

# 09 Era of Great Wars

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **20 days**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

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The New Jersey Core Curriculum Content Standards for Social Studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. An education in social studies fosters a population that is civic minded, globally aware, and socially responsible, exemplifies fundamental values of American citizenship through active participation in local and global communities, makes informed decisions about local, state, and global events based on inquiry and analysis, considers multiple perspectives, values diversity, and promotes cultural understanding, recognizes the implications of an interconnected global economy, appreciates the global dynamics between people, places, and resources and utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of the other world regions. In the self contained setting students will be exposed to all the essential material.

## OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

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Students will understand:

- how imperialism, nationalism, and militarism causes war.
- how the alliance system helped cause, rather than prevent World War I.
- the characteristics of a totalitarian state.
- the reasons dictators come to power.
- the common things fascist governments share.
- the major causes of World War II.
- the successes of the Axis Powers and the Allies.

## CONTENT AREA STANDARDS

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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.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.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.”

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

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9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

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.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand:

- the concepts related to the WWI such as the causes of the war, the entangled alliances, militarism, imperialism, and nationalism, the assassination of Archduke Ferdinand, the Treaty of Versailles, Fourteen Points, Paris Peace Conference, reparations, Big Four, and other important facts from this time.
- the concepts related to WWII such as Battle of Britain, March of Bataan, Pearl Harbor, Invasion of France, Africa, Russia, FDR, Declaration of War, the Pacific and European theaters, and other important facts.
- concepts related to 1930's Totalitarianism such as economic depression, Fascism, Communism, Nazism, Tojo, Hitler, Stalin, Mussolini, and other important facts.
- the causes and effects of the world wars and their results.

### **Procedural Knowledge**

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Students will be able to:

- with guidance and assistance, compare and contrast various types of governments and how they impact

the people and country.

- with guidance and assistance, analyze government responses to the Great Depression and how their responses impacted the growth of different government movements and the economy.
- with guidance and assistance, investigate the factors that led to World War 1.
- with guidance and assistance, identify the consequences, both short and long term, of World War 1 and World War 2.
- with guidance and assistance, generate arguments for the causes of World War 2.
- with guidance and assistance, investigate the impact of the colonized and indigenous peoples in both World Wars.
- with guidance and assistance, compare and contrast resources from various sources on topics such as racial bias, nationalism, and propaganda. Generate arguments about how these resources supported war.

## **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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- Students will read primary source documents related to the World War I and II, Russian revolution, and dictators.
- Students will be reviewing themes of the unit through pictures, maps, quotes, and notes.
- Homework, teacher observations, class participation, group projects, entrance/exit tickets.

## **Summative Assessments**

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End of Unit assessment or project

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

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- King and Lwenski, World History, AGS Inc., Circle Pines, MN 55014-1796
- [PBS World History](#)
- [Center for Holocaust Education](#)
- [The United States Holocaust Memorial Museum](#)
- [WWI Crash Course](#)
- [Post WWI Crash Course](#)
- [WWII Crash Course](#)
- [Crash Course Dictator](#)

## **INTERDISCIPLINARY CONNECTIONS**

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Technology and Multimedia

Use of Google for research

Use of Youtube for videos related to classroom content.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

