

## **Curriculum Map: 20<sup>th</sup> Century World History**

### **Meadville Area Senior High**

#### **Social Studies**

**Course Description:** 20th Century World History begins with World War 1 and continues to the present. Students will be required to examine current issues and participate in various projects using problem-solving strategies relative to social, political, economic, and cultural issues of the time period. The students will use critical-thinking skills in reading and writing to complete research projects, essays, classroom presentations, discussions, and independent reading assignments.

**Unit Title:**

Global Depression

**Suggested time frame:**

4-5 weeks (September-October)

**Standards:**

8.1.8.A, 8.1.8.B, 8.1.8.C, 8.3.8.A, 8.3.8.B, 8.3.8.C, 8.3.8.D, 7.1.8.A, 7.1.8.B, 7.2.8.A, 7.2.8.B, 7.3.8.A

C.1.2.1.1., C.1.2.1.2, C.1.2.1.3, C.1.1.3

**Essential Questions:**

1. What were some of the economic outcomes of demobilization?
2. What caused the public hysteria of the Red Scare?
3. How did American industries encourage changes in consumer practices?
4. Why did the stock market crash in 1929?
5. What hardships did urban and rural residents face during the depression?
6. How did the Hoover administration attempt to solve the depression's economic problems, and how successful were these efforts?
7. How did the New Deal provide relief and promote industrial/agricultural recovery, and how successful were the efforts?

Competency	Vocabulary	Strategy	Resource
Hypothesize and summarize the following: Red Scare - Sacco and Vanzetti, Dustbowl & European agricultural crisis, Hoover v. Roosevelt.	Demobilization Red Scare Palmer Raids Immigration act of 1924 Volstead Act Clarence Darrow Scopes Trial Margin Buying Smoot-Hawley Tariff Bonus Army	Document Based Questions (DBQ), Talking to the Text, Think-Pair-Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, Project Based Learning Projects, K-W-L, think alouds, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative	Primary and secondary sources, maps, charts, video resources, field trip to local historical sites (i.e Court House, City Hall..etc.), Smartboard lessons, internet

		writing (journals, newspapers, letters), map design, summarizing, debates, Answer-Cite-Explain Response (ACE), writing narratives, main idea and details exercises, iPod documentaries (MAMS), PowerPoints, speeches, class presentations, Animoto presentations, cross curricular lessons, historical inquiry activities, image/artifact analysis activities, mock trials	
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**Unit Title:** Rise of Totalitarianism, Stalin, Franco, Mussolini, Hitler

**Suggested time frame:** 4-5 weeks (October-November)

**Standards:** 8.1.8.A-C, 8.2.8.A-D, 8.3.8A-D, 8.4.8A-D  
5.1.6.A.B, 5.1.7.A.B, 5.1.8.B, 5.1.3.C, 5.1.4.C, 5.2.6.C,D  
CC.8.5.6-8 A-J

**Essential Questions:**

1. To what extent was Fascist Italy a totalitarian state?
2. How did Adolf Hitler rise to power?
3. What were the chief features of the Nazi totalitarian state?
4. How did Joseph Stalin establish a totalitarian regime in the Soviet Union?
5. Why did Germany believe it needed more land?
6. What agreement was reached at the Munich Conference, and what did this reveal about the attitudes of Europe's leaders?

Competency	Vocabulary	Strategy	Resource
Compare the process by which totalitarian dictators came to power in their respective states, including, but not limited to: Stalin and the five-year plans, Francisco Franco and the Spanish Civil War, Mussolini and the rise of fascism, and Hitler and the Nazi Party	Totalitarian State Anti-Semitism Fascist Party Blackshirts Nazi Party Brown Shirts Kristallnacht Popular Front Appeasement Nonaggression pact Munich Conference Blitzkrieg Maginot Line	Document Based Questions (DBQ), Talking to the Text, Think-Pair-Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, Project Based Learning Projects, K-W-L, think alouds, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative writing (journals, newspapers, letters), map design, summarizing, debates, Answer-Cite-Explain Response (ACE), writing narratives, main idea and details exercises, iPod documentaries	Primary and secondary sources, maps, charts, video resources, field trip to local historical sites (i.e Court House, City Hall..etc.), Smartboard lessons, internet

		(MAMS), PowerPoints, speeches, class presentations, Animoto presentations, cross curricular lessons, historical inquiry activities, image/artifact analysis activities, mock trials	
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<b><u>Unit Title:</u></b>	The Holocaust
<b><u>Suggested time frame:</u></b>	4-5 weeks (November-December)
<b><u>Standards:</u></b>	8.1.8.A, 8.1.8.B, 8.1.8.C, 8.3.8.A, 8.3.8.B, 8.3.8.C, 8.3.8.D, 7.1.8.A, 7.1.8.B, 7.2.8.A, 7.2.8.B, 7.3.8.A  C.1.2.1.1., C.1.2.1.2, C.1.2.1.3, C.1.2.2.1, C.1.3.1  CC.8.5.8.A-J, CC.8.6.8.A-I

<b><u>Essential Questions:</u></b>	<ol style="list-style-type: none"> <li>1. How did the Nazis carry out their Final Solution?</li> <li>2. Describe the concentration camps used by Nazi Germany in WWII.</li> <li>3. What efforts were there to resist the Nazi genocide in Europe?</li> <li>4. What was the impact of the Holocaust on history?</li> <li>5. What lessons does the Holocaust have for us today?</li> </ol>
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Competency	Vocabulary	Strategy	Resource
Analyze the causes and effects of the Holocaust, including, but not limited to: the growth of Eugenic beliefs, the Nuremberg Laws, race and resettlement, death camps, and the Nuremberg Trials.	Auschwitz Final Solution Gas chamber Zyklon B Sterilize SS Forces Deaths Head Einsatzgruppen	Document Based Questions (DBQ), Talking to the Text, Think-Pair-Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, Project Based Learning Projects, K-W-L, think alouds, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative writing (journals, newspapers, letters), map design, summarizing, debates, Answer-Cite-Explain Response (ACE), writing narratives, main idea and details exercises, iPod documentaries	Primary and secondary sources, maps, charts, video resources, field trip to local historical sites (i.e Court House, City Hall..etc.), Smartboard lessons, internet

		(MAMS), PowerPoints, speeches, class presentations, Animoto presentations, cross curricular lessons, historical inquiry activities, image/artifact analysis activities, mock trials	
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**Unit Title:**

World War II

**Suggested time frame:**

4-5 weeks (December-January)

**Standards:**

8.1.8.A-C, 8.2.8.A-D, 8.3.8A-D, 8.4.8A-D

5.1.6.A.B, 5.1.7.A.B, 5.1.8.B, 5.1.3.C, 5.1.4.C, 5.2.6.C,D

CC.8.6.6-8 A-J

**Essential Questions:**

1. Why did the United States not enter the war until 1941?
2. Why did the Japanese bomb Pearl Harbor?
3. What leadership qualities did President Roosevelt exhibit as he responded to events in Europe?
4. What were the strengths and weaknesses of the Allied Powers and Axis Powers in 1941?
5. What steps did the United States take to prepare for war?
6. What were the major battles of World War II in Europe and the Pacific?
7. What major events helped to end the war in Europe and Asia?
8. What was the outcome of the Yalta Conference in 1945?

Competency	Vocabulary	Strategy	Resource
Investigate the causes and effects and critique the moral grounds of the fighting strategies throughout World War II, including, but not limited to: German/Italian/Japanese aggression, Pearl Harbor, the war in Europe/North Africa/the Pacific, and atomic weapons.	War production board Office of war mobilization Selective training & service act Baatan Death March Braceros Zoot-suit riots Internment Office of War Information Fair Employment Practices committee Rosie the Riveter	Document Based Questions (DBQ), Talking to the Text, Think-Pair-Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, Project Based Learning Projects, K-W-L, think alouds, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative writing (journals, newspapers, letters), map design, summarizing, debates, Answer-Cite-Explain Response (ACE), writing	Primary and secondary sources, maps, charts, video resources, field trip to local historical sites (i.e Court House, City Hall..etc.), Smartboard lessons, internet



		narratives, main idea and details exercises, iPod documentaries (MAMS), PowerPoints, speeches, class presentations, Animoto presentations, cross curricular lessons, historical inquiry activities, image/artifact analysis activities, mock trials	
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**Unit Title:**

The Cold War - Korean &amp; Vietnam Wars

**Suggested time frame:**

4-5 weeks (January-February)

**Standards:**

8.1.8.A, 8.1.8.B, 8.1.8.C, 8.3.8.A, 8.3.8.B, 8.3.8.C, 8.3.8.D, 7.1.8.A, 7.1.8.B, 7.2.8.A, 7.2.8.B, 7.3.8.A

C.1.2.1.1., C.1.2.1.2, C.1.2.1.3, C.1.2.2.1, C.1.2.2, C.1.3.1

CC.8.5.8.A-J, CC.8.6.8.A-I

**Essential Questions:**

1. Why was the United Nations founded, and how was it organized?
2. What was the United States strategy during the Cold War?
3. How did the Marshall Plan help block the spread of communism in Europe?
4. What were the domestic and international effects of the Korean War?
5. What actions did the U.S. government take to limit communism at home, and how did these actions affect daily life in America?
6. How did the United States get involved in Vietnam, how did they expand their role, and what was the results of these efforts?
7. How did the Vietnam War affect domestic affairs in the United States?
8. What events brought about the end of the Cold War?

Competency	Vocabulary	Strategy	Resource
Assess the roots of the Cold War, differentiate between the United States and Soviet Union, and cite evidence of the hostility between these nation states during this era. This will include, but is not limited to: the arms race, space race, Bay of Pigs Invasion, Cuban Missile Crisis, Berlin crisis, and the Korean and Vietnam Wars.	Satellite Nations Containment Atomic Energy Act Espionage Act McCarthyism The Domino Theory Truman Doctrine Marshall Plan Berlin Airlift Berlin Wall NATO	Document Based Questions (DBQ), Talking to the Text, Think-Pair-Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, Project Based Learning Projects, K-W-L, think alouds, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative writing (journals, newspapers,	Primary and secondary sources, maps, charts, video resources, field trip to local historical sites (i.e Court House, City Hall..etc.), Smartboard lessons, internet

	Warsaw Pact House Un-American Activity Committee	letters), map design, summarizing, debates, Answer-Cite-Explain Response (ACE), writing narratives, main idea and details exercises, iPod documentaries (MAMS), PowerPoints, speeches, class presentations, Animoto presentations, cross curricular lessons, historical inquiry activities, image/artifact analysis activities, mock trials	
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**Unit Title:**

Civil Rights

**Suggested time frame:**

4-5 weeks (February-March)

**Standards:**

8.1.8.A-C, 8.2.8.A-D, 8.3.8A-D, 8.4.8A-D

5.1.6.A.B, 5.1.7.A.B, 5.1.8.B, 5.1.3.C, 5.1.4.C, 5.2.6.C,D

CC.8.5.6-8 A-J

**Essential Questions:**

1. How did the *Brown* decision affect school segregation and expose conflict over segregation?
2. How was the Montgomery bus boycott a major turning point in the civil rights movement?
3. How was nonviolence used in the civil rights movement, and how effective was it?
4. Why did supporters push for a civil rights bill, and what led to its passage?
5. How did the civil rights movement lead to the Civil Rights Act and Voting Rights Act?
6. How did some civil rights leaders' attitudes differ from the nonviolent movements that came first?
7. What impact on American society did the civil rights movement make in the mid-late 20<sup>th</sup> century?

Competency	Vocabulary	Strategy	Resource
Assess the causes of the Civil Rights movement, and draw conclusions about the effects of the movement and its successes and failures, including, but not limited to: famous Supreme Court cases, activists in the movement, and analysis on gender equality today.	Segregation: "Jim Crow" Little Rock Nine Brown v. Board of Education Lunch Counter Sit In Freedom Riders Bull Connor Montgomery Bus Boycott Civil Rights Act of 1964 Watts Race Riots, 1965 Black Panthers LA Riots 1992	Document Based Questions (DBQ), Talking to the Text, Think-Pair-Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, Project Based Learning Projects, K-W-L, think alouds, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative writing (journals, newspapers, letters), map design, summarizing, debates, Answer-Cite-Explain Response (ACE), writing	Primary and secondary sources, maps, charts, video resources, field trip to local historical sites (i.e Court House, City Hall..etc.), Smartboard lessons, internet

		narratives, main idea and details exercises, iPod documentaries (MAMS), PowerPoints, speeches, class presentations, Animoto presentations, cross curricular lessons, historical inquiry activities, image/artifact analysis activities, mock trials	
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**Unit Title:** From the Fall of the Berlin Wall to 9-11

**Suggested time frame:** 4-5 weeks (March-April)

**Standards:** 8.1.8.A, 8.1.8.B, 8.1.8.C, 8.3.8.A, 8.3.8.B, 8.3.8.C, 8.3.8.D, 7.1.8.A, 7.1.8.B, 7.2.8.A, 7.2.8.B, 7.3.8.A

C.1.2.1.1., C.1.2.1.2, C.1.2.1.3, C.1.2.2.1, C.1.2.2, C.1.3.1

CC.8.5.8.A-J, CC.8.6.8.A-I

- Essential Questions:**
1. What developments eased tensions between the United States and Soviet Union in the late 1980s?
  2. What reforms made by Mikhail Gorbachev led to the fall of the Berlin Wall?
  3. How successful was the United Nations in maintaining world peace after the Cold War?
  4. How did regional conflicts and terrorism affect the world?
  5. Why did NATO launch air strikes against Yugoslavia in 1999?
  6. How did the September 11 attacks change the United States' domestic and foreign policy?
  7. What methods did the federal government use to pursue the suspected terrorists?

Competency	Vocabulary	Strategy	Resource
Investigate the events that ended the Cold War, and the challenges that face the modern world through the end of the 20th and into 21st century. These include, but are not limited to: the fall of communism in Eastern Europe, changes in world governments and economics, world religions and terrorism in modern times.	Communism Capitalism Berlin Wall Blockade Containment ground zero World Trade Center terrorist attack hijacker NYC Holy Books Deity Ritual	Document Based Questions (DBQ), Talking to the Text, Think-Pair-Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, Project Based Learning Projects, K-W-L, think alouds, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative writing (journals, newspapers, letters), map design, summarizing, debates, Answer-Cite-Explain Response (ACE), writing	Primary and secondary sources, maps, charts, video resources, field trip to local historical sites (i.e Court House, City Hall..etc.), Smartboard lessons, internet

	Ethnographic	narratives, main idea and details exercises, iPod documentaries (MAMS), PowerPoints, speeches, class presentations, Animoto presentations, cross curricular lessons, historical inquiry activities, image/artifact analysis activities, mock trials	
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**Unit Title:** Modern World History - Afghanistan, Iraq, China, Korea, Genocide in Africa

**Suggested time frame:** 4-5 weeks (April-May)

**Standards:** List the PA Academic Standard, PA Core Standard, or National Standard

**Essential Questions:**

1. What has been the United States foreign policy in regards to Afghanistan and Iraq in the 21<sup>st</sup> century?
2. Speculate what may be the lasting effects of unrest in the Persian Gulf?
3. How has U.S. foreign policy impacted Middle Eastern affairs?
4. Outline the goals and strategies of Islamic terrorist groups such as ISIS and Boko Haram, and the U.S./UN strategies to combat these groups.

<b>Competency</b>	<b>Vocabulary</b>	<b>Strategy</b>	<b>Resource</b>
Apply concepts learned throughout the year, and relate current events to the events of the 21st century, including, but not limited to: Afghanistan, Iraq, China, North Korea, and Africa.	Mujahedeen Al Qaeda Weapon of Mass Destruction USS Cole Horn of Africa Chemical Weapon Terrorism Guerilla Force Insurgency United Nations Intercontinental Ballistic Missile Arms Race Genocide Human rights UN Security Council Historical Revisionism Sharia Jihad	Document Based Questions (DBQ), Talking to the Text, Think-Pair-Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, Project Based Learning Projects, K-W-L, think alouds, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative writing (journals, newspapers, letters), map design, summarizing, debates, Answer-Cite-Explain Response (ACE), writing narratives, main idea and details exercises, iPod documentaries (MAMS), PowerPoints, speeches, class presentations, Animoto presentations, cross curricular lessons, historical inquiry activities, image/artifact analysis activities, mock trials	Primary and secondary sources, maps, charts, video resources, field trip to local historical sites (i.e Court House, City Hall..etc.), Smartboard lessons, internet



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