Modern World History

Theme	***This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.***
Topic	***Historical Thinking and Skills*** Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.
Content Statement	***1. Historical events provide opportunities to examine alternative courses of action.***

Content Elaborations

By examining alternative courses of action, students can consider the possible consequences and outcomes of moments in history. It also allows them to appreciate the decisions of some individuals and the actions of some groups without putting 21st century values and interpretations on historic events.

How might the history of the world be different if the participants in historical events had taken different courses of action? What if Napoleon had not been defeated at Waterloo? What if England and France refused Hitler's demands for the Sudetenland? What if Truman had not ordered atomic bombs dropped on Japan? What if South Africa had not instituted the policy of apartheid?

Expectations for Learning

Analyze a historical decision and predict the possible consequences of alternative courses of action.

Instructional Strategies

Provide students with a decision point in world history and have students create a *decision tree* that analyzes the possible outcomes of alternative courses of action.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Connections

Essential Questions

Theme	***This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.***
Topic	***Historical Thinking and Skills*** Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.
Content Statement	***2. The use of primary and secondary sources of information includes an examination of the credibility of each source.***

Content Elaborations

The use of primary and secondary sources in the study of history includes an analysis of their credibility – that is, whether or not they are believable. This is accomplished by checking sources for:

- The qualifications and reputation of the author;
- Agreement with other credible sources;
- Perspective or bias of the author (including stereotypes);
- Accuracy and internal consistency; and
- The circumstances in which the author prepared the source.

Expectations for Learning

Analyze the credibility of primary and secondary sources.

Instructional Strategies

Provide examples of primary and secondary sources related to history content being studied. Have students use a graphic organizer to help them analyze the credibility of the sources. Sources should be in multiple formats and mediums, representing differing perspectives and timeframes.

Students create a National History Day project, examining primary and secondary sources to analyze historical events to provide evidence to support a thesis. Information on Ohio History Day can be found at http://www.ohiohistory.org/historyday/.

Diverse Learners

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To help students analyze primary sources:

- Provide a highlighted document;
- Create a bulleted list of important points;
- Have students work in heterogeneous groups;
- Modify the readability of the document by inserting synonyms for difficult vocabulary;
- Provide two versions of text, one in original language and one in modified language;
- Provide students a typed transcript, often available on history websites; and
- Add captions or labels to clarify meaning of graphics and images.

	Instructional Resources **History Matters** http://historymatters.gmu.edu/browse/makesense/ This site provides students with skills to analyze various primary and secondary sources. **Bridging World History** http://www.learner.org/courses/worldhistory/ This website for the Annenberg Foundation offers a course on Bridging World History. **Lesson Plan: Analyzing Sources on Imperialism** http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c805313e5 This ODE model lesson can be adapted to Content Statements 2 and 12. **Connections**
Essential Questions	

Theme	***This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.***
Topic	***Historical Thinking and Skills*** Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.
Content Statement	***3. Historians develop theses and use evidence to support or refute positions.***

Content Elaborations

Historians are similar to detectives. They develop theses and use evidence to create explanations of past events. Rather than a simple list of events, a thesis provides a meaningful interpretation of the past by telling the reader the manner in which historical evidence is significant in some larger context.

The evidence used by historians may be generated from artifacts, documents, eyewitness accounts, historical sites, photographs and other sources. Comparing and analyzing evidence from various sources enables historians to refine their explanations of past events.

Historians cite their sources and use the results of their research to support or refute contentions made by others.

Expectations for Learning

Develop a thesis and use evidence to support or refute a position.

Instructional Strategies

Have students put historical figures on trial and build cases for or against them using historical evidence and values and norms of the period. For example, students could prepare a trial of Galileo, role playing both the Catholic Church's point of view and the scientific perspective. Students should cite evidence to support their positions. (Caution students to realize that the trial system they are familiar with did not exist in its current form during this time period.)

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Instructional Resources

Connections

Formal Writing in a Facing History Classroom
http://www.facinghistory.org/resources/strategies/teaching-strategy-formal-writ
This website provides strategies for writing in the social studies.

Essential Questions

Theme	***This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.***
Topic	***Historical Thinking and Skills*** Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.
Content Statement	***4. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.***

Content Elaborations

When studying a historical event or person in history, historians analyze cause-and-effect relationships. For example, to understand the impact of World War I, an analysis would include the causes and effects of the war.

An analysis also would include an examination of the sequence and correlation of events. How did one event lead to another? How do they relate to one another?

An examination of the causes of World War I would include the assassination of Austrian Archduke Ferdinand by a Serbian nationalist as a short-term cause and Serbian opposition to the rule of Serbia by imperial powers as a long-term cause.

Expectations for Learning

Identify examples of multiple causation and long- and short-term causal relationships with respect to historical events.

Analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.

Instructional Strategies

Have students discuss the cause and effect of the five Ps (power, prestige, protection, profit and principle). For example, students can work in collaborative groups discuss the role of each of the 5Ps in leading up to World War I. Then, have students analyze the effects of each of the Ps on the actions and reactions of the involved countries, leaders and people.

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Help students clarify the difference between cause and effect using the following activities:

- Present students with several historical facts/events and ask them to label causes and effects appropriately.
- Use charts, especially flow charts, when clarifying cause and effect relationships.
- Provide a list of historic events in a jumbled sequence and ask students to explain why the sequence does not make sense.

Instructional Resources

Connections

Connections can be made to the Technology Academic Content Standards through discussion of technology's impact on history (e.g., weaponry, transportation, communication, architecture).

Essential Questions

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Topic	***Age of Enlightenment (1600-1800)*** The Age of Enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political and economic institutions.
Content Statement	***5. The Scientific Revolution impacted religious, political and cultural institutions by challenging how people viewed the world.***

Content Elaborations

The Scientific Revolution marked a shift from the perception that truth is revealed solely through the Bible and the Church to the perception that truth could be learned through experience and investigation. It challenged religious teachings on the origins of the universe and explanations for natural phenomena. The Church reacted strongly against the scientists who challenged established beliefs.

The Scientific Revolution served as the beginning of the challenging of established ideologies, leading to the Enlightenment and eventually the political revolutions that took place in Western Europe and colonies beginning in the late 18th century.

The Scientific Revolution's impact on cultural institutions included education. The number of scientific academies and museums grew with the support of monarchs. The Royal Society of London and the French Academy of Science helped establish the credibility of science as a discipline.

The scientific method paved the way for modern science. New scientific discoveries resulted from this new way of explaining natural phenomena impacting the study of anatomy, astronomy, mathematics, medicine.

Expectations for Learning

Describe how the Scientific Revolution's impact on religious, political and cultural institutions challenged how people viewed the world.

Instructional Strategies

Have students use charts/graphic organizers to show cause-and-effect relationships between the ideas of the Scientific Revolution and changing views of religious, political and cultural institutions after the Scientific Revolution. For example:

	Before Scientific Revolution	After the Scientific Revolution
Religious beliefs		
Political views		
Cultural practices		

Diverse Learners

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Instructional Resources

Connections

Essential Questions

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Topic	***Age of Enlightenment (1600-1800)*** The Age of Enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political and economic institutions.
Content Statement	***6. Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.***

Content Elaborations

The Enlightenment movement began in Europe and inspired change across the world. Enlightenment thinkers believed in the influence of nature and in human progress. Some suggested that humans were naturally good and by freely exercising reason, would act for the common good. This required freedom from the restraints of the government and the church.

Enlightenment thinkers believed that natural laws guided social, political and economic systems and institutions. This concept shaped the role of education, the relationship between the government and people, and how goods and services were produced and distributed.

Expectations for Learning

Recognize that Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.

Instructional Strategies

Have students complete graphic organizers illustrating the Enlightenment thinkers' theories of human behavior (e.g., the natural laws governing economics, social contract theory).

Diverse Learners

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Instructional Resources

Connections

Essential Questions

Theme	***This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.***
Topic	***Age of Enlightenment (1600-1800)*** The Age of Enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political and economic institutions.
Content Statement	***7. Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism.***

Content Elaborations

Philosophical thought during the Enlightenment impacted religion, government and economics in Europe. Challenges to religious authority began during the Scientific Revolution with a shift away from the belief that truth is revealed solely through the Bible and the Church. There was a rejection of many of the Church's doctrines and an increased focus on earthly as well as spiritual welfare.

There was a shift from forms of government in which power was held by only one or few individuals to forms of government in which many have a say, both directly and indirectly. Enlightenment ideas promoted the belief in a social contract between the governed and their government.

The mercantilist system was challenged due to a growing belief that natural laws could define an economic system including a free-market economy with limited government regulation.

Expectations for Learning

Analyze how Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism.

Instructional Strategies

Students complete before and after charts, which show the changes in peoples' relationship with the church, and the shift toward more democratic forms of government and capitalism. For example:

	Pre-Enlightenment Thinking	Enlightenment Ideas	New Beliefs
Religion			
Political rule			
Economic systems			

Have students draw conclusions about the relationship between religious authority, absolute rule and mercantilism, and how Enlightenment ideas impacted these practices.

Diverse Learners

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Instructional Resources

Lesson Plan: Effects of the Enlightenment
http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80530aa3
This ODE model lesson can be adapted to Content Statement 7.

Connections

Essential Questions

Theme	***This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.***
Topic	***Age of Revolutions (1750-1914)*** The Age of Revolutions was a period of two world-encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic and social consequences on a global scale.
Content Statement	***8. Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence.***

Content Elaborations

The chain of political, economic and social changes that developed during the Enlightenment Age inspired the American Revolution, French Revolution and Latin American wars for independence. Enlightenment writers explored the relationship between governments and the people they governed. The ideas they espoused included freedom, natural rights, self-determination, limited government, consent of the governed and the common good.

Leaders of revolutions and wars for independence during this time based their quests for political change upon Enlightenment ideas.

Expectations for Learning

Explain how Enlightenment ideas influenced the American Revolution, French Revolution and Latin American wars for independence.

Instructional Strategies

Have students create a bulleted list of John Locke's ideas and then highlight the phrases in the Declaration of Independence where John Locke's ideas can be found.

Have students work in groups to research the impact of Enlightenment ideas on the American Revolution, French Revolution and Latin American wars for independence. Have students look for evidence to support the influence of Enlightenment ideas on these revolutionary events (e.g., students look for evidence of Enlightenment ideas in the Declaration of Independence or the writings of Simon Bolivar).

Diverse Learners

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Instructional Resources

Lesson Plan: Rise of the Revolution
http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c805325b1
This ODE model lesson can be adapted to Content Statement 8.

Connections

Encourage students to discuss the question, *Why did Enlightenment beliefs result in revolutions?* Connect the content within the Age of Revolutions topic.

Essential Questions

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Topic	***Age of Revolutions (1750-1914)*** The Age of Revolutions was a period of two world-encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic and social consequences on a global scale.
Content Statement	***9. Industrialization had social, political and economic effects on Western Europe and the world.***

Content Elaborations

The Industrial Revolution transformed Europe and North America in the late 18th and 19th centuries. It had positive and negative effects on class distinctions, family life and the daily working lives of men, women and children. Population growth and migrations, urbanization and emigration out of Europe were impacted by the move to an industrialized economy.

The Industrial Revolution led to movements for political and social reform in England, Western Europe and the United States. It also expanded the world-market economy.

Expectations for Learning

Analyze the social, political and economic effects of industrialization on Western Europe and the world.

Instructional Strategies

Distribute event cards (e.g., invention of steam engine, transportation improvements, creation of textile mills) to students, either working in groups or individually. Have students annotate/illustrate two or more effects and identify whether they would be social, political or economic effects.

Use longitudinal data to illustrate urban growth as a social effect of industrialization. Data could include population density, life expectancy, infant mortality or population growth.

Diverse Learners

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Instructional Resources

Lesson Plan: Fundamental Economic Questions and the Industrial Revolution
http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531cc3
This ODE model lesson can be adapted to Content Statement 9.

Lesson Plan: Urbanization
http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531c99
This ODE model lesson can be adapted to Content Statement 9.

Connections

Essential Questions

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Topic	***Imperialism (1800-1914)*** The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This "new imperialism" focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.
Content Statement	***10. Imperial expansion had political, economic and social roots.***

Content Elaborations

By the early 20th century, many European nations as well as Japan extended their control over other lands and created empires. Their motivations had economic, political and social roots.

The political motivations for imperialism included the desire to appear most powerful, bolster nationalistic pride and provide security through the building of military bases overseas.

The economic motivations were tied to production and consumption of goods. There was a need for new markets, raw materials and outlets for population growth.

The social roots for imperial expansion included the vision of some that it was "the white man's burden" to civilize those perceived as uncivilized. There also were humanitarian concerns and religious motivations.

Japanese leaders wanted to exert the power of Japan and confront Western imperialism by engaging in imperialist actions. Japan used its military might to establish footholds in Taiwan, China and Korea.

Expectations for Learning

Describe the political, economic and social roots of imperial expansion.

Instructional Strategies

Use a jigsaw structure with a graphic organizer to lead students in the research and discussion of political, economic and social roots of imperialism. Divide students into three groups and assign each group one of the three roots of imperialism to study, including the motivations of European nations and Japan.

Diverse Learners

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Instructional Resources

Connections

Essential Questions

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Topic	***Imperialism (1800-1914)*** The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This "new imperialism" focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.
Content Statement	***11. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and maintenance of political control.***

Content Elaborations

In the late 19th and early 20th centuries, European countries competed to establish colonies in Africa and Asia. Raw materials needed for their growing industries were extracted from the colonies.

Imperialism resulted in the spread of Western values (e.g., religion, customs, ways of governing).

Some European powers (e.g., France, Belgium) preferred direct control over the colonies they established during this period. A pattern of paternalism reflected a European belief that Africans should be governed by the European colonizers and protected like children.

Some European powers (e.g., Great Britain, the Netherlands) preferred indirect control over their colonies, using local systems of authority. They felt that working with the local native leaders would lessen the possibility of revolts and would encourage the colonized to assimilate western traditions (e.g., culture, governing).

European powers used spheres of influence to establish economic control in China.

Expectations for Learning

Describe how imperialism involved land acquisition, extraction of raw materials, the spread of Western values and maintenance of political control.

Instructional Strategies

Diverse Learners

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Have students create a thematic map showing the spheres of influence of European nations across the world. Students can use color and/or symbols to identify colonizing countries, type of control exerted (direct/indirect) and locations of natural resources. Discuss the notion that "The sun never sets on the British Empire." What did this mean at the time?

Instructional Resources

Connections

Essential Questions

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Topic	***Imperialism (1800-1914)*** The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This "new imperialism" focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.
Content Statement	***12. The consequences of imperialism were viewed differently by the colonizers and the colonized.***

Content Elaborations

Dramatic differences in viewpoints existed between the European colonizers and those they colonized. Different viewpoints between these two groups included the extension of Western cultural practices vs. loss of traditions and modernization vs. breakup of past institutions.

Expectations for Learning

Describe how the consequences of imperialism were viewed differently by the colonizers and the colonized.

Instructional Strategies

Have students create political cartoons that emphasize the divergent points of view of imperialism. Have students write opinion essays or journal entries from one of the two perspectives.

Diverse Learners

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Instructional Resources

Lesson Plan: Analyzing Sources on Imperialism
http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c805313e5
This ODE model lesson can be adapted to Content Statements 2 and 12.

Cafe Conversation
www.facinghistory.org
This website provides a strategy to help students look at different perspectives. Search for *café conversations*.

Connections

Essential Questions

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Topic	***Achievements and Crises (1900-1945)*** The first half of the 20th century was one of rapid technological advances. It was a period when the tensions between industrialized nations resulted in World War I and set the stage for World War II. While World War II transformed the balance of world power, it was the most destructive and costly war in terms of human casualties and material resources expended.
Content Statement	***13. Advances in technology, communication and transportation improved lives, but also had negative consequences.***

Content Elaborations

Advances in technology during this time period improved lives through an increase in the availability and variety of consumer goods (e.g., appliances, synthetic fabrics, plastics).

Advances in communication and transportation that improved lives included the radio, radar, motion pictures, automobiles and airplanes.

In some cases, advances in technology, communication and transportation had negative impacts (e.g., pollution, social stratification, dramatic increases in war casualties). Battlefield weapons (e.g., machine gun, poison gas, hand grenades, tanks) and the atomic bomb increased the destructive power of war.

Expectations for Learning

Select examples of advancements in technology, communication and transportation and explain how some have improved lives and others have had negative consequences.

Instructional Strategies

Create a grab bag containing artifacts of advancement (images or models) for students to pick. Have students research and describe the advancements and their intended and unintended consequences. Have students decide if the advancements lived up to their promises to improve the quality of life. As an introduction activity, show students the *History Detectives* episode on Trans-Atlantic Cable (Season 8, Episode 3) from PBS.

Have students create journals (on paper or electronically) from three perspectives: World War I leaders, World War I soldiers and World War I civilians. Ask them to write about the advances in technology, communication and transportation used for military purposes and their impact from each perspective. Students can be assigned one or two advances to focus on in their writing.

Diverse Learners

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Instructional Resources

Connections

Essential Questions

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Content Statement	***14. The causes of World War I included militarism, imperialism, nationalism and alliances.***

Content Elaborations

Military spending among the great powers of Europe increased greatly in the years prior to World War I. Rivalries between the powers led to a building up of armed forces and an increase in distrust.

Imperialism was an important underlying cause of World War I. The great powers of Europe were competing for land around the world.

Intense nationalism grew among the European people (e.g., the influence of nationalism in the Balkans, which prompted the outbreak of WWI). Consequently, due to national animosities, there was little resistance to war when it began.

The system of alliances early in the century set the stage for enlarging a small-scale conflict into a world war. Each alliance brought several nations into the conflict. By the beginning of the war, the two large alliances were the Triple Entente and the Triple Alliance.

Expectations for Learning

Explain how militarism, imperialism, nationalism and alliances were causes of World War I.

Instructional Strategies

Diverse Learners

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Have students create an illustration, flip book or foldable using the acronym MAIN (militarism, alliances, imperialism and nationalism) to remember the underlying causes of WWI. Alternatively, MANIA can be used to stand for militarism, alliances, nationalism, imperialism and assassination (of the Archduke of Austria-Hungary).

Instructional Resources

Connections

Using the book *All Quiet on the Western Front,* by Erich Maria Remarque, connect to the Common Core State Standards in English Language Arts.

Essential Questions

Theme	***This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.***
Topic	***Achievements and Crises (1900-1945)*** The first half of the 20th century was one of rapid technological advances. It was a period when the tensions between industrialized nations resulted in World War I and set the stage for World War II. While World War II transformed the balance of world power, it was the most destructive and costly war in terms of human casualties and material resources expended.
Content Statement	***15. The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement, which in turn led to World War II.***

Content Elaborations

The hard toll of World War I on Russia fueled the Bolshevik Revolution and ushered in the ideology of state-sponsored communism.

Following World War I, the Treaty of Versailles forever changed the political and social organizations of Europe. Its harsh terms for the defeated countries caused anger and created a climate for retribution. It also contributed to a worldwide depression.

The German, Austro-Hungarian and Ottoman empires collapsed and their former lands were carved up into new states and nations.

Financial losses, battlefield deaths and the destruction of towns, cities and infrastructure weakened European powers. Facing economic troubles, some countries found themselves easy prey to nationalistic and militaristic political parties that, in order to gain political power, were quick to point out the failure of democratic governments for their own gain. Totalitarian regimes found wide bases of support in several European countries, including Germany, Spain and Italy.

As a consequence of the devastation resulting from World War I, Great Britain and France were reluctant to challenge Nazi Germany's expansion efforts in the 1930s. Their efforts to avoid war resulted in a policy of appeasement.

Instructional Strategies

Have students create a flow chart showing the relationship between the unstable economic and political conditions that existed in the world following World War I and the events that led to World War II (e.g., reparations payments, border disputes, rise of totalitarian and militaristic governments, independence movements).

Using Wilson's *Fourteen Points* (especially Points VI – XIII), applicable provisions of the Treaty of Versailles, appropriate political maps, and applicable ethnographic maps have students investigate the impact of Wilson's proposals in the redrawing of political boundaries after World War I.

Have students construct a graphic organizer comparing political and economic weaknesses of European countries and discuss how these weaknesses opened the way to totalitarianism in Germany, Italy, Spain, and the U.S.S.R.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Extend student learning by showing students several images of the art and architectural styles of the post WWI period and contrasting them to the pre-war styles. Have students draw connections between the disillusionment of the generation and the tradition-breaking arts of the time.

Extend student learning by having students analyze Wilson's *Fourteen Points* point-by-point to determine which were included as part of the Treaty of Versailles. Discuss and analyze why those points were included and not others.

The aggressive expansion of Germany, Italy and Japan, the failures of the League of Nations and the policy of appeasement by Great Britain and France led to World War II. **Expectations for Learning** Explain how the consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement, which, in turn, led to World War II.	**Instructional Resources** **Lesson Plan: Global Turmoil Between the World Wars** http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531882 This ODE model lesson can be adapted to Content Statement 15. **Connections**
Essential Questions	

Theme	***This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.***
Topic	***Achievements and Crises (1900-1945)*** The first half of the 20th century was one of rapid technological advances. It was a period when the tensions between industrialized nations resulted in World War I and set the stage for World War II. While World War II transformed the balance of world power, it was the most destructive and costly war in terms of human casualties and material resources expended.
Content Statement	***16. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during World War II.***

Content Elaborations

The decline of the Ottoman Empire and Armenian calls for political reform led to persecution of Armenians in the late 1800s. Growing Turkish nationalism, religious conflict and wartime circumstances led to organized killings and forced migrations of Armenians during World War I.

When the Nazi Party came to power in Germany, it capitalized on long-standing anti-Semitic feelings to institutionalize discrimination against Jews (e.g., Nuremberg Laws). The government's *Final Solution* resulted in the mass murder of Jews. Other groups of people (e.g., Gypsies, Slavs, disabled) also were murdered as part of the Holocaust.

Expectations for Learning

Explain how and why oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during World War II.

Instructional Strategies

Have students research how Armenians and Jews were oppressed and discriminated against. Discuss the reasons for oppression and note similarities and differences between the ways these two groups were treated. Encourage students to draw conclusions about oppression and discrimination and their relationship to genocide.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

The United States Holocaust Memorial Museum
http://www.ushmm.org/education/foreducators/lesson/
The Holocaust Museum's website provides lessons, activities and teachers' guides.

Connections

Essential Questions

Theme	***This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.***
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Content Statement	***17. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.***

Content Elaborations

World War II caused not only physical damage, but also social damage (e.g., refugees, casualties), cultural damage (e.g., lost works of art, residue of Nazi education), and economic damage (e.g., loss of infrastructure, loss of employment).

Positions of armed forces at the end of the war led to zones of occupation and competition for political influence amongst the former Allies. World War II also changed the nature of warfare by introducing the use of atomic weapons. These weapons set the stage for an era of political tension.

Expectations for Learning

Describe how World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and started the atomic age.

Instructional Strategies

Show students the pictures of the physical devastation of communities in Europe and Asia. Then have them imagine how difficult it would be to rebuild homes and businesses after the bombings. Have students create journals (either paper or electronic) from the perspective of a young person living in an area destroyed by war.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Lesson Plan: The Consequences of World War I

http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80530f74

This ODE model lesson can be adapted to Content Statement 17.

Connections

Essential Questions

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Topic	***The Cold War (1945-1991)*** Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.
Content Statement	***18. The United States and the Soviet Union became superpowers and competed for global influence.***

Content Elaborations

The United States and Soviet Union were victorious in World War II and emerged as superpowers. Unlike most of Europe and parts of Asia, the U.S. sustained little damage and had a strengthened economy. The Soviet Union had mobilized its resources for the war effort, and following the war, expanded its territorial control into most of Eastern Europe.

The Cold War era of tense relations between the U.S. and the Soviet Union began in the aftermath of World War II. Competition between the two countries for global dominance was influenced by their conflicting political and economic ideologies. By the end of the 1940s, the Soviets successfully exploded an atomic bomb, adding to the tensions between the two superpowers.

The Cold War rivalry between the U.S. and Soviet Union found outlets in Europe (e.g., East and West Germany, Greece), Asia (e.g., Korea, Vietnam, Turkey), Africa (e.g., Angola, Congo) and the Caribbean (e.g., Cuba). Conflicts related to decolonization and national liberation provided opportunities for intervention by both sides. Alliances were formed that reflected the tensions between the two major superpowers (e.g., NATO, Warsaw Pact).

Expectations for Learning

Analyze how the United States and the Soviet Union became superpowers and competed for global influence.

Instructional Strategies

Have students research selected examples of political conflicts between the United States and the Soviet Union to analyze how the two competed for global influence.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

As an extension activity, conduct a mini Model United Nations, having students speak on behalf of countries caught in the middle of the conflict between the U.S. and the Soviet Union.

Instructional Resources

Connections

Essential Questions

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Topic	***The Cold War (1945-1991)*** Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.
Content Statement	***19. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.***

Content Elaborations

National boundaries, particularly in Eastern Europe, changed as a result of World War II. Germany's boundaries changed and it became a divided country, occupied by the former Allies. The Soviet Union annexed several Eastern European countries and exerted control in others, ushering in the era of the Iron Curtain.

The United Nations, the World Bank and the International Monetary Fund were the result of agreements between the Allies to promote economic and political stability.

Expectations for Learning

Describe how treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.

Instructional Strategies

Have students trace the origins of selected multinational organizations to treaties and agreements at the end of World War II. Organizations can include the United Nations, the World Bank and the International Monetary Fund.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

History of the United Nations
http://www.un.org/aboutun/unhistory/

International Monetary Fund
http://www.imf.org/external/about/history.htm

World Bank History
http://www.worldbank.org/
The World Bank website includes an article on the organization's history.

Connections

Essential Questions

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Topic	***The Cold War (1945-1991)*** Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.
Content Statement	***20. Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.***

Content Elaborations The conflicts in the Middle East during the second half of the 20th century were the culmination of several factors that have deep roots in history. Contacts among major religions and religious sects (e.g., Shiites, Sunnis, Christians, Jews, Baha'is') in the region have caused long-standing tensions and conflicts. Rebellions against colonial rule also caused tensions that resulted in conflict. The rise in nationalism among Arab nations coincided with their opposition to the creation and presence of the modern state of Israel. **Expectations for Learning** Explain how religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East	**Instructional Strategies** Have students create maps and/or graphs detailing the religious diversity of the Middle East, including Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Saudi Arabia, Syria and others. Students can analyze data from different multiple decades to illustrate the changes in religious demographics since 1945. Data can include comparisons of Christian, Jewish and Islamic populations, as well as membership in religious sects. **Diverse Learners** Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org. **Instructional Resources** **Connections**
Essential Questions	

Theme	***This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.***
Topic	***The Cold War (1945-1991)*** Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.
Content Statement	***21. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.***

Content Elaborations

World War II had an important effect on Africa and Southeast Asia. Battles were fought on both continents. Many Africans and Asians in the colonies controlled by Britain and France were recruited to serve as soldiers. Following World War II, the oppression and exploitation in these colonies as well as the weaknesses of the colonial powers and the Cold War rivalries, helped unite different ethnic and religious groups in their struggles for independence.

The *Négritude* movement and Pan-African movement helped fuel nationalist efforts in Africa to end the colonial ties to the European colonizers.

In Southeast Asia, nationalists organized against colonial control and, in some cases, the American presence.

Expectations for Learning

Explain how postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.

Instructional Strategies

Have students research the *Négritude* movement to understand how it helped fuel independence movements in Africa following World War II (e.g., Ghana, Kenya, Senegal, Nigeria). Assign students into groups representing leaders for independence in one of these countries and have them discuss the leaders' views on colonial rule, their movement for independence and how the *Négritude* movement encouraged independence efforts and how these leaders led the efforts to achieve independence from colonial rule.

Diverse Learners

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Instructional Resources

Connections

Essential Questions

Theme	***This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.***
Topic	***The Cold War (1945-1991)*** Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.
Content Statement	***22. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.***

Content Elaborations

The push for the expansion of rights and freedoms for women and indigenous groups during the second half of the 20th century was led by the efforts of human rights organizations and fueled by media coverage.

The struggle for women's rights pressured more countries to extend educational opportunities, grant suffrage, and allow women to hold positions in government. Governments also were pressured to end discriminatory practices and violence against women (e.g., India, Afghanistan). However, there was resistance to reform in many countries.

The ending of apartheid in South Africa provided blacks the rights they had been denied. This was the result of political pressure within and outside the country.

Expectations for Learning

Explain examples of how political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.

Instructional Strategies

Have students brainstorm what they believe are rights and freedoms, and discuss and debate which rights represent American values and which might be universal rights. (Refer to students' prior knowledge of rights and freedoms as described by Enlightenment thinkers.) Have students read the Universal Declaration of Human Rights (1948) and compare their class brainstorming list with those outlined in the UDHR. Access the UDHR at http://www.un.org/en/documents/udhr/index.shtml.

Diverse Learners

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Have students work in groups to create multiple-tier timelines (either on paper or electronically) showing significant events in the struggle for expanded rights and freedoms for indigenous peoples. Timelines can include tiers for Africa, Asia, Australia, Europe, North America and South America.

Instructional Resources

Connections

Essential Questions

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Topic	***Globalization (1991-Present)*** The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.
Content Statement	***23. The breakup of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.***

Content Elaborations

The ending of the Cold War was marked by the collapse of the Soviet Union. A new relationship between the United States and Russia and the other former Soviet republics developed and offered new challenges for the U.S. The United States moved away from its containment policy. The U.S. and Russia reached bilateral agreements on space, energy and technology, and reached agreements for restrictions on nuclear weapons.

The demise of the Soviet Union also created new challenges for its former allies, the former Soviet republics, Europe and the non-aligned world as well as the U.S. Among the challenges were the creation of separate and independent governments, the control of the nuclear arsenals installed by the former Soviet Union, the rise of ethnic tensions and the transition to free-market economies.

The collapse of the Russian economy in the 1990s led the U.S. to offer financial assistance and the International Monetary Fund to provide loans to Russia.

The former communist allies of the Soviet Union struggled in transitioning to free-market economies and instituting democratic reforms. Germany wrestled with the challenges of reunification.

The U.S. emerged as the world's sole superpower, which prompted national debates on its new role on the world stage.

Instructional Strategies

Have students research and create illustrations showing the ethnic make-up of the peoples living in the Soviet Union. Then, have students research and create illustrations that show the ethnic make-up of the former Soviet republics after the breakup of the Soviet Union. Draw conclusions about the role of ethnicity in uniting and dividing peoples. Have students look for examples of continuing conflict in these countries.

Diverse Learners

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Instructional Resources

Connections

The Non-Aligned Movement, originally formed as a counterpoint to NATO and the Warsaw Pact, has struggled to define its purpose and establish common goals since the end of the Cold War. **Expectations for Learning** Describe how the breakup of the Soviet Union ended the Cold War and analyze the challenges it created for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.	
Essential Questions	

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Topic	***Globalization (1991-Present)*** The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.
Content Statement	***24. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.***

Content Elaborations

Acts of terrorism resulting from regional and ethnic conflicts in the post-Cold War era include those initiated by Islamic fundamentalists and by separatist groups (e.g., Al Qaeda, Chechnyan separatists, Irish Republican Army).

Regional and ethnic conflicts have led to acts of genocide and ethnic cleansing. Genocide involves the systematic extermination of a group of people based upon specific religious, national, racial or other cultural characteristics. Ethnic cleansing involves the purposeful and forceful removal of a group of people from a region. The targeted groups have specific religious, national, racial or other cultural characteristics. Members of these groups are typically subjected to deportation, displacement or, ultimately, genocide.

The rise of nationalism among ethnic groups in the republics that emerged from the former Yugoslavia led to ethnic cleansing and the murder of thousands in Bosnia. Other examples of ethnic cleansing/genocide occurred in Sudan (Darfur), Iraq and Rwanda.

Expectations for Learning

Describe how regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.

Instructional Strategies

Create a chart detailing the genocides that have occurred in the post-Cold War world, and compare them to the genocides in the first half of the 20th century. Have students debate why governments (especially the U.S.) have tended to treat some genocides differently than others.

Diverse Learners

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Instructional Resources

Connections

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Topic	***Globalization (1991-Present)*** The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.
Content Statement	***25. Political and cultural groups have struggled to achieve self-governance and self-determination.***

Content Elaborations

Political and cultural groups have struggled to achieve self-governance and self-determination in many places since 1991, including:

- Russia and the other former Soviet republics;
- South Africa;
- The former communist countries in Europe;
- Israel and Arab nations in the Middle East; and
- Northern Ireland.

Expectations for Learning

Select an example of a political or cultural group and explain how they struggled to achieve self-governance and self-determination.

Instructional Strategies

Diverse Learners

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Instructional Resources

Lesson: South Africa After Ten Years of Freedom

http://www.pbs.org/newshour/extra/teachers/lessonplans/world/safrica_4-13.html

This PBS website provides background, activities and critical analysis of post-apartheid South Africa.

Connections

Essential Questions

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Topic	***Globalization (1991-Present)*** The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.
Content Statement	***26. Emerging economic powers and improvements in technology have created a more-interdependent global economy.***

Content Elaborations

Emerging economic powers (e.g., China, India, Brazil, Russia) have helped create a more interdependent global economy by gaining market share in the production of some goods and services.

The European Union was created in the early 1990s to strengthen the economies of the member nations and make them more competitive in the world market by using a common currency and eliminating trade barriers.

Improvements in technology, such as the expanded use of satellites, personal computers, the Internet and cellular telephones, have created a more interdependent global economy. For example, the Internet and cellular phones enable the sharing of business data and facilitate commercial transactions. The personal computer and Internet have transformed the workplace, permitting employees to work virtually anywhere in the world.

Expectations for Learning

Analyze the factors that have created a more interdependent global economy since 1991.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

As an extension activity, have students debate the pro and con sides of the economic effects of globalization. Have students answer questions such as *Who does globalization benefit?* and *Who does globalization hurt?*

Instructional Resources

Connections

Essential Questions

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Topic	***Globalization (1991-Present)*** The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.
Content Statement	***27. Proliferation of nuclear weapons has created a challenge to world peace.***

Content Elaborations The end of the Cold War posed new challenges with the proliferation of nuclear weapons and their threat to world peace. The collapse of the Soviet Union raised concerns for the nuclear weapons stored in some of the former Soviet republics. Instability in many of the former Soviet republics raised global concerns regarding the safety of the weapons they hold and the possibilities for proliferation. The possibility of access to nuclear weapons by terrorists and those countries that support terrorism also poses a challenge to world peace. **Expectations for Learning** Describe how proliferation of nuclear weapons since the end of the Cold War has created a challenge to world peace.	**Instructional Strategies** Have students research the countries that currently have nuclear weapons and nuclear capabilities. Research should also examine current efforts to stem the proliferation of the nuclear weapons. Have students write an opinion piece about nuclear weapons and their relationship to world peace. **Diverse Learners** Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org. **Instructional Resources** **Connections**
Essential Questions	

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Topic	***Globalization (1991-Present)*** The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.
Content Statement	***28. The rapid increase of global population coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.***

Content Elaborations

The rapid increase of global population in the 20th and 21st centuries coupled with an increase in life expectancy has created societal and governmental challenges. The environmental impact has pressured governments to institute policies to reduce pollution and conserve resources. In response to the population problem in China, the government instituted a one child per couple policy. The increase of the elderly has placed burdens on many countries to provide adequate health care.

Mass migrations have created societal and governmental challenges, including:

- *Brain drain* out of developing countries;
- Tension and conflict in some receiving countries (e.g., immigrants from North Africa and other Arab nations into Europe); and
- Illegal immigration (e.g., U.S., South Africa).

Expectations for Learning

Describe societal and governmental challenges resulting from the rapid increase of global population, increased life expectancy and mass migrations.

Instructional Strategies

Have students collect and interpret data about countries that are experiencing the greatest changes in population. Have them look for causes and effects of population increases or decreases. Have students analyze the societal and governmental challenges that have emerged and brainstorm possible solutions to these issues. Students could be encouraged to write a United Nations resolution proposing their solution.

Career Connection

Students will research an issue impacted by population and life expectancy (e.g., immigration, pollution, workforce). Students will identify careers involved in addressing the issue and influencing official policy (e.g., analyst, government employee, economist). Lastly, they will choose a career to research in more depth, and apply the information to their plan for education and training through high school and beyond.

Diverse Learners

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Instructional Resources

Connections

Essential Questions

Theme	***This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.***
Topic	***Globalization (1991-Present)*** The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.
Content Statement	***29. Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.***

Content Elaborations

World population growth and the competition for energy supplies have led to an increase in greenhouse gas emissions, the loss of tens of thousands of plant and wildlife species and the rapid decline of rainforests.

A new environmental consciousness and a movement for the sustainability of the world's resources influenced the actions of:

- Citizen organizations (e.g., Greenpeace, Save Our Environment, World Wildlife Fund, Save Our Earth); and
- Government conferences (e.g., 1992 Earth Summit, 1997 Kyoto Protocol).

Expectations for Learning

Describe the reasons for the new environmental consciousness and movement for sustainability.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Teaching and Learning for a Sustainable Future

http://www.unesco.org/education/tlsf/

This is a multimedia teacher education program from UNESCO.

Global Learning, Inc.

http://www.globallearningnj.org/

The Global Learning website provides background information and educational activities that can be adapted to this content statement.

Connections

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