuzzle.
- Short writing assignments to check for understanding.
- Map and Reading Activity: Students will have to identify and label the countries and their allies involved in WWI and WWII. There will be a map posted on the projector and students should use colored pencils to complete their own maps. Students will also complete worksheet exercises to review their knowledge
- Read Wilson's *Fourteen Points* and summarize each. Decide which three had the most profound impact.
- Class work Packet- students will work on reinforcement activities such as multiple level questions, creating charts, map activities, secondary source readings and writing prompts.
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### **Alternative:**

- Song Analysis: All for You Sophia by Franz Ferdinand. The students will describe the information in the reading and compare it to the pop culture song about the assassination.
- Simulation: Students will all stand up and the teacher will read from a list at least one characteristic at a time. If the biography described that characteristic the student will sit down. At the end only 2-4 students will be standing and all of them will be children. This is a visual representation of the effects of the Holocaust.
- Answering questions

## **Summative Assessments**

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## For this unit, summative assessments can/will include:

- Students will demonstrate their knowledge in a teacher generated test or quiz.
- 1930's Depression scrapbook: Students will answer fill in the blanks and open ended questions to demonstrate knowledge of period between 1910-1940.
- WWII slideshow: Students will answer fill in the blanks and open ended questions to demonstrate knowledge of WWII.
- Students can prepare roles for one of the Big Four at the Paris Peace Conference. The next day they will come in to negotiate the terms of peace to end WWI. After an agreement is signed, students will compare their agreement to the Treaty of Versailles in a written assignment.
- Write a journal based off the films.
- Write a letters from the trenches follow the teacher generate criteria.

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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### Resources Include:

#### Core:

- Ellis and Esler. World History. Pearson Education, Inc: New York, NY, 2016. Print.
- Documents in Western Civilization CD-ROM. Apprentice Hall. NJ.
- Digital History documents <https://www.brookings.edu/blog/brookings-now/2013/12/20/the-family-relationships-that-couldnt-stop-world-war-i/>
- Discovery Education Film Clip: *Realities of War*
- Explore These World War I Trenches and Tunnels in France and Belgium: <https://www.smithsonianmag.com/travel/explore-these-world-war-i-trenches-tunnels-france-belgium-180963867/>
- A Century Later: The Treaty Of Versailles And Its Rejection Of Racial Equality <https://www.npr.org/sections/codeswitch/2019/08/11/742293305/a-century-later-the-treaty-of-versailles-and-its-rejection-of-racial-equality>
- How the Treaty of Versailles ended WWI and started WWII <https://www.nationalgeographic.com/culture/article/treaty-versailles-ended-wwi-started-wwii>
- Remembering the Red Baron on the 100th Anniversary of His Death <https://www.insidehook.com/article/military/remembering-red-baron-100th-anniversary-death>
- Did the First World War Christmas truce football match really happen? <https://www.historyextra.com/period/first-world-war/world-war-one-christmas-truce-football-match-really-happen-facts-debate/>

- This World War I Battlefield Is a Haunting Reminder of the Environmental Costs of War <https://www.ecowatch.com/world-war-environmental-costs-2619382756.html>
- Ghosts of World War I: The Tragic Legacy of Verdun <https://www.life.com/history/ghosts-of-world-war-i-revisiting-verdun-50-years-later/>
- 40 maps that explain World War I [https://www.vox.com/a/world-war-i-maps?\\_\\_c=1](https://www.vox.com/a/world-war-i-maps?__c=1)
- The Family Relationships that Couldn't Stop World War I <https://www.brookings.edu/blog/brookings-now/2013/12/20/the-family-relationships-that-couldnt-stop-world-war-i/>
- Literature of the Holocaust <https://www.writing.upenn.edu/~afilreis/Holocaust/holhome.html>
- Displaced Persons <https://encyclopedia.ushmm.org/content/en/article/displaced-persons>
- Films or excerpts: *Gallipoli*, *All Is Quiet on the Western Front*, *1914*, *Valkyrie*, *Schindler's List*, *The Lost Battalion*, *The Pianist*, *The Thin Red Line*, *Letters from Iwo Jima*, *Band of Brothers*, *The Imitation Game*, *The King's Speech*, *Hacksaw Ridge*, or teacher's choice
- WWI <http://www.firstworldwar.com/origins/index.htm>
- Classroom LMS

Supplemental:

- Everything Global  
History: <https://www.youtube.com/playlist?list=PLCH8uxPXHDP AJtHZorCO4JUFaL-ycPPvy>
- Crash Course: <https://www.youtube.com/playlist?list=PLBDA2E52FB1EF80C9>

## **INTERDISCIPLINARY CONNECTIONS**

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### **English/Language Arts**

- Information Writing
- Narrative Writing
- Speech/debate

### **Math**

- Statistics

### **Science**

- Environmental Literacy

## **Science & Health**

- Sustainability
- Social Emotional Learning

## **Technology/Multimedia**

- Video case studies
- Researching based writing

## **Career Readiness**

- Use technology to enhance productivity.
- Employ valid and reliable research strategies.
- Work productively in teams while using cultural global competence.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.