

#110, #111, and #112 WORLD STUDIES II

GRADE: 10

LEVEL: HONORS, LEVEL 1 and LEVEL 2

CREDITS: 5/5

**PREREQUISITES: Honors, 110: Grade of 88 or better in 100 or 93 or better in 101 with the recommendations of both World Studies teachers
Level 1, 111: Grade of 74 or better in 101 or 90 or better in 102 with The recommendations of both World Studies teachers
Level 2, 112: Passing grade in course #102 OR #101.**

**BASIC TEXTS: WORLD HISTORY: PEOPLE AND NATIONS, Holt, Rinehart
Pageant of World History, Prentice Hall (Level 2)
WORLD LITERATURE, Holt, Rinehart
An Introduction to the Humanities, Jane Smiley. (Honors)**

SUPPLEMENTAL READINGS: See outline for Supplemental readings.

COURSE DESCRIPTION: World Studies is a history and language arts course driven by the thought-provoking and interactive nature of excellent literature. In this course, the characters and themes that literature brings alive provide the voice of an historical era. Students become interested and engaged when they care about the characters in a well-written piece. The teacher uses this hook to develop the writing skills and the interpretive skills necessary to understand world history. The goal of this course is that the student will have a deep understanding of major periods of history and an appreciation for several great works of literature. The student will also become a more proficient writer and reader who has a great love for the written word.

MISSION RELATED GOALS: The World Studies II course will promote academic excellence, intellectual curiosity, respect for others, and self-confidence. It will also foster the development of communication and problem solving skills.

STUDENT EXPECTATIONS FOR LEARNING ADDRESSED:

- 1.0 Communicate Effectively
 - 1.1 Listen actively
 - 1.1a Follow directions
 - 1.1b Listen attentively
 - 1.2 Reading
 - 1.3 Speaking
 - 1.4 Writing
 - 1.5 Technology
- 2.0 Solve Complex problems
 - 2.1a Define, locate resources, arrive at and verify solutions

- 2.2 Demonstrate knowledge of concepts: compare, contrast, infer, analyze, evaluate
- 2.2b Apply concepts
- 3.0 Work with others toward a common goal
 - 3.1a Display interpersonal skills
 - 3.1b Perform a variety of roles within a group
 - 3.1c Evaluate his/her contribution to the group

GENERAL PERFORMANCE OBJECTIVES: World Studies II adopts the complete list of learning standards set forth in the Social Science and English Language Arts curriculum frameworks, copies of which are attached to this curriculum outline.

MASSACHUSETTS FRAMEWORKS STRANDS: English Language Arts strands include: Language, Reading and Literature, Composition, and Media. The History strands cover World History II: The growth of the nation state in Europe, Industrial Revolution and Social and Political Change in Europe, 1800-1914; Asian, African, and Latin American History in the 19th and Early 20th centuries, the Great Wars, 1914-1945; Cold War Era, 1945-1989; and the Contemporary World, 1989-2001.

**CURRICULUM FRAMEWORK LEARNING STANDARDS:
FOR ENGLISH LANGUAGE ARTS:**

Language

- 1. Discussion
- 2. Questioning, Listening, and Contributing
- 3. Oral Presentation
- 4. Vocabulary and Concept Development
- 5. Structure and Origin of Modern English
- 6. Formal and Informal English

Reading and Literature

- 7. Beginning Reading
- 8. Understanding a Text
- 9. Making Connections
- 10. Genre
- 11. Theme
- 12. Fiction
- 13. Nonfiction
- 14. Poetry
- 15. Style and Language
- 16. Myth, Traditional Narrative, and Classical Literature
- 17. Dramatic Literature
- 18. Dramatic Reading and Performance

Composition

- 19. Writing
- 20. Consideration of Audience and Purpose
- 21. Revising
- 22. Standard English Conventions

- 23. Organizing Ideas in Writing
- 24. Research
- 25. Evaluating Writing and Presentations

Media

- 26. Analysis of Media
- 27. Media Production

FOR WORLD HISTORY:

The Age of Revolution

- WH11.3 Summarize the important causes and events of the French Revolution.
- WH11.4 Summarize the major effects of the French Revolution.
- WH11.16 Identify the major developments of Latin American history to the early 20th century.

Industrial Revolution and Social and Political Change in Europe, 1800-1914

- WH11.5 Identify the causes of the Industrial Revolution.
- WH11.6 Summarize the social and economic impact of the Industrial Revolution.
- WH11.7 Describe the rise of unions and socialism, including the ideas and influences of Robert Owen and Karl Marx.
- WH11.8 Describe the rise and significance of antislavery sentiment in Britain, including the abolition of the slave trade by the British Parliament in 1807, the abolition of slavery within the British Empire in 1833, and the role of various antislavery societies.
- WH11.9 Explain the impact of various social and political reforms and reform movements in Europe.

Nationalism and Imperialism

- WH11.1 Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs.
- WH11.2 Explain why England was the main exception to the growth of absolutism in royal power in Europe.
- WH11.10 Summarize the causes, course, and consequences of the unification of Italy and Germany.
- WH11.11 Describe the causes of 19th century European imperialism.
- WH11.12 Identify major developments in Indian history in the 19th and 20th centuries.
- WH11.13 Identify major developments in Chinese history in the 19th and early 20th centuries.
- WH11.14 Identify major development in Japanese history in the 19th and early 20th centuries.
- WH11.15 Identify major developments of African history in the 19th and early 20th centuries.

The Great Wars, 1914-1945

1. WH11.17 Describe the relative importance of economic and imperial competition, Balkan nationalism, German militarism and aggression, and the power vacuum in Europe due to the declining power of the Russian, Austrian and Ottoman Empires in causing World War I.
2. WH11.18 Summarize the major events and consequences of World War I.
3. WH11.19 Identify the major developments in the Middle East and Central Asia before World War II.
4. WH11.20 Describe the various causes and consequences of the global depression of the 1930s and analyze how governments responded to the Great Depression.
5. WH11.21 Describe the rise and goals of totalitarianism in Italy, Germany and the Soviet Union, and analyze the policies and ideas of Mussolini, Hitler, Lenin and Stalin.
6. WH11.22 Summarize the consequences of Soviet communism to 1945.
7. WH11.23 Describe the German, Italian, and Japanese drive for empire in the 1930s.
8. WH11.24 Summarize the key battles and events of World War II.
9. WH11.25 Identify the goals, leadership, and post-war plans of the allied leaders.
10. WH11.26 Describe the background, course and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews.
11. WH11.27 Explain the reasons for the dropping of atom bombs on Japan and its short and long-term effects.
12. WH11.28 Explain the consequences of World War II.
13. WH11.29 Describe the reasons for the establishment of the United Nations in 1945 and summarize the main ideas of the Universal Declaration of Human Rights.

Cold War Era, 1945-1989

- WH11.30 Summarize the factors that contributed to the Cold War, including Soviet expansion in Eastern Europe and the differences between democracy and communism.
- WH11.31 Describe the policy of containment, including the Truman Doctrine, the Marshall Plan, and NATO, as America's response to Soviet expansionist policies.
- WH11.32 Describe the development of the arms race and the key events of the Cold War era.
- WH11.33 Describe the Chinese Civil War, the rise of Mao-Tse-tung and the triumph of the Communist Revolution in China in 1949.
- WH11.34 Identify the political and economic upheavals in China after the Chinese Revolution.
- WH11.35 Describe the global surge in economic productivity during the Cold War and describe its consequences.
- WH11.36 Explain the various factors that contributed to post-World-War II economic and population growth.
- WH11.37 Describe how the work of scientists in the 20th century influenced historical events, changed the lives of the general populace, led to further scientific research.
- WH11.38 Describe the development and goals of nationalist movements in Africa, Asia Latin America and the Middle East, including the ideas and importance of nationalist leaders.
- WH11.39 Explain the background for the establishment of the modern state of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab

world.

The Contemporary World, 1989-2001

1. WH11.40 Identify the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe.
2. WH11.41 Explain the role of various leaders in transforming the Soviet Union and Eastern Europe.
3. WH11.42 Analyze the consequences of the Soviet breakup.
4. WH11.43 Identify the sources of ethnic and religious conflicts in various nations and regions.
5. WH11.44 Explain the reasons for the fall of apartheid in South Africa, including the influence and ideas of Nelson Mandela.
6. WH11.45 Explain the social and economic effects of the spread of AIDS in Asian and African countries.
7. WH11.46 Explain how the computer revolution contributed to economic growth and advances in science, medicine, and communication.
8. WH11.47 Explain the rise and funding of Islamic fundamentalism in the last half of the 20th century and identify the major events and forces in the Middle East over the last several decades.
9. WH11.48 Describe America's response to and the wider consequences of the September 11th, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D.C.

UNITS AND THEMES:

UNIT I THE AGE OF REVOLUTION (7-14 days)

World History

- WH11.3 Summarize the important causes and events of the French Revolution.
- WH11.4 Summarize the major effects of the French Revolution.
- WH11.16 Identify the major developments of Latin American history to the early 20th century.

World Literature

1. Discussion
2. Questioning, Listening, and Contributing
3. Oral Presentation
4. Vocabulary and Concept Development
5. Structure and Origin of Modern English
6. Formal and Informal English
7. Beginning Reading
8. Understanding a Text
9. Making Connections
10. Genre
11. Theme
12. Fiction
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14. Poetry

15. Style and Language
16. Myth, Traditional Narrative, and Classical Literature
17. Dramatic Literature
18. Dramatic Reading and Performance
19. Writing
20. Consideration of Audience and Purpose
21. Revising
22. Standard English Conventions
23. Organizing Ideas in Writing
24. Research
25. Evaluating Writing and Presentations
26. Analysis of Media
27. Media Production

UNIT II THE INDUSTRIAL REVOLUTION (14 - 21 days)

World History:

- WH11.5 Identify the causes of the Industrial Revolution.
- WH11.6 Summarize the social and economic impact of the Industrial Revolution.
- WH11.7 Describe the rise of unions and socialism, including the ideas and influences of Robert Owen and Karl Marx.
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- WH11.9 Explain the impact of various social and political reforms and reform movements in Europe.

World Literature:

28. Discussion
29. Questioning, Listening, and Contributing
30. Oral Presentation
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32. Structure and Origin of Modern English
33. Formal and Informal English
34. Beginning Reading
35. Understanding a Text
36. Making Connections
37. Genre
38. Theme
39. Fiction
40. Nonfiction
41. Poetry
42. Style and Language
43. Myth, Traditional Narrative, and Classical Literature
44. Dramatic Literature
45. Dramatic Reading and Performance
46. Writing

- 47. Consideration of Audience and Purpose
- 48. Revising
- 49. Standard English Conventions
- 50. Organizing Ideas in Writing
- 51. Research
- 52. Evaluating Writing and Presentations
- 53. Analysis of Media
- 54. Media Production

UNIT III THE RISE OF NATIONALISM AND IMPERIALISM (7-14 days)

World History:

- WH11.1 Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs.
- WH11.2 Explain why England was the main exception to the growth of absolutism in royal power in Europe.
- WH11.10 Summarize the causes, course, and consequences of the unification of Italy and Germany.
- WH11.3 Summarize the important causes and events of the 1905 Russian Revolution.
- WH11.4 Summarize rising nationalism in the Balkans.
- WH11.11 Describe the causes of 19th century European imperialism.
- WH11.12 Identify major developments in Indian history in the 19th and 20th centuries.
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UNIT IV: THE GREAT WARS, 1914-1945 (14-21 days)

World History:

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UNIT V THE COLD WAR ERA, 1945-1989 (7-14 days)

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UNIT VI THE CONTEMPORARY WORLD, 1989-2001 (7-14 days)

World History:

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11. WH11.41 Explain the role of various leaders in transforming the Soviet Union and Eastern Europe.
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COURSE OUTLINE:

UNIT I THE AGE OF REVOLUTION (4 WEEKS)

- I. The French Revolution
 - A. The Old Regime and its abuses
 - B. The Storming of the Bastille and the early stages of revolt
 - C. The “Reign of Terror”
 - D. The Rise of Napoleon
 - E. Napoleon’s Rule
 - F. The Napoleonic Wars
 - G. The Age of Metternich

- II. The Revolutions in Latin America
 - A. The Haitian Revolution
 - B. Colombia and Venezuela; Simon Bolivar, “The Liberator”

- C. Argentina, Chile; San Martin, O'Higgins
- D. Mexico; Hidalgo, Morelos
- E. Abiding power of church, landlords, caudillos
- F. Creoles, Mestizos; racial and social inequalities
- G. 19th c. shift to cash, export crops; growth of commerce and cities
- H. The Mexican Revolution 1910-1920: Madero, Zapata, Obregon

III. LITERARY COMPONENT

- A. A Tale of Two Cities (required)
- B. Les Miserables
- C. "Russia 1812"

IV. SUGGESTED FILMS

- A. A Tale of Two Cities
- B. Napoleon: The Making of a Dictator

UNIT II THE AGRICULTURAL AND INDUSTRIAL REVOLUTION IN EUROPE (3 WEEKS)

I. The Movement from the Farm to the Factory

- A. Rural conditions in England and Europe; the enclosure movement
- B. Inventions, technological advances; steam, factory and mining machinery, machine tools, canals, roads and railroads
- C. Transformation of daily life for men, women, children in conditions of work, housing, diet, health, illness, old age
- D. Class changes: new upper-middle class of industrialists, bankers, merchants; new factory working masses: the "proletariat"
- E. Resistance to industrialization and its effects; landed gentry, Luddites, Romantics

II. City and Urban Life

- A. Factory city: Manchester, Lowell; growing metropolis: London, Paris, New York
- B. Tenements: crowded, cold, damp, dark; dirty streets and water, disease, etc.
- C. Toward public health and modernization: water, sewer, lights, parks, police.
- D. Contrasting conditions among social classes: housing, education, recreation
- E. Leadership of women in social services: Florence Nightingale, Jane Addams
- F. Subjects for Romantics and Realists; Wordsworth, Delacroix, Dickens, Daumier

III. Democratic and Social Reform: Evolutions and Revolutions

- A. 19th c. ideologies and movements: liberalism, conservatism, radical republicanism, socialism, Marxism, labor unionism, social democracy
- B. Europe-wide revolutions in 1848: failed from classes and ideologies in conflict
- C. Irish famine, German revolutions, Russian pogroms, poverty in Central & Eastern Europe cause millions to emigrate to the United States & Canada.

- D. Czarist emancipation of Russian serfs, 1861, with access to land
- E. Universal manhood suffrage common by 1900
- F. Struggle for Women's rights; the Pankhursts in England
- G. Legalization of unions and strikes; social legislation for workers in Germany, England and Scandinavia -- in contrast to France, Italy, Russia, and the United States

IV. Literary Component: Romanticism

- A. "Ode on a Grecian Urn" Keats
- B. "To Wordsworth"; "England in 1819"; "Stanzas Written in Dejection" Shelley
- C. "Kubla Khan"; "The Rime of the Ancient Mariner" Coleridge
- D. "The World is Too Much with Us" (required); "Ode to Duty"; "Ode: Intimations of Immortality From Recollections of Early Childhood"; "I Wandered Lonely as a Cloud" Wordsworth
- E. "The Lamb"; "To Autumn"; Blake
- F. "The Charge of the Light Brigade" Tennyson
- G. Great Expectations; Oliver Twist Dickens
- H. "The Raven" or other selections Poe
- I. Books That Changed the World, Downs (Critique of Marx)
- J. Autobiographical excerpts from Stanton and Mother Jones
- K. Communist Manifesto/ Das Kapital, Marx/Engles
- L. excerpts from "Self Reliance," "Nature," Emerson
- M. excerpts from Walden, "Civil Disobedience," Thoreau
- N. Books That Changed the World, Downs (Critique of Thoreau)
- O. Faust, Goethe

UNIT III THE RISE OF EUROPEAN NATIONALISM AND IMPERIALISM (2 WEEKS)

- I. The Unification of Germany and Italy
 - A. Italian unification; Mazzini, Garibaldi, Count Cavour
 - B. German unification; Bismarck and the policy of "blood and iron"
 - C. Nationalist agitation in Eastern Europe and the Balkans
 - D. Sectionalism and nationalism in the United States: The American Civil War
 - E. The meaning of "nationalism," its uses and its dangers
- II. The Imperialist Movement of the late 19th century
 - A. Imperialist ideology: national pride, military power, profits, Social Darwinism
 - B. European colonialism and growing rivalries in Africa, Asia, the Middle East
 - C. Imperialism's consequences for both the colonized and the colonizers
- III. Literary Component
 - A. Origin of Species, Charles Darwin
 - B. Books That Changed the World, Downs (Critique of Darwin)

- C. “Cherry Orchard,” “The Three Sisters,” “Uncle Vanya,” “The Bet,” Chekhov (choose at least one)
- D. “The White Man’s Burden,” Kipling (required)
- E. The Flame Trees of Thika, Elspeth Huxley or Things Fall Apart, Chinua Achebe
- F. “How Much Land Does a Man Need?” Tolstoy

UNIT IV CHINA AND JAPAN (2 WEEKS)

- I. The growth of Chinese nationalism and the Chinese revolution
 - A. China’s defeat and humiliation in the “Opium War”
 - B. The Taiping Rebellion; egalitarian, anti-Manchu, anti-foreign
 - C. Defeat and Humiliation in Sino-Japanese War, 1894-1895
 - D. The Boxer Rebellion; the “Open Door Policy”
 - E. Sun Yat-sen; campaign for national unity, democracy, economic security
 - F. 1911 nationalist revolution ends the Manchu Dynasty, fails to unite China

- II. Japan’s Modernization and Rise to World Power
 - A. Commodore Perry “opens” Japan in 1853
 - B. The Meiji Restoration; the drive to modernize
 - C. New army and constitution based on German imperial model
 - D. The urbanization of Japan; government-business corporatism
 - E. Russo-Japanese War (1904-1905) -- the first Asian victory over a European Power
 - F. The emperor as the nation’s unifying figure and head of government

- III. Literary Component
 - A. China in Revolution (Sun Yat Sen) Robottom
 - B. “My Old Home” Lu Hsun
 - C. “Under Reconstruction” Mori Ogai
 - D. Confucius
 - E. Lao Tzu
 - F. “Book of Songs”
 - G. “Europe Turns to Expansion” handout

UNIT V THE FIRST TWENTY YEARS OF THE 20TH CENTURY: FROM OPTIMISM TO DISILLUSION (2WEEKS)

- I. Dawn of the Century: Western Optimism and Counter-Currents
 - A. Measurable progress in medicine, health, infant survival, life expectancy
 - B. Progress and promises of science and technology for easing human labor
 - C. Progress in living standards; diet, clothing, public schools, recreation
 - D. Progress of democracy, social reform, peace efforts: The Hague Tribunal
 - E. Optimism: Enlightenment faith in reason, education, possibility of human harmony still dominant, alongside continuing religious practice and

tradition

- F. The dark side: abiding destitution, disease, imperial clashes, armaments races, terrorism, assassinations; the Armenian genocide
- G. Dark visions of human nature: Dostoevsky, Chekhov, Ibsen, Nietzsche, Freud

II. Causes, Military Course and Consequences of World War I

- A. Balkan nationalism; Franz-Ferdinand assassination
- B. Long range causes: national fears, memories, interests, alliances, arms races, economic and imperialist rivalries, dominance of military leaders in Berlin, St. Petersburg, Vienna
- C. Geography and the new technologies of war; the grandiose plans for victory
- D. Failure of all plans; stalemate along the Marne; stalemate and trench warfare
- E. Total war; slaughter of a generation; trauma on the home front
- F. Memoirs, poetry, novels (Owen, Graves, Vera Britain, Remarque)
- G. The Treaty of Versailles: promises (Wilson's 14 Points), problems, consequences; historians' debates
- H. The struggle over the League of Nations in Paris and Washington
- I. Geography and politics: new, exhausted nations in Eastern and Central Europe

III. The Russian Revolutions of 1917

- A. Russian humiliation in the Russo-Japanese War of 1905; the Duma
- B. The old regime of the Czar; obtuse rule of Czar Nicholas II
- C. Defeat, carnage, economic and political chaos during World War I
- H. Spring Revolution of 1917; moderate leaders caught between "right" and "left"
- E. The Bolshevik Revolution: Russian Marxism; Lenin promises "Bread, Peace and Land"
- F. January 1918: crushing of the elected assembly, armed dictatorship of the Communist Party; civil war; emergence of terror.
- G. Lenin and the Third International
- H. Rise of Stalin; forced collectivization ; purges; the Gulag

IV. Literary Component: Realism

- A. "The Metamorphosis" Kafka (required for Honors, Level 1)
- B. The Proud Tower handout Barbara Tuchman
- C. "Interpretation of Dreams," Civilization and Its Discontents Freud
- D. Books that Changed the World Downs (Critique of Freud)
- E. The Importance of Being Ernest Wilde or A Doll's House Ibsen
- F. The Guns of August (handout) Tuchman
- G. All Quiet on the Western Front Remarque (required)
- H. Animal Farm George Orwell (required)
- I. Ten Days That Shook the World (handout) Reed
- J. The Bear That Wasn't Tashlin

V. Suggested Films

- A. The Great War
- B. All Quiet on the Western Front

UNIT VI THE WORLD IN TURMOIL AND A SECOND WORLD WAR 1920-1945 (3 WEEKS)

I. After-Effects of War and Colonialism, West and East

- A. Economic supremacy passes to the United States; economic instability and social unrest throughout Europe
- B. The weak Weimar Republic
- C. The 1920's culture of disillusion
- D. Anti-colonial rebellions in the Middle East, Africa, India
- E. China: Kuomintang vs. Communists
- F. Ireland, 1916-1922

II. The Great Depression

- A. After effects of prolonged war: dislocation of trade, investments; war debt
- B. U.S. stock market crash of 1929 opens a widening crisis
- C. Different policies of democracies: British retrenchment; American "New Deal"
- D. French "Popular Front; German inflation/depression assault working and middle classes
- E. Mass unemployment, despair
- F. Depression-era arts, literature, popular culture
- G. Stagnation, destitution in non-industrial states

III. International Fascism: Italy, Spain, Nazi Totalitarianism in Germany

- A. Fear of the "left" drives many to choose fascism as "lesser evil."
- B. Mussolini imposes one-party military dictatorship on Italy.
- C. Franco and army attack Spanish Republic; Spanish Civil War
- D. German democrats, socialists, trade unionists divided, demoralized by depression; rightists and nationalists bring Hitler to power in 1933
- E. Hitler and Nazis promise to restore German prosperity, power and pride
- F. German Nazism: economic control, one-party terror, anti-semitism, pogroms, concentration camps, genocide

IV. Origins and Responsibilities for W.W. II in Europe and Asia

- A. Programs of conquest in Tokyo, Berlin and Rome
- B. Democracies' failure to use the League of Nations: Manchuria; Ethiopia
- C. Appeasement of Hitler: re-armament, Rhineland, Austria, Sudetenland (Munich Conference)
- D. Roots of Appeasement: trauma of world war, domestic distractions, distrust of military, fear of communism, fear of inflation, naive trust in Hitler

V. World War II and Its Immediate Aftermath

- A. The turn to war: Hitler's invasion of Poland
- B. The Axis successes of 1940-1941
- C. The Japanese attack on Pearl Harbor
- D. Life in Nazified Europe (Police State; Holocaust)
- E. Turning Point battles in Europe: Stalingrad; El Alemain, Normandy
- F. Turning Point Battles in the Pacific: Midway, Coral Sea
- G. The Allies' Vise on Hitler in Europe; Soviet occupation of the eastern half of Europe; U.S. and British occupation of the western half
- H. "Island Hopping" against Japan
- I. The bombing of Hiroshima and Nagasaki
- J. The "Death Camps" and "The Holocaust"
- K. Nuremberg Trials

VI. Literary Component

- A. "Easter 1916" Yeats
- B. Inside the Third Reich Speer
- C. Mein Kampf, "Letter to Gemlich" Hitler
- D. Books that Changed the World (Critique of Hitler)
- E. Night Wiesel (required)
- F. Tragedy Revealed: Heroine's Last Days Schnabel

VII. Suggested Films

- A. Gandhi
- B. The Second World War
- C. Biography of Adolph Hitler
- D. The Diary of Anne Frank
- E. Schindler's List

UNIT VII THE WORLD FROM 1945 TO THE PRESENT (2 WEEKS)

I. The Cold War

- A. Origins: Yalta, Potsdam; the "Iron Curtain" in Europe; Communist threat in Europe and Asia
- B. United States policy of "Containment": Truman Doctrine, Marshall Plan Berlin Airlift, NATO
- C. Triumph of Communism in China
- D. The Korean War: Communist North's invasion of the South
- E. The Cuban Missile Crisis
- F. The Vietnam War: US support for S. Vietnam; Ho Chi Minh and the
- G. Viet Cong; Escalation; "Tet Offensive," US problems at home,
- H. "Vietnamization" and withdrawal, communist victory
- I. U.S. and Soviet "detente" and the arms race
- J. Economic superiority of the West overwhelms the East
- K. New leaders in Poland, Czechoslovakia, etc., challenge communist authority

- L. Gorbachev brings “glasnost” and Perestroika to Russia
- M. Communism collapses in E. Europe and in Soviet Union; unification of Germany; break-up of the Soviet Union

II. The End of European Colonialism; New Nations in Africa and Asia

- A. European authority dissolves in Africa, Asia and the Middle East
- B. India gains independence in 1947; Pakistan created
- C. Ghana leads the way as new nations are created in Africa along lines forced and enforced by European colonialism: Kenya, Congo, Rhodesia, Nigeria, etc.
- D. U.N. Mandate creates Israel; Arab states attack; 50 years of Arab-Israeli conflict ensues
 1. 1956 Suez Crisis
 2. 1967 “6-Day War”
 3. 1973 “Yom Kippur War”
 4. 1991 Gulf War
 5. 1999 and 2001 Palestinian-Israeli Wars

III. The Struggle for Human Rights Around the World

- A. Nelson Mandela and the struggle against “Apartheid” in South Africa
- B. The United States’ Civil Rights Movement
- C. The struggles of the aboriginal peoples in Australia, S. America, United States
- D. “Ethnic Cleansing” in the Balkans; trials in the World Court
- E. The struggle for women’s rights around the world
- F. The issue of human rights and freedoms in China
- G. The issue of the exploitation of the Third World by the Industrialized Nations
 1. Forced labor, child labor, slave labor
 2. Global Pollution and “Global Warming”

IV. Literary Component: Existentialism

- A. On the Beach N. Shute
- B. The Stranger Camus
- C. Cry the Beloved Country Paton
- D. Master Harold and the Boys Fugard
- E. Life and Death in Shanghai Cheng

V. Suggested Films:

- A. The Missiles of October
- B. The Cuban Missile Crisis
- C. 13 Days
- D. That War in Korea
- E. The Tet Offensive
- F. Forrest Gump
- G. Cry the Beloved Country
- H. Master Harold and the Boys
- I. Gandhi

J. On the Beach

SUGGESTED INSTRUCTIONAL STRATEGIES:

- Brainstorming Activities
- Cartooning
- Discussion
- Formal Debate
- Role-Playing
- Think, pair, share
- Small group presentation
- Games
- Stage a debate between radicals, moderates and conservatives during any of the revolutionary periods
- Research projects on Latin American Revolts
- Create a virtual reality factory
- Visit the Lowell Mills at the Tsongas Center
- Do a “one man show” portraying a major figure from the industrial revolution
- Describe colonialism from the point of view of a colonizer and a colonial subject (e.g. Cecil Rhodes and a native African)
- Create a large map of the world showing, with color, the colonial holdings of the imperial powers
- Dramatic performance of The Importance of Being Ernest
- Re-enactment of trench warfare in the classroom
- Write a paper comparing Animal Farm to the Russian Revolution
- Guest speakers who remember the Second World War or the Holocaust
- Debate the use of the atomic bomb to end WW II
- Create a map of the world showing how WW II was fought
- Create magazines of “The Decade in Review” for each decade since 1950
- Interview veterans of Korean, Vietnam and Gulf Wars
- Write a one-act play depicting a struggle for human rights somewhere in the world

SUGGESTED INTEGRATED ACTIVITIES: (See listing above)

USE OF TOOLS/TECHNOLOGY:

Various software programs: (Word, Excel, PowerPoint, Trackstar)

Internet Access

Video equipment

Audio Equipment

ASSESSMENT TECHNIQUES:

Audio / Video cassettes

Creative Writing

Essay

Group Work
Homework
Journal Writing
Notebook
Oral Presentations
Portfolios
Projects
Self-evaluation
Tests/Quiz
Worksheets
Research