

# **08\_ World History/Global Studies: The 20th Century Since 1945: Challenges for the Modern World & Regions of the World**

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **25 days**  
Status: **Published**

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

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**

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

### **Era 5. The 20th Century Since 1945: Challenges for the Modern World**

- Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.

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

- Students will understand that decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.
- Students will understand that international migration and scientific and technological

improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.

### Essential Question(s):

- What are the causes and effects of the Cold War?
- What are the causes and effects of civil disobedience?
- To what extent has human rights been protected?
- Why does inequality exist?
- How do natural resources play a role in the second half of the 20th century?

### CONTENT AREA STANDARDS

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SOC.6.2.5	The 20th Century Since 1945: Challenges for the Modern World Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
SOC.6.2.12.CivicsPI.5.a	Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace. Governments around the world support universal human rights to varying degrees.
SOC.6.2.12.CivicsHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights. Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
SOC.6.2.12.HistoryCC.5.a	Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence. Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
SOC.6.2.12.GeoPP.5.a	Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures). Geographic data can be used to analyze spatial patterns.
SOC.6.2.12.GeoSV.5.a	Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir). Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
SOC.6.2.12.GeoGI.5.a	Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence. Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).
SOC.6.2.12.EconET.5.a	Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.

SOC.6.2.12.EconET.5.b	<p>Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.</p> <p>Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</p>
SOC.6.2.12.EconGE.5.a	<p>Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p> <p>Chronological sequencing serves as a tool for analyzing past and present events.</p>
SOC.6.2.12.HistoryCC.5.b	<p>Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.</p> <p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p>
SOC.6.2.12.HistoryCC.5.c	<p>Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.</p>
SOC.6.2.12.HistoryCC.5.d	<p>Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p>
SOC.6.2.12.HistoryCC.5.e	<p>Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</p> <p>There are multiple and complex causes and effects of historical events.</p>
SOC.6.2.12.HistoryCC.5.f	<p>Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).</p> <p>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p>
SOC.6.2.12.HistoryCC.5.g	<p>Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.</p>
SOC.6.2.12.HistoryCC.5.h	<p>Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.</p> <p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>
SOC.6.2.12.HistoryCC.5.a	<p>Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.</p>

## **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.

LA.RH.11-12.1	<p>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.</p>
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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.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  Range of Reading and Level of Text Complexity
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
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.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
CS.K-12.2	Collaborating Around Computing and Design
CS.K-12.4	Developing and Using Abstractions
CS.K-12.6	Testing and Refining Computational Artifacts
CS.K-12.7	Communicating About Computing and Design
TECH.K-12.P.2	Attend to financial well-being.
TECH.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

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## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

## **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.
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
- Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
- Geographic data helps to analyze variations in spatial patterns.
- Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
- Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).
- Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
- Chronological sequencing serves as a tool for analyzing past and present events.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical context.
- There are multiple and complex causes and effects of events from the past.
- Understanding the interrelated patterns of change by examining multiple events 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.

## **Procedural Knowledge**

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

- Analyze the structure and goals of the United Nations.
- Evaluate the United Nations' ability to protect human rights, to mediate conflicts, and ensure peace.
- Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
- Explain how World War II led to aspirations for self-determination.
- Compare and contrast the methods used by African and Asian countries to achieve independence.
- Use a variety of sources.
- Explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- Use geographic data.
- Interpret the factors of post-independence struggles in South Asia (e.g., the struggle

over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).

- Use maps and primary sources.
- Evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
- Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.
- Articulate a point of view.
- Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
- Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- Analyze the reasons for the Cold War and the collapse of the Soviet Union.
- Evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
- Cite evidence.
- Describe the role of boundary disputes and limited natural resources as sources of conflict.
- Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
- Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India.
- Determine how his methods were later used by people from other countries.
- Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world.
- Evaluate women's progress toward social equality, economic equality, and political equality in various countries.
- Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

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## **EVIDENCE OF LEARNING**

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 Challenges of the 20th Century. Then students will be organized into groups to demonstrate knowledge of salient points from the documents.
- Self-paced Nearpod and/or EdPuzzle.
- Conference with the teacher to make sure the group is on track.
- Perform a gallery walk of their visuals and posters and complete two stars and a wish feedback with post-its.
- Answering questions.

Alternative:

- Exit tickets.

## **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.
- Nearpods
- Regional Presentations. Students must include the important terms and answer questions given with their topic. They must include a quiz at the end of the presentation to hold their classmates accountable for the information. Students must include analysis of primary source documents that coincide with their topic to include in their 10- 15 minute presentations. Presentation that must include a poster for the gallery walk, to hang around the room as students tour the various regions. Then, one or more of the following should be included in your presentation: Slides Presentation, Poster, Charts, Pictures, Graphs, Video, Song, Simulations, etc. Students must hand in an MLA Works Cited page on the day of presentation.
- At least one of the following was accurately related and included to enrich the presentation: costumes, props, food, artifacts, etc. Using the terms for your topic, create a review using any of the following: a quiz, review game, crossword puzzle, maps, i.e. Finally students must include a handout, which can be notes, the review, slide printouts, etc.

## **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.
- Bloom's Question Stems: <http://tpri.wikispaces.com/file/view/05-2Bloom-16-17+Stems+for+Instruction.pdf>
- Digital History documents
- Films: *The Last Emperor*, *Not Without My Daughter*, *The Emperor of the Sun*, *Gandhi*, *Mandela*, *Malcolm-X*, *Hotel Rwanda*, *Behind Enemy Lines*, or teacher's choice
- The Enemy Chairman Mao Could Not Defeat: <https://www.ozy.com/true-and-stories/the-enemy-chairman-mao-could-not-defeat/95332/>
- India revokes special status for Kashmir. Here's what it means: <https://www.cnbc.com/2019/08/05/article-370-what-is-happening-in-kashmir-india-revokes-special-status.html>
- The History of Iran: Part 2 with Ali Ansari: <https://access.historyhit.com/middle->



[ages/videos/the-history-of-iran-part-2-with-ali-ansari](#)

- Is India's Caste System Still Alive?  
<https://www.youtube.com/watch?v=HyCQDIwHIXY>
- Decolonization and Nationalism Triumphant: Crash Course World History #40:  
[https://www.youtube.com/watch?v=T\\_sGTspaF4Y](https://www.youtube.com/watch?v=T_sGTspaF4Y)
- USA vs USSR Fight! The Cold War: Crash Course World History #39:  
<https://www.youtube.com/watch?v=y9HjvHZfCUI>
- Globalization I - The Upside: Crash Course World History #41:  
<https://www.youtube.com/watch?v=5SnR-e0S6Ic>
- The Postwar Occupation of Austria: History Matters (Short Animated Documentary):  
<https://www.youtube.com/watch?v=7ENqk13aY3c>
- The Hungarian Revolution of 1956: History Matters (Short Animated Documentary):  
<https://www.youtube.com/watch?v=lsTWqvumQCo>
- The 1956 Suez Crisis: History Matters (Short Animated Documentary):  
<https://www.youtube.com/watch?v=xICnObSHU0M>
- Nearpods: Hinduism and Buddhism, Two Koreas, Apartheid in South Africa
- How a humanitarian crisis tarnished Nobel winner Aung San Suu Kyi's legacy, perhaps forever: <https://www.latimes.com/world/asia/la-fg-myanmar-suu-kyi-20170908-story.html>
- Everything Global  
History: <https://www.youtube.com/playlist?list=PLCH8uxPXHDP AJtHZorCO4JUFaL-ycPPvy>
- Not So Silent: The Unquiet Women of History:  
<https://www.historyextra.com/period/medieval/women-history-untold-stories-feminism-archaeology-invisible-hidden-histories-queens-ordinary-lives/>

Supplemental:

- Crash Course: <https://www.youtube.com/playlist?list=PLBDA2E52FB1EF80C9>
- Classroom LMS

## **INTERDISCIPLINARY CONNECTIONS**

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### **English/Language Arts**

- Information Writing

### **Science**

- Environmental Literacy

### **Science & Health**

- Integrate quantitative or technical information expressed in words in a text. Distinguish

- among facts, reasoned judgment based on research findings, and speculation in a text.
- Social Emotional Learning

### **Technology/Multimedia**

- Media Literacy

### **Career Readiness**

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

### **Visual Performing Arts**

- Music Appreciation
- Aesthetic Analysis

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.