

## 2009 New Jersey Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

Glencoe/McGraw-Hill

*World History: Modern Times © 2010*

**Chapter Title:** Chapter 1 The First Civilizations and Empires, Prehistory – A.D. 500

**Chapter Question:** How does geography influence civilization?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> World History Grades 9-12	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy	
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era: The Beginnings of Human Society</b>	
<b>Content Statement: 1. The Beginnings of Human Society: Paleolithic and Neolithic Ages</b>	
Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.	
The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.	
Archaeology provides historical and scientific explanations for how ancient people lived.	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.8.A.1.a</b> Lesson: #1 SE: 4-5, 7 <i>National Geographic</i> 5 <i>Reading Check</i> 7 <i>Turning Point</i> 6	Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies

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<b>B. Geography, People, and the Environment</b>	
<b>6.2.8.B.1.a</b> Lesson: #1 SE: 4-5, 7 <i>Reading Check 7</i> <i>Turning Point 6</i>	Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
<b>6.2.8.B.1.b</b> Lesson: #1, #3 SE: 7, 22-23 <i>Turning Point 6</i>	Compare and contrast how nomadic and agrarian societies used land and natural resources.
<b>C. Economics, Innovation, and Technology</b>	
<b>6.2.8.C.1.a</b> Lesson: #1 SE: 7 <i>Reading Check 7</i> <i>Turning Point 6</i>	Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.
<b>6.2.8.C.1.b</b> Lesson: #1 SE: 4-5, 7 <i>Turning Point 6</i>	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
<b>D. History, Culture, and Perspectives</b>	
<b>6.1.8.D.1.a</b> Lesson: #1 SE: 7 <i>Turning Point 6</i>	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
<b>6.1.8.D.1.b</b> Lesson: #2 SE: 12-13, 16-17 <i>History &amp; Arts 12, 17</i> <i>Reading Check 13</i>	Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.
<b>6.1.12.D.1.c</b> Lesson: #1 SE: 4-5 <i>National Geographic 5</i>	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

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<b>Era: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)</b>	
<b>Content Statement: 2. Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilizations</b>	
Ancient river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.	
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.8.A.2.a</b> Lesson: #2 SE: 10-11, 12, 14 <i>Reading Check 13</i>	Explain why different ancient river valley civilizations developed similar forms of government.
<b>6.2.8.A.2.b</b> Lesson: #2 SE: 12-13 <i>Reading Check 13</i>	Explain how codifying laws met the needs of ancient river valley societies.
<b>6.2.8.A.2.c</b> Lesson: #3 SE: 23	Determine the role of slavery in the economic and social structures of ancient river valley civilizations.
<b>B. Geography, People, and the Environment</b>	
<b>6.2.8.B.2.a</b> Lesson: #2, #3 SE: 10-11, 13-14, 16, 22-23 <i>National Geographic 11, 15, 26</i>	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.
<b>6.2.8.B.2.b</b> Lesson: #2 SE: <i>National Geographic 11, 15, 20</i>	Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
<b>C. Economics, Innovation, and Technology</b>	
<b>6.2.8.C.2.a</b> Lesson: #2 SE: 13, 14, 16-17	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.

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<b>D. History, Culture, and Perspectives</b>	
<b>6.2.8.D.2.a</b> Lesson: #2, #3 SE: 18-19, 24-25 <i>Connecting to the United States</i> 18 <i>Infographics</i> 23, 25 <i>Reading Check</i> 19	Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
<b>6.2.8.D.2.b</b> Lesson: #2 SE: 16-17	Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
<b>6.2.8.D.2.c</b> Lesson: #2, #3 SE: 10-11, 14-15, 20-21, 27-28 <i>Infographics</i> 28 <i>Reading Check</i> 21	Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.
<b>6.2.8.D.2.d</b> Lesson: #2, #3 SE: 12-13, 14, 16-17 <i>Connecting to the United States</i> 18 <i>History &amp; Arts</i> 17 <i>Infographics</i> 29 <i>Turning Point</i> 30	Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does agriculture affect our society?</li><li>• What factors contribute to a stable and lasting civilization?</li><li>• What geographic features influenced the development of early Indian and Chinese civilizations?</li></ul>	

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*World History: Modern Times* © 2010

**Chapter Title:** Chapter 2 Ancient Greece and Rome 1900 B.C. – A.D. 500

**Chapter Question:** How did the Greeks and Romans shape our culture?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> World History Grades 9-12	
<b>Lesson Components</b>	
<p><b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy</p> <p><b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy</p>	
Learning Targets	
<p><b>Standard: 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	
<b>Era:</b> The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)	
<p><b>Content Statement: 3. The Classical Civilizations of the Mediterranean World, India, and China</b>            Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.            Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.            Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</p>	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<p><b>6.2.8.A.3.a</b>            Lesson: #1, #2            SE: 38-47, 49-55  <i>History &amp; Arts</i> 40  <i>Infographics</i> 54  <i>People in History</i> 45  <i>Turning Point</i> 42</p>	<p>Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p>

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<p><b>6.2.8.A.3.b</b> Lesson: #1, #2 SE: 40-1, 43, 49-50, 53 <i>Reading Check</i> 41 <i>Turning Point</i> 42</p>	<p>Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p>
<p><b>6.2.8.A.3.c</b> Lesson: #1 #2 SE: 43, 49-50 <i>Turning Point</i> 42</p>	<p>Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p>
<p><b>6.2.8.A.3.d</b> Lesson: #1, #2 SE: 43, 49-50 <i>Turning Point</i> 42</p>	<p>Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.</p>
<p><b>6.2.8.A.3.e</b> Lesson: #1 #2 SE: 41, 49-50, 55 <i>Infographics</i> 54 <i>Turning Point</i> 42</p>	<p>Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.</p>
<p><b>B. Geography, People, and the Environment</b></p>	
<p><b>6.2.8.B.3.a</b> Lesson: #1 #2 SE: 38, 40-41, 43, 48-49 <i>History &amp; Arts</i> 40</p>	<p>Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p>
<p><b>6.2.8.B.3.b</b> Lesson: #1 SE: 38, 40-41, 43 <i>History &amp; Arts</i> 40</p>	<p>Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.</p>
<p><b>C. Economics, Innovation, and Technology</b></p>	
<p><b>6.2.8.C.3.a</b> Lesson: #1, #2 SE: 38-39, 51-52</p>	<p>Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.</p>
<p><b>6.2.8.C.3.b</b> Lesson: #2 SE: 51-52</p>	<p>Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.</p>
<p><b>6.2.8.C.3.c</b> Lesson: #2 SE: 53</p>	<p>Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p>

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<b>D. History, Culture, and Perspectives</b>	
<b>6.1.8.D.3.a</b> Lesson: #1, #2 SE: 41, 53	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
<b>6.1.12.D.3.c</b> Lesson: #2 SE: 58-59	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
<b>6.1.12.D.3.d</b> Lesson: #1 SE: 43-45, 48-55 <i>Infographics</i> 54 <i>People in History</i> 45, 51 <i>Reading Check</i> 45, 52 <i>Turning Point</i> 42	Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.
<b>6.1.12.D.3.e</b> Lesson: #2 SE: 55-57 <i>Reading Check</i> 57 <i>Turning Point</i> 57	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
<b>6.1.12.D.3.f</b> Lesson: #1, #2 SE: 39, 43-44, 55-57	Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What developments of ancient Greek civilizations still influence us today?</li><li>• What factors led to Rome's rise and decline?</li></ul>	

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**Chapter Title: Chapter 3 Regional Civilizations, 400-1500**

**Chapter Question: How does the environment impact where we live?**

Chapter Overview Template	
<b>Content Area: Social Studies</b>	
<b>Target Course/Grade Level: World History Grades 9-12</b>	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy <b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)</b>	
<b>Content Statement: 3. The Classical Civilizations of the Mediterranean World, India, and China</b>  Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.  Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.  Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.8.A.3.a</b> Lesson: #3 SE: 106-107	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.
<b>6.2.8.A.3.b</b> Lesson: #1, #4 SE: 96, 120-121 <i>Turning Point 121</i>	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

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<b>B. Geography, People, and the Environment</b>	
<p><b>6.2.8.B.3.a</b> Lesson: #1, #2, #3 SE: 92-94, 98-99, 110, 114 <i>National Geographic</i> 94 <i>Reading Check</i> 99 <i>Turning Point</i> 111</p>	<p>Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p>
<b>C. Economics, Innovation, and Technology</b>	
<p><b>6.2.8.C.3.a</b> Lesson: #1, #2, #3 SE: 92-94, 98-99 <i>National Geographic</i> 94, 109</p>	<p>Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.</p>
<p><b>6.2.8.C.3.b</b> Lesson: #1 SE: 93</p>	<p>Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.</p>
<p><b>6.2.8.C.3.c</b> Lesson: #1, #2 SE: 93, 96-97, 100 <i>History &amp; Arts</i> 96 <i>Reading Check</i> 97</p>	<p>Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p>
<b>D. History, Culture, and Perspectives</b>	
<p><b>6.1.8.D.3.a</b> Lesson: #1, #3, #4 SE: 96, 108, 115, 120</p>	<p>Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p>
<p><b>6.1.8.D.3.b</b> Lesson: #3 SE: 106-108</p>	<p>Relate the Chinese dynastic system to the longevity of authoritarian rule in China.</p>
<p><b>6.1.12.D.3.c</b> Lesson: #3 SE: 106, 112</p>	<p>Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p>
<p><b>6.1.12.D.3.d</b> Lesson: #3 SE: 109 <i>Reading Check</i> 109</p>	<p>Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.</p>

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<p><b>6.1.12.D.3.e</b> Lesson: #1, #3, #4 SE: 90-92, 108, 118-119 <i>National Geographic</i> 91, 94 <i>Reading Check</i> 92, 97</p>	<p>Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p>
<p><b>6.1.12.D.3.f</b> Lesson: #1, #3, #4 SE: 90-92, 108, 118-119 <i>Reading Check</i> 92, 94</p>	<p>Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.</p>
<p><b>Era: Expanding Exchanges and Encounters (500 CE-1450 CE)</b></p>	
<p><b>Content Statement: 4. Expanding Exchanges and Encounters</b></p> <p>The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</p> <p>The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.</p> <p>While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.</p>	
<p><b>CPI #</b></p>	<p><b>Cumulative Progress Indicator (CPI)</b></p>
<p><b>A. Civics, Government, and Human Rights</b></p>	
<p><b>6.2.8.A.4.a</b> Lesson: #1, #2, #3 SE: 92-94, 100-101, 106-108 <i>Reading Check</i> 101</p>	<p>Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p>
<p><b>6.2.8.A.4.b</b> Lesson: #3, #4 SE: 110, 120</p>	<p>Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p>
<p><b>6.2.8.A.4.c</b> Lesson: #4 SE: 120-121 <i>Turning Point</i> 121</p>	<p>Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.</p>

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<b>B. Geography, People, and the Environment</b>	
<p><b>6.2.8.B.4.a</b> Lesson: #1, #2, #3 SE: 91-94, 98-101, 110, 114-115 <i>National Geographic</i> 91, 94, 100, 109, 114 <i>Turning Point</i> 111</p>	<p>Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.</p>
<p><b>6.2.8.B.4.b</b> Lesson: #1, #2 SE: 93, 98-101 <i>National Geographic</i> 99</p>	<p>Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.</p>
<p><b>6.2.8.B.4.c</b> Lesson: #2 SE: 98-101 <i>National Geographic</i> 99, 100</p>	<p>Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.</p>
<p><b>6.2.8.B.4.d</b> Lesson: #1, #2, #3 SE: 90, 93, 99, 113 <i>National Geographic</i> 91, 94, 99 <i>Reading Check</i> 113</p>	<p>Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</p>
<p><b>6.2.8.B.4.f</b> Lesson: #3 SE: 110-111 <i>Turning Point</i> 111</p>	<p>Explain how the geographies of China and Japan influenced their development and their relationship with one another.</p>
<p><b>6.2.8.B.4.g</b> Lesson: #1 SE: 93</p>	<p>Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.</p>
<b>C. Economics, Innovation, and Technology</b>	
<p><b>6.2.8.C.4.a</b> Lesson: #2 SE: 101</p>	<p>Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.</p>
<p><b>6.2.8.C.4.b</b> Lesson: #2, #3 SE: 99, 108, 112-113</p>	<p>Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.</p>

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<p><b>6.2.8.C.4.d</b> Lesson: #2 SE: 98-101 <i>National Geographic</i> 99, 100</p>	<p>Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.</p>
<p><b>6.2.8.C.4.e</b> Lesson: #1, #4 SE: 96-97, 122</p>	<p>Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.</p>
<p><b>D. History, Culture, and Perspectives</b></p>	
<p><b>6.2.8.D.4.a</b> Lesson: #1, #2 SE: 92-94, 101 <i>Turning Point</i> 102</p>	<p>Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.</p>
<p><b>6.2.8.D.4.b</b> Lesson: #3, #4 SE: 113, 118-119 <i>Reading Check</i> 113</p>	<p>Analyze how religion both unified and divided people.</p>
<p><b>6.2.8.D.4.c</b> Lesson: #1, #3, #4 SE: 96, 108, 110, 115, 118-119</p>	<p>Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p>
<p><b>6.2.8.D.4.d</b> Lesson: #4 SE: 123-125 <i>National Geographic</i> 124 <i>Reading Check</i> 125</p>	<p>Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p>
<p><b>6.2.8.D.4.f</b> Lesson: #4 SE: 120</p>	<p>Determine which events led to the rise and eventual decline of European feudalism.</p>
<p><b>6.2.8.D.4.g</b> Lesson: #3 SE: 108</p>	<p>Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.</p>
<p><b>6.2.8.D.4.h</b> Lesson: #4 SE: 123-125 <i>National Geographic</i> 124 <i>Reading Check</i> 125</p>	<p>Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p>

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<b>6.2.8.D.4.i</b> Lesson: #2 SE: 99-101 <i>Reading Check 101</i>	Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.
<b>6.2.8.D.4.j</b> Lesson: #1, #2, #3 SE: 96-97, 103, 109 <i>Reading Check 97</i> <i>Turning Point 102</i>	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What was the impact of Islam on the empire's development?</li><li>• What do you think were key factors in the strength of early African kingdoms?</li><li>• How did geography affect the development of Asian countries?</li><li>• What purposes does a strong central government serve?</li></ul>	

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**Chapter Title: Chapter 4 Toward a New World, 300-1500**

**Chapter Question: What advancements will be made in your lifetime?**

Chapter Overview Template	
<b>Content Area: Social Studies</b>	
<b>Target Course/Grade Level: World History Grades 9-12</b>	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy <b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era: Expanding Exchanges and Encounters (500 CE-1450 CE)</b>	
<b>Content Statement: 4. Expanding Exchanges and Encounters</b>	
<p>The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</p> <p>The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.</p> <p>While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.</p>	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.8.A.4.a</b> Lesson: #1 SE: 135-137, 140-141 <i>People in History</i> 137 <i>Reading Check</i> 141	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

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<b>B. Geography, People, and the Environment</b>	
<b>6.2.8.B.4.a</b> Lesson: #1 SE: 132-135 <i>National Geographic</i> 134 <i>Reading Check</i> 135	Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.
<b>6.2.8.B.4.b</b> Lesson: #1 SE: 134-135 <i>National Geographic</i> 134	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
<b>6.2.8.B.4.h</b> Lesson: #2 SE: 144-149 <i>Infographics</i> 146 <i>National Geographic</i> 145, 148 <i>Reading Check</i> 147, 149	Explain how the locations, land forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.
<b>C. Economics, Innovation, and Technology</b>	
<b>6.2.8.C.4.a</b> Lesson: #1 SE: 132-135 <i>National Geographic</i> 134 <i>Reading Check</i> 135 <i>Science, Technology &amp; Society</i> 133	Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.
<b>6.2.8.C.4.b</b> Lesson: #1, #2 SE: 134, 145-149 <i>National Geographic</i> 134 <i>Reading Check</i> 149	Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
<b>6.2.8.C.4.c</b> Lesson: #1 SE: 134	Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.

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<b>D. History, Culture, and Perspectives</b>	
<b>6.2.8.D.4.b</b> Lesson: #1 SE: 135-137	Analyze how religion both unified and divided people.
<b>6.2.8.D.4.c</b> Lesson: #1 SE: 133, 135-137	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
<b>6.2.8.D.4.e</b> Lesson: #1 SE: 139-140 <i>Social History</i> 142-143	Assess the demographic, economic, and religious impact of the plague on Europe.
<b>6.2.8.D.4.j</b> Lesson: #1 SE: 132-133 <i>Science, Technology &amp; Society</i> 133	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How do changes in the size of a population affect a society?</li><li>• Why might several civilizations develop in a certain area?</li></ul>	

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**Chapter Title:** Chapter 5 Renaissance and Reformation 1350-1600

**Chapter Question:** How was architecture influenced by the Renaissance?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> World History Grades 9-12	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy <b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era:</b> Expanding Exchanges and Encounters (500 CE-1450 CE)	
<b>Content Statement:</b> 4. Expanding Exchanges and Encounters	
<p>The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</p> <p>The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.</p> <p>While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.</p>	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.8.A.4.a</b> Lesson: #3, #4 SE: 181, 183-185 <i>National Geographic</i> 183 <i>People in History</i> 184 <i>Reading Check</i> 181	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

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<b>C. Economics, Innovation, and Technology</b>	
<b>6.2.8.C.4.b</b> Lesson: #1 SE: 163-164	Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
<b>D. History, Culture, and Perspectives</b>	
<b>6.2.8.D.4.b</b> Lesson: #3, #4 SE: 177-181, 182-187 <i>National Geographic</i> 183 <i>People in History</i> 184 <i>Reading Check</i> 180, 181, 184, 185, 187	Analyze how religion both unified and divided people.
<b>6.2.8.D.4.d</b> Lesson: #1 SE: 163	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
<b>6.2.8.D.4.j</b> Lesson: #1, #2 SE: 162-163, 165, 170-175 <i>History &amp; Arts</i> 163, 171, 174 <i>People in History</i> 172 <i>Reading Check</i> 165 <i>Social History</i> 168-169	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

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<b>Era: The Emergence of the First Global Age (1350-1770)</b>	
<b>Content Statement: 1. The Emergence of the First Global Age: Global Interactions and Colonialism</b>	
<p>The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.</p> <p>Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.</p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>C. Economics, Innovation, and Technology</b>	
<b>6.2.12.C.1.e</b> Lesson: #1 SE: <i>Science, Technology &amp; Society</i> 166	Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
<b>Era: Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1770)</b>	
<b>Content Statement: 2. Renaissance, Reformation, Scientific Revolution, and Enlightenment</b>	
<p>Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.</p>	
<b>B. Geography, People, and the Environment</b>	
<b>6.2.12.B.2.a</b> Lesson: #1 SE: 162-164 <i>History &amp; Arts</i> 163 <i>Social History</i> 168-169	Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.
<b>6.2.12.B.2.b</b> The following page numbers include information on European regional religion. Lesson: #4 SE: 182-187 <i>Chart</i> 186 <i>National Geographic</i> 183 <i>People in History</i> 184	Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

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<b>D. History, Culture, and Perspectives</b>	
<p><b>6.2.12.D.2.a</b>                      Lesson: #1, #2                      SE: 162-164,                      170-175  <i>History &amp; Arts</i> 163,                      171, 174  <i>People in History</i>                      172  <i>Reading Check</i> 174,                      175  <i>Social History</i>                      168-169</p>	<p>Determine the factors that led to the Renaissance and the impact on the arts.</p>
<p><b>6.2.12.D.2.b</b>                      Lesson: #3, #4                      SE: 176-181,                      182-187  <i>Map</i> 180  <i>National Geographic</i>                      183  <i>People in History</i>                      178, 184  <i>Reading Check</i> 178,                      180, 181, 184, 185,                      187  <i>Turning Point</i> 177</p>	<p>Determine the factors that led to the Reformation and the impact on European politics.</p>
<p><b>6.2.12.D.2.d</b>                      Lesson: #1, #2                      SE: 165, 170  <i>Reading Check</i> 165  <i>Social History</i>                      168-169</p>	<p>Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p>
<p><b>6.2.12.D.2.e</b>                      Lesson: #1                      SE: <i>Science, Technology &amp; Society</i> 166</p>	<p>Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why did the Renaissance begin in the Italian city-states?</li> <li>• What characterizes Renaissance art, such as Michelangelo's <i>David</i> or da Vinci's <i>Mona Lisa</i>?</li> <li>• What conditions encourage the growth of revolutions?</li> <li>• What led to the formation of different Protestant churches?</li> </ul>	

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**Chapter Title:** Chapter 6 The Age of Exploration 1500-1800

**Chapter Question:** How are the Americas linked to Africa?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> World History Grades 9-12	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy	
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era:</b> Expanding Exchanges and Encounters (500 CE-1450 CE)	
<b>Content Statement:</b> 4. Expanding Exchanges and Encounters	
The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.	
The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.	
While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.	
CPI #	Cumulative Progress Indicator (CPI)
A. Civics, Government, and Human Rights	
6.2.8.A.4.a Lesson: #3 SE: 210-211 <i>Infographics</i> 210	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

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<b>B. Geography, People, and the Environment</b>	
<b>6.2.8.B.4.a</b> Lesson: #1 SE: 196-197, 199, 201 <i>National Geographic</i> 195 <i>Reading Check</i> 201 <i>Social History</i> 206-207 <i>Turning Point</i> 200	Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.
<b>6.2.8.B.4.b</b> Lesson: #1, #2 SE: 194-201, 202-205 <i>National Geographic</i> 195, 203 <i>Reading Check</i> 204 <i>Science, Technology &amp; Society</i> 197 <i>Turning Point</i> 200	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
<b>6.2.8.B.4.c</b> Lesson: #2 SE: 202-203 <i>National Geographic</i> 203 <i>Social History</i> 206-207	Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.
<b>C. Economics, Innovation, and Technology</b>	
<b>6.2.8.C.4.a</b> Lesson: #1 SE: 199-200 <i>Reading Check</i> 200 <i>Turning Point</i> 200	Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.

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<p><b>6.2.8.C.4.b</b>                  Lesson: #1                  SE: 194-201  <i>History &amp; Arts</i> 198  <i>National Geographic</i> 195  <i>Reading Check</i> 195, 201  <i>Science, Technology &amp; Society</i> 197  <i>Social History</i> 206-207</p>	<p>Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.</p>
<p><b>6.2.8.C.4.c</b>                  Lesson: #2                  SE: <i>Social History</i> 206-207</p>	<p>Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.</p>
<p><b>D. History, Culture, and Perspectives</b></p>	
<p><b>6.2.8.D.4.j</b>                  Lesson: #1                  SE: <i>Science, Technology &amp; Society</i> 197  <i>Social History</i> 206-207</p>	<p>Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.</p>
<p><b>Era: The Emergence of the First Global Age (1350-1770)</b></p>	
<p><b>Content Statement: 1. The Emergence of the First Global Age: Global Interactions and Colonialism</b></p>	
<p>The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.</p>	
<p>Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.</p>	
<p><b>CPI #</b></p>	<p><b>Cumulative Progress Indicator (CPI)</b></p>
<p><b>B. Geography, People, and the Environment</b></p>	
<p><b>6.2.12.B.1.b</b>                  Lesson: #1, #3                  SE: 194-195  <i>National Geographic</i> 209</p>	<p>Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p>

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<b>C. Economics, Innovation, and Technology</b>	
<p><b>6.2.12.C.1.b</b>                      Lesson: #1, #3                      SE: 199-200, 210  <i>Reading Check</i> 200  <i>Social History</i>                      206-207  <i>Turning Point</i> 200</p>	<p>Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.</p>
<p><b>6.2.12.C.1.c</b>                      Lesson: #1, #2, #3                      SE: 194-201,                      202-205, 209-210  <i>History &amp; Arts</i> 198  <i>National Geographic</i>                      195, 203  <i>Reading Check</i> 195,                      197, 200, 201  <i>Social History</i>                      206-207  <i>Turning Point</i> 200</p>	<p>Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p>
<p><b>6.2.12.C.1.d</b>                      Lesson: #1, #3                      SE: 194-195,                      209-210  <i>Reading Check</i> 195</p>	<p>Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.</p>
<p><b>6.2.12.C.1.e</b>                      Lesson: #1                      SE: <i>Science,</i>  <i>Technology &amp;</i>  <i>Society</i> 197</p>	<p>Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</p>
<b>D. History, Culture, and Perspectives</b>	
<p><b>6.1.12.D.1.a</b>                      Lesson: #1, #3                      SE: 199-201,                      208-210  <i>Reading Check</i> 200  <i>Turning Point</i> 200</p>	<p>Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.</p>
<p><b>6.1.12.D.1.b</b>                      Lesson: #1, #2, #3                      SE: 199, 205, 211  <i>Infographics</i> 210</p>	<p>Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</p>

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<p><b>6.1.12.D.1.c</b> Lesson: #2 SE: 202-205 <i>National Geographic</i> 203 <i>People in History</i> 204 <i>Reading Check</i> 204, 205</p>	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
<p><b>6.1.12.D.1.d</b> Lesson: #1, #2, #3 SE: 198-199, 205, 208-211 <i>Infographics</i> 210 <i>Reading Check</i> 205</p>	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
<p><b>6.1.12.D.1.e</b> Lesson: #1, #2, #3 SE: 198-199, 202-205, 211 <i>History &amp; Arts</i> 198 <i>Infographics</i> 210 <i>Reading Check</i> 205</p>	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
<p><b>6.1.12.D.1.f</b> Lesson: #3 SE: 210-211 <i>Infographics</i> 210</p>	Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.
<p><b>Era: Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1770)</b></p>	
<p><b>Content Statement: 2. Renaissance, Reformation, Scientific Revolution, and Enlightenment</b></p> <p>Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.</p>	
<p><b>B. Geography, People, and the Environment</b></p>	
<p><b>6.2.12.B.2.b</b> Lesson: #3 SE: 210-211 <i>Infographics</i> 210</p>	Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• In what ways did European nations prosper through exploration in the fifteenth century?</li> <li>• How did European expansion and the slave trade affect the people of Africa?</li> <li>• How did Portugal and Spain profit from their colonies in Latin America?</li> </ul>	

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**Chapter Title:** Chapter 7 Crisis and Absolutism in Europe 1550-1715

**Chapter Question:** How does architecture reflect history?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> World History Grades 9-12	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy	
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era:</b> Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1770)	
<b>Content Statement: 2. Renaissance, Reformation, Scientific Revolution, and Enlightenment</b>	
Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.	
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.12.A.2.a</b> Lesson: #4 SE: 240-241 <i>Connecting to the United States</i> 240 <i>Reading Check</i> 241	Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.
<b>6.2.12.A.2.b</b> Lesson: #4 SE: 241	Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.

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<b>6.2.12.A.2.c</b> Lesson: #2, #3 SE: 225-227, 228-233 <i>History &amp; Arts</i> 229 <i>National Geographic</i> 231, 232 <i>People in History</i> 226 <i>Reading Check</i> 227, 230, 232	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
<b>B. Geography, People, and the Environment</b>	
<b>6.2.12.B.2.b</b> Lesson: #1 SE: 218-221 <i>Reading Check</i> 221 <i>Turning Point</i> 220	Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
<b>D. History, Culture, and Perspectives</b>	
<b>6.2.12.D.2.a</b> Lesson: #4 SE: 236-238 <i>History &amp; Arts</i> 237 <i>Infographics</i> 239 <i>Reading Check</i> 238	Determine the factors that led to the Renaissance and the impact on the arts.
<b>6.2.12.D.2.b</b> Lesson: #1, #2 SE: 218-221, 224 <i>National Geographic</i> 219, 224 <i>Reading Check</i> 220, 221, 224 <i>Turning Point</i> 220	Determine the factors that led to the Reformation and the impact on European politics.

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<p><b>6.2.12.D.2.d</b> Lesson: #4 SE: 240-241 <i>Connecting to the United States</i> 240 <i>Reading Check</i> 241</p>	<p>Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• What might have motivated the religious and political conflicts between Protestants and Catholics?</li><li>• What effect might social, economic, and religious conflicts have on European nations?</li><li>• What effect would the exercise of absolute power have on a nation?</li><li>• How might art, literature, and philosophy be influenced by the turbulence of the period?</li></ul>	

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**Chapter Title:** Chapter 8 The Muslim Empires 1450-1800

**Chapter Question:** How do Muslims celebrate their beliefs?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> World History Grades 9-12	
<b>Lesson Components</b>	
<p><b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy</p> <p><b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy</p>	
Learning Targets	
<p><b>Standard: 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	
<p><b>Era: The Emergence of the First Global Age (1350-1770)</b></p>	
<p><b>Content Statement: 1. The Emergence of the First Global Age: Global Interactions and Colonialism</b></p> <p>The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.</p> <p>Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.</p>	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<p><b>6.2.12.A.1.a</b>                      Lesson: #1, #2, #3                      SE: 248-253, 256-259, 262-264  <i>Connecting to the United States</i> 258  <i>Geography &amp; History</i> 254-255  <i>History &amp; Arts</i> 251, 263  <i>National Geographic</i> 249, 257, 264  <i>Reading Check</i> 250, 265</p>	<p>Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p>

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<b>B. Geography, People, and the Environment</b>	
<b>6.2.12.B.1.a</b> Lesson: #1, #3 SE: 248-250 <i>National Geographic</i> 249, 257	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
<b>C. Economics, Innovation, and Technology</b>	
<b>6.2.12.C.1.b</b> Lesson: #2 SE: <i>Social History</i> 260-261	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
<b>6.2.12.C.1.c</b> Lesson: #3 SE: 267	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How could new weapons technology affect an empire's growth?</li><li>• What factors help unify an empire?</li><li>• How does art reflect a country or an empire's culture?</li></ul>	

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**Chapter Title:** Chapter 9 The East Asian World 1400-1800

**Chapter Question:** Can a palace reflect the philosophy of its rulers?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> World History Grades 9-12	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy	
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era:</b> The Emergence of the First Global Age (1350-1770)	
<b>Content Statement:</b> 1. The Emergence of the First Global Age: Global Interactions and Colonialism	
The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.	
Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.12.A.1.a</b> Lesson: #1, #3 SE: 274-279, 284-286 <i>National Geographic</i> 275, 277, 285 <i>Reading Check</i> 276, 279 <i>Turning Point</i> 278	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

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<b>B. Geography, People, and the Environment</b>	
<p><b>6.2.12.B.1.a</b> Lesson: #1, #3 SE: 279 <i>National Geographic</i> 277, 285</p>	<p>Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</p>
<p><b>6.2.12.B.1.b</b> Lesson: #1, #3, #4 SE: 279, 285, 294-295 <i>Reading Check</i> 295</p>	<p>Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p>
<b>C. Economics, Innovation, and Technology</b>	
<p><b>6.2.12.C.1.a</b> Lesson: #1, #2, #3 SE: 279, 280-281, 287</p>	<p>Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.</p>
<p><b>6.2.12.C.1.b</b> Lesson: #1, #4 SE: 279, 294-295 <i>History &amp; Arts</i> 294</p>	<p>Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.</p>
<p><b>6.2.12.C.1.c</b> Lesson: #1, #4 SE: 279, 294-295 <i>History &amp; Arts</i> 294</p>	<p>Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p>
<p><b>6.2.12.C.1.d</b> Lesson: #1 SE: 279</p>	<p>Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.</p>
<p><b>6.2.12.C.1.e</b> Lesson: #1 SE: 276</p>	<p>Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did a policy of isolation affect the Chinese Empire?</li> <li>• What was the main focus of Chinese society?</li> <li>• What changes took place in Japan after its political unification?</li> <li>• Why did Europeans struggle to control the spice trade in Southeast Asia?</li> </ul>	

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**Chapter Title:** Chapter 10 Revolution and Enlightenment 1550-1800

**Chapter Question:** How did the Enlightenment influence art and society?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> World History Grades 9-12	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b>	Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy
<b>21<sup>st</sup> Century Skills:</b>	Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy
Learning Targets	
<b>Standard:</b> 6.2 World History: Global Studies:	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
<b>Era:</b> Age of Revolutions (1750-1914))	
<b>Content Statement:</b> 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact	
	Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform.
	The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems.
	Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

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<b>A. Civics, Government, and Human Rights</b>	
<p><b>6.2.12.A.3.a</b> Lesson: #1, #2, #3, #4 SE: 302, 310-315, 318, 330-333 <i>Connecting with the United States</i> 332 <i>Infographics</i> 314 <i>National Geographic</i> 311 <i>People in History</i> 313 <i>Reading Check</i> 311, 313, 314</p>	<p>Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.</p>
<p><b>6.2.12.A.3.b</b> Lesson: #4 SE: 330-333</p>	<p>Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.</p>
<p><b>6.2.12.A.3.c</b> Lesson: #4 SE: 330-333 <i>Connecting to the United States</i> 332</p>	<p>Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p>
<p><b>6.2.12.A.3.d</b> Lesson: #4 SE: 330-333 <i>Connecting to the United States</i> 332 <i>Reading Check</i> 333</p>	<p>Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.</p>
<p><b>6.2.12.A.3.g</b> Lesson: #3 SE: 323</p>	<p>Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.</p>
<b>C. Economics, Innovation, and Technology</b>	
<p><b>6.2.12.C.3.c</b> Lesson: #2 SE: 313-314 <i>Infographics</i> 314 <i>People in History</i> 313</p>	<p>Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.</p>

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<b>6.2.12.C.3.d</b> Lesson: #1 SE: 302-309 <i>National Geographic</i> 303 <i>Opposing Viewpoints</i> 305 <i>Reading Check</i> 306, 307, 309 <i>Science, Technology &amp; Society</i> 308 <i>Turning Point</i> 306	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
<b>6.2.12.C.3.e</b> Lesson: #3 SE: 323	Assess the impact of imperialism on economic development in Africa and Asia.
<b>D. History, Culture, and Perspectives</b>	
<b>6.2.12.D.3.a</b> Lesson: #4 SE: 330-333 <i>Reading Check</i> 332, 333	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How did scientific discoveries change people's attitudes towards natural events and religious faith?</li><li>• How did new patterns of thought affect the ways that people studied social problems?</li><li>• Do you think enlightenment ideas affected the actions of European rulers at the time?</li><li>• How did the American Revolution reflect Enlightenment ideals?</li></ul>	

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**Chapter Title:** Chapter 11 The French Revolution and Napoleon 1789-1815

**Chapter Question:** What makes a nation?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> World History Grades 9-12	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy	
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era:</b> Age of Revolutions (1750-1914))	
<b>Content Statement: 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact</b>	
Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform.	
The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems.	
Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.	
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.12.A.3.a</b> Lesson: #1 SE: 343-345 <i>Analyzing Primary Sources</i> 358-359 <i>Connecting to the United States</i> 346 <i>History &amp; Arts</i> 343	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.

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<b>6.2.12.A.3.b</b> Lesson: #1 SE: 340-347	Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.
<b>6.2.12.A.3.c</b> Lesson: #1 SE: 343-345	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
<b>6.2.12.A.3.d</b> Lesson: #1, #2, #3 SE: 345, 350-357, 360-367 <i>Reading Check</i> 357 <i>Turning Point</i> 364	Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.
<b>D. History, Culture, and Perspectives</b>	
<b>6.2.12.D.3.a</b> Lesson: #1, #2 SE: 343-345, 350-357 <i>Analyzing Primary Sources</i> 358-359 <i>Connecting to the United States</i> 346 <i>History &amp; Arts</i> 343, 351 <i>People in History</i> 352 <i>Political Cartoons</i> 356 <i>Time Line</i> 354-355	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What was the French system of government before the French Revolution?</li><li>• What internal conflicts in France affected the progress of the French Revolution?</li><li>• Why was Napoleon able to take control of France and become its emperor?</li></ul>	

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*World History: Modern Times © 2010*

**Chapter Title:** Chapter 12 Industrialization and Nationalism 1800-1870

**Chapter Question:** How do events influence culture?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> World History Grades 9-12	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy	
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era:</b> Age of Revolutions (1750-1914))	
<b>Content Statement: 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact</b>	
Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform.	
The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems.	
Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.	
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.12.A.3.a</b> Lesson: #1, #2, #3 SE: 378, 388-393, 394-401 <i>History &amp; Arts</i> 391 <i>Political Cartoons</i> 398 <i>Reading Check</i> 391, 393	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.

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<p><b>6.2.12.A.3.b</b> Lesson: #2 SE: 388-393 <i>Reading Check</i> 391, 393</p>	<p>Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.</p>
<p><b>6.2.12.A.3.c</b> Lesson: #2, #3 SE: 388-389, 394-401 <i>National Geographic</i> 389 <i>Political Cartoons</i> 398 <i>Reading Check</i> 389</p>	<p>Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p>
<p><b>6.2.12.A.3.d</b> Lesson: #1, #2 SE: 379-382, 390-393 <i>Analyzing Primary Sources</i> 386-387 <i>History &amp; Arts</i> 391 <i>Reading Check</i> 393 <i>Turning Point</i> 381</p>	<p>Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.</p>
<p><b>6.2.12.A.3.e</b> Lesson: #1, #3 SE: 378-385, 398-399 <i>Analyzing Primary Sources</i> 386-387 <i>National Geographic</i> 379 <i>Political Cartoons</i> 398 <i>Reading Check</i> 382, 385 <i>Turning Point</i> 381</p>	<p>Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p>
<p><b>6.2.12.A.3.f</b> Lesson: #1 SE: 385 <i>Analyzing Primary Sources</i> 386-387 <i>Reading Check</i> 385 <i>Turning Point</i> 381</p>	<p>Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.</p>

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<b>B. Geography, People, and the Environment</b>	
<p><b>6.2.12.B.3.a</b> Lesson: #2 SE: <i>National Geographic</i> 389</p>	<p>Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.</p>
<p><b>6.2.12.B.3.b</b> Lesson: #1 SE: 378-385 <i>National Geographic</i> 379 <i>Political Cartoons</i> 384 <i>Reading Check</i> 382, 383 <i>Science, Technology &amp; Society</i> 382 <i>Turning Point</i> 381</p>	<p>Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.</p>
<b>C. Economics, Innovation, and Technology</b>	
<p><b>6.2.12.C.3.a</b> Lesson: #1 SE: 380-383 <i>Analyzing Primary Sources</i> 386-387 <i>Science, Technology &amp; Society</i> 382 <i>Turning Point</i> 381</p>	<p>Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.</p>
<p><b>6.2.12.C.3.b</b> Lesson: #1 SE: 379-385 <i>Science, Technology &amp; Society</i> 382</p>	<p>Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</p>
<p><b>6.2.12.C.3.c</b> Lesson: #1 SE: 385 <i>Reading Check</i> 385</p>	<p>Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.</p>
<p><b>6.2.12.C.3.d</b> Lesson: #1, #4 SE: 381, 405-406 <i>Analyzing Primary Sources</i> 386-387 <i>Reading Check</i> 406 <i>Science, Technology &amp; Society</i> 382</p>	<p>Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.</p>

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### D. History, Culture, and Perspectives

#### 6.2.12.D.3.a

Lesson: #2, #3

SE: 388-393,  
394-397

*History & Arts* 391

*National Geographic*  
392

*People in History*  
397

*Reading Check* 393

Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

#### 6.2.12.D.3.b

Lesson: #1

SE: 380, 383,  
384-385

*Analyzing Primary  
Sources* 386-387

Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.

#### Essential Questions:

- What were some of the effects of the Industrial Revolution?
- Why might growing nationalism have posed a threat to rulers of large territories?
- Why might groups want self-rule?
- What topics might a modern writer focus on in his or her work?

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**Chapter Title:** Chapter 13 Mass Society and Democracy 1870-1914

**Chapter Question:** What events can affect the entire world?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> World History Grades 9-12	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy	
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era:</b> Age of Revolutions (1750-1914))	
<b>Content Statement: 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact</b>	
Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform.	
The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems.	
Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.	
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.12.A.3.a</b> Lesson: #1 SE: 419-421 <i>History &amp; Arts 420</i>	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.

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<p><b>6.2.12.A.3.d</b> Lesson: #1 SE: 416-421 <i>National Geographic</i> 417 <i>Reading Check</i> 421 <i>Science, Technology &amp; Society</i> 418</p>	<p>Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.</p>
<p><b>6.2.12.A.3.e</b> Lesson: #1, #2 SE: 416-421, 422-427 <i>Connecting to the United States</i> 425 <i>History &amp; Arts</i> 420 <i>Infographics</i> 427 <i>National Geographic</i> 417 <i>Reading Check</i> 421</p>	<p>Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p>
<p><b>6.2.12.A.3.f</b> Lesson: #1, #2 SE: 421, 424-427 <i>Connecting to the United States</i> 425 <i>Infographics</i> 427 <i>Reading Check</i> 427</p>	<p>Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.</p>
<p><b>6.2.12.A.3.g</b> Lesson: #3 SE: 435 <i>People in History</i> 435 <i>Reading Check</i> 435</p>	<p>Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.</p>
<p><b>B. Geography, People, and the Environment</b></p>	
<p><b>6.2.12.B.3.a</b> Lesson: #3 SE: <i>National Geographic</i> 433</p>	<p>Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.</p>

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<p><b>6.2.12.B.3.b</b> Lesson: #1, #2 SE: 416-419, 422-424 <i>National Geographic</i> 417, 423 <i>Reading Check</i> 423, 424 <i>Science, Technology &amp; Society</i> 418</p>	<p>Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.</p>
<p><b>C. Economics, Innovation, and Technology</b></p>	
<p><b>6.2.12.C.3.a</b> Lesson: #1, #2 SE: 416-419, 422-424 <i>National Geographic</i> 417 <i>Reading Check</i> 419</p>	<p>Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.</p>
<p><b>6.2.12.C.3.b</b> Lesson: #1 SE: 416-419 <i>National Geographic</i> 417 <i>Science, Technology &amp; Society</i> 418</p>	<p>Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</p>
<p><b>6.2.12.C.3.d</b> Lesson: #1, #4 SE: 416-421, 440-441 <i>History &amp; Arts</i> 420 <i>National Geographic</i> 417 <i>Reading Check</i> 441 <i>Science, Technology &amp; Society</i> 418 <i>Turning Point</i> 441</p>	<p>Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.</p>

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<b>D. History, Culture, and Perspectives</b>	
<p><b>6.2.12.D.3.b</b> Lesson: #1, #2 SE: 419-421, 424-427 <i>Connecting to the United States</i> 425 <i>History &amp; Arts</i> 420 <i>Infographics</i> 427 <i>Reading Check</i> 427</p>	<p>Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.</p>
<p><b>6.2.12.D.3.d</b> Lesson: #4 SE: 442-443 <i>People in History</i> 442 <i>Reading Check</i> 443</p>	<p>Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.</p>
<p><b>Era: A Half-Century of Crisis and Achievement (1900-1945)</b></p>	
<p><b>4. A Half-Century of Crisis and Achievement: The Era of the Great Wars</b></p> <p>Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I.</p> <p>The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II.</p> <p>World Wars I and II were “total wars” in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries.</p> <p>World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world.</p> <p>Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.</p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<p><b>A. Civics, Government, and Human Rights</b></p>	
<p><b>6.2.12.A.4.c</b> Lesson: #4 SE: 442-443</p>	<p>Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.</p>

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<b>D. History, Culture, and Perspectives</b>	
<b>6.2.12.D.4.a</b> Lesson: #3 SE: 432-437 <i>National Geographic</i> 433 <i>Political Cartoons</i> 436 <i>Reading Check</i> 437	Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
<b>6.2.12.D.4.k</b> Lesson: #4 SE: 438-440 <i>History &amp; Arts</i> 439	Analyze how the arts represent the changing values and ideals of society.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• In what ways did industrialization affect the economies of European countries and the United States?</li><li>• What benefits do people enjoy today in part because of the Second Industrial Revolution?</li><li>• What factors might contribute to a failure of democracy?</li><li>• How might the art, science, and thought of this era be characterized?</li></ul>	

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**Chapter Title:** Chapter 14 The Height of Imperialism 1800-1914

**Chapter Question:** What significance can a building convey?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> World History Grades 9-12	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy	
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era:</b> Age of Revolutions (1750-1914))	
<b>Content Statement: 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact</b>	
Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform.	
The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems.	
Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.	
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.12.A.3.b</b> Lesson: #4 SE: 472-475 <i>Reading Check</i> 475	Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.
<b>6.2.12.A.3.d</b> Lesson: #4 SE: 472-475 <i>People in History</i> 474	Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.

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<p><b>6.2.12.A.3.g</b> Lesson: #1, #2, #3, #4 SE: 450-455, 456-457, 468 <i>Geography &amp; History</i> 464-465 <i>National Geographic</i> 451, 457, 469 <i>Political Cartoons</i> 453 <i>Reading Check</i> 451, 453, 454, 455 <i>Social History</i> 480-481</p>	<p>Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.</p>
<p><b>B. Geography, People, and the Environment</b></p>	
<p><b>6.2.12.B.3.a</b> Lesson: #1, #2, #4 SE: <i>National Geographic</i> 451, 457, 473</p>	<p>Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.</p>
<p><b>6.2.12.B.3.c</b> Lesson: #4 SE: 472-473 <i>National Geographic</i> 473</p>	<p>Relate the role of geography to the spread of independence movements in Latin America.</p>
<p><b>C. Economics, Innovation, and Technology</b></p>	
<p><b>6.2.12.C.3.e</b> Lesson: #1, #2, #3, #4 SE: 452-455, 456-463, 468 <i>Infographics</i> 458 <i>National Geographic</i> 457 <i>Opposing Viewpoints</i> 462 <i>Political Cartoons</i> 453 <i>Reading Check</i> 453, 454, 455, 459, 461 <i>Social History</i> 480-481</p>	<p>Assess the impact of imperialism on economic development in Africa and Asia.</p>

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<b>6.2.12.C.3.f</b> Lesson: #4 SE: 472-479 <i>Infographics 478</i> <i>Reading Check 479</i>	Determine the extent to which Latin American political independence also brought about economic independence in the region.
<b>D. History, Culture, and Perspectives</b>	
<b>6.2.12.D.3.a</b> Lesson: #4 SE: 472-479 <i>People in History 474</i> <i>Reading Check 475</i>	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
<b>6.2.12.D.3.d</b> Lesson: #2 SE: 463	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
<b>6.2.12.D.3.e</b> Lesson: #1, #2, #3, #4 SE: 452-453, 455, 456-463, 468-471 <i>People in History 470</i> <i>Political Cartoons 453</i> <i>Reading Check 455, 458, 459, 461, 463, 470, 471</i> <i>Social History 480-481</i>	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

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### Era: A Half-Century of Crisis and Achievement (1900-1945)

#### 4. A Half-Century of Crisis and Achievement: The Era of the Great Wars

Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I.

The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II.

World Wars I and II were “total wars” in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries.

World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world.

Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

**CPI #**

**Cumulative Progress Indicator (CPI)**

#### A. Civics, Government, and Human Rights

##### 6.2.12.A.4.b

Lesson: #3

SE: 469-471

*People in History*  
470

*Reading Check* 470,  
471

Compare the rise of nationalism in China, Turkey, and India.

#### D. History, Culture, and Perspectives

##### 6.2.12.D.4.a

Lesson: #2, #3

SE: 461-463,  
466-471

*Reading Check* 467

Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.

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<p><b>6.2.12.D.4.c</b> Lesson: #3 SE: 470 <i>People in History</i> 470</p>	<p>Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• What might be some effects of imperialism?</li><li>• What reasons might the Europeans have had for dominating and colonizing Africa?</li><li>• Would it be difficult for our own democratic government to deny equal rights to any group?</li><li>• What are some reasons why people take part in revolutions?</li></ul>	

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**Chapter Title:** Chapter 15 East Asia Under Challenge 1800-1914

**Chapter Question:** In what ways can one culture influence another?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> World History Grades 9-12	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy	
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era:</b> Age of Revolutions (1750-1914)	
<b>Content Statement: 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact</b>	
Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform.	
The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems.	
Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.	
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.12.A.3.a</b> Lesson: #2 SE: 496-499 <i>People in History</i> 498 <i>Reading Check</i> 499	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.

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<p><b>6.2.12.A.3.c</b> Lesson: #2 SE: 488-489 <i>National Geographic</i> 497</p>	<p>Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p>
<p><b>6.2.12.A.3.d</b> Lesson: #2 SE: 488-501 <i>History &amp; Arts</i> 500 <i>National Geographic</i> 497 <i>People in History</i> 498 <i>Reading Check</i> 499, 501</p>	<p>Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.</p>
<p><b>6.2.12.A.3.g</b> Lesson: #1, #3 SE: 488-495, 507-509 <i>History &amp; Arts</i> 491 <i>National Geographic</i> 489, 506 <i>Political Cartoons</i> 494 <i>Reading Check</i> 508, 509 <i>Turning Point</i> 508</p>	<p>Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.</p>
<p><b>B. Geography, People, and the Environment</b></p>	
<p><b>6.2.12.B.3.a</b> Lesson: #1, #3 SE: <i>National Geographic</i> 489, 506</p>	<p>Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.</p>
<p><b>C. Economics, Innovation, and Technology</b></p>	
<p><b>6.2.12.C.3.e</b> Lesson: #1, #2, #3 SE: 488-492, 499-501, 504-505 <i>History &amp; Arts</i> 491, 505 <i>Reading Check</i> 501</p>	<p>Assess the impact of imperialism on economic development in Africa and Asia.</p>

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<b>D. History, Culture, and Perspectives</b>	
<b>6.2.12.D.3.a</b> Lesson: #1, #2 SE: 491, 498-499 <i>People in History</i> 498	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
<b>6.2.12.D.3.c</b> Lesson: #1, #2, #3 SE: 488-495, 499-501, 507-509 <i>History &amp; Arts</i> 500 <i>National Geographic</i> 489, 506 <i>People in History</i> 498 <i>Reading Check</i> 493, 501, 508, 509	Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What factors led to the decline of China's Qing dynasty?</li><li>• How did China change as a result of revolution and Western influence?</li><li>• How did Japan modernize upon Western intervention?</li></ul>	

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**Chapter Title:** Chapter 16 War and Revolution 1914-1919

**Chapter Question:** How can new technology affect warfare?

### Chapter Overview Template

**Content Area:** Social Studies

**Target Course/Grade Level:** World History Grades 9-12

#### Lesson Components

**21<sup>st</sup> Century Themes:** Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy

**21<sup>st</sup> Century Skills:** Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy

### Learning Targets

**Standard: 6.2 World History: Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Era: A Half-Century of Crisis and Achievement (1900-1945)**

**Content Statement: 4. A Half-Century of Crisis and Achievement: The Era of the Great Wars**

Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I.

The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II.

World Wars I and II were “total wars” in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries.

World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world.

Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

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CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.12.A.4.a</b> Lesson: #3, #4 SE: 539-541, 544 <i>Infographics</i> 540 <i>Reading Check</i> 544 <i>Turning Point</i> 539	Explain the rise of fascism and spread of communism in Europe and Asia.
<b>B. Geography, People, and the Environment</b>	
<b>6.2.12.B.4.a</b> Lesson: #2 SE: <i>National Geographic</i> 527, 543	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
<b>6.2.12.B.4.c</b> Lesson: #4 SE: 547	Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
<b>C. Economics, Innovation, and Technology</b>	
<b>6.2.12.C.4.b</b> Lesson: #2, #4 SE: 528-529, 547 <i>Reading Check</i> 529 <i>Science, Technology &amp; Society</i> 528-529 <i>Social History</i> 534-535	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
<b>D. History, Culture, and Perspectives</b>	
<b>6.2.12.D.4.a</b> Lesson: #1 SE: 522-525 <i>History &amp; Arts</i> 524 <i>National Geographic</i> 523 <i>Reading Check</i> 523, 525	Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
<b>6.2.12.D.4.b</b> Lesson: #4 SE: 546-547 <i>History &amp; Arts</i> 546 <i>Reading Check</i> 547	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.

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<p><b>6.2.12.D.4.c</b>  Lesson: #3  SE: 536-541  <i>Infographics</i> 540  <i>National Geographic</i> 537  <i>Reading Check</i> 538, 541  <i>Turning Point</i> 539</p>	<p>Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.</p>
<p><b>6.2.12.D.4.d</b>  Lesson: #4  SE: 546-547  <i>Reading Check</i> 547</p>	<p>Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.</p>
<p><b>6.2.12.D.4.g</b>  Lesson: #2  SE: 526, 531-532  <i>Infographics</i> 530  <i>Reading Check</i> 533</p>	<p>Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”</p>
<p><b>6.2.12.D.4.j</b>  Lesson: #2  SE: 533</p>	<p>Analyze how the social, economic, and political roles of women were transformed during this time period.</p>
<p><b>6.2.12.D.4.k</b>  Lesson: #3  SE: <i>Infographics</i> 540</p>	<p>Analyze how the arts represent the changing values and ideals of society.</p>
<p><b>6.2.12.D.4.l</b>  Lesson: #2, #4  SE: 533, 547  <i>Connecting to the United States</i> 532  <i>Reading Check</i> 533</p>	<p>Assess the cultural impact of World War I, the Great Depression, and World War II.</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• In what way did the system of European nation-states help lead to World War I?</li> <li>• Why did the war become a stalemate on the Western Front?</li> <li>• What led to the fall of the czarist regime in Russia?</li> <li>• What effect did peace settlements have on Europe after World War I?</li> </ul>	

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**Chapter Title:** Chapter 17 The West Between the Wars 1919-1939

**Chapter Question:** How can politics be reflected in sports?

### Chapter Overview Template

**Content Area:** Social Studies

**Target Course/Grade Level:** World History Grades 9-12

#### Lesson Components

**21<sup>st</sup> Century Themes:** Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy

**21<sup>st</sup> Century Skills:** Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy

### Learning Targets

**Standard: 6.2 World History: Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Era: A Half-Century of Crisis and Achievement (1900-1945)**

**Content Statement: 4. A Half-Century of Crisis and Achievement: The Era of the Great Wars**

Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I.

The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II.

World Wars I and II were “total wars” in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries.

World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world.

Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

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CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.12.A.4.a</b> Lesson: #2 SE: 560-567 <i>Infographics 562</i> <i>National Geographic</i> 561, 565 <i>Reading Check 563</i>	Explain the rise of fascism and spread of communism in Europe and Asia.
<b>6.2.12.A.4.c</b> Lesson: #3 SE: 568-573 <i>Infographics 569,</i> <i>571, 572</i>	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
<b>B. Geography, People, and the Environment</b>	
<b>6.2.12.B.4.a</b> Lesson: #1, #2 SE: <i>National Geographic</i> 555, 561, 565	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
<b>C. Economics, Innovation, and Technology</b>	
<b>6.2.12.C.4.a</b> Lesson: #1 SE: 556-557 <i>People in History</i> 558 <i>Reading Check 557,</i> 559 <i>Turning Point 557</i>	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
<b>6.2.12.C.4.c</b> Lesson: #1, #3, #4 SE: 554-559, 573, 576-578 <i>History &amp; Arts 577,</i> 578 <i>People in History</i> 558 <i>Reading Check 556,</i> 557, 559, 577 <i>Social History</i> 574-575 <i>Turning Point 557</i>	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

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<p><b>6.2.12.C.4.d</b> Lesson: #2 SE: 566-567</p>	<p>Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.</p>
<p><b>D. History, Culture, and Perspectives</b></p>	
<p><b>6.2.12.D.4.b</b> Lesson: #1 SE: 554 <i>National Geographic</i> 555</p>	<p>Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.</p>
<p><b>6.2.12.D.4.d</b> Lesson: #1, #3 SE: 554-559, 568-573 <i>National Geographic</i> 555 <i>Reading Check</i> 556, 557, 559, 573 <i>Turning Point</i> 557</p>	<p>Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.</p>
<p><b>6.2.12.D.4.i</b> Lesson: #3 SE: 570-571, 573 <i>Infographics</i> 571, 572</p>	<p>Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p>
<p><b>6.2.12.D.4.j</b> Lesson: #3 SE: 573</p>	<p>Analyze how the social, economic, and political roles of women were transformed during this time period.</p>
<p><b>6.2.12.D.4.k</b> Lesson: #4 SE: 578 <i>History &amp; Arts</i> 578</p>	<p>Analyze how the arts represent the changing values and ideals of society.</p>
<p><b>6.2.12.D.4.l</b> Lesson: #1, #3, #4 SE: 556-557, 573, 576-579 <i>History &amp; Arts</i> 577, 578 <i>Reading Check</i> 557 <i>Social History</i> 574-575 <i>Turning Point</i> 557</p>	<p>Assess the cultural impact of World War I, the Great Depression, and World War II.</p>

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### Essential Questions:

- What were the causes of instability in the West after World War 1?
- Why did certain European countries become dictatorial regimes?
- How did Hitler and the Nazis gain power and rule Germany?
- What were the main cultural and intellectual trends between the wars?

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**Chapter Title:** Chapter 18 Nationalism Around the World 1919-1939

**Chapter Question:** How can nationalism affect a country?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> World History Grades 9-12	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b>	Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy
<b>21<sup>st</sup> Century Skills:</b>	Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy
Learning Targets	
<b>Standard:</b> 6.2 World History: Global Studies:	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
<b>Era:</b> A Half-Century of Crisis and Achievement (1900-1945)	
<b>Content Statement:</b> 4. A Half-Century of Crisis and Achievement: The Era of the Great Wars	
	Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I.
	The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II.
	World Wars I and II were “total wars” in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries.
	World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world.
	Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

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CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.12.A.4.a</b> Lesson: #3 SE: 600-605 <i>Infographics 602</i> <i>National Geographic 601</i> <i>Reading Check 603</i>	Explain the rise of fascism and spread of communism in Europe and Asia.
<b>6.2.12.A.4.b</b> Lesson: #1, #3 SE: 586, 600-603 <i>Infographics 602</i> <i>National Geographic 587</i>	Compare the rise of nationalism in China, Turkey, and India.
<b>6.2.12.A.4.c</b> Lesson: #1 SE: 587-588 <i>History &amp; Arts 588</i>	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
<b>6.2.12.A.4.d</b> Lesson: #1 SE: 588	Assess government responses to incidents of ethnic cleansing and genocide.
<b>B. Geography, People, and the Environment</b>	
<b>6.2.12.B.4.c</b> Lesson: #1 SE: 586-591 <i>Infographics 590</i> <i>National Geographic 587</i> <i>Reading Check 588, 591</i>	Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
<b>C. Economics, Innovation, and Technology</b>	
<b>6.2.12.C.4.a</b> Lesson: #2 SE: 598-599	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.

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<b>D. History, Culture, and Perspectives</b>	
<p><b>6.2.12.D.4.c</b> Lesson: #2, #3 SE: 595-596, 600-605 <i>Infographics</i> 595, 602 <i>National Geographic</i> 601 <i>Reading Check</i> 596, 603 <i>Turning Point</i> 597</p>	<p>Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.</p>
<p><b>6.2.12.D.4.d</b> Lesson: #2 SE: 598-599</p>	<p>Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.</p>
<p><b>6.2.12.D.4.h</b> Lesson: #2 SE: 592-596 <i>Infographics</i> 595 <i>National Geographic</i> 593 <i>Reading Check</i> 594 <i>Turning Point</i> 597</p>	<p>Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.</p>
<p><b>6.2.12.D.4.i</b> Lesson: #1 SE: 587-588 <i>History &amp; Arts</i> 588</p>	<p>Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p>
<p><b>6.2.12.D.4.k</b> Lesson: #4 SE: <i>History &amp; Arts</i> 612 <i>Reading Check</i> 613</p>	<p>Analyze how the arts represent the changing values and ideals of society.</p>
<p><b>6.2.12.D.4.l</b> Lesson: #4 SE: 613</p>	<p>Assess the cultural impact of World War I, the Great Depression, and World War II.</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did World War I change the Middle East?</li> <li>• How did many Africans react to colonial powers after World War I?</li> <li>• What was the result of internal conflicts within the nationalist movements in China?</li> <li>• How did worldwide economic conditions affect Latin America?</li> </ul>	

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**Chapter Title:** Chapter 19 World War II 1939-1945

**Chapter Question:** How can war affect civilians?

### Chapter Overview Template

**Content Area:** Social Studies

**Target Course/Grade Level:** World History Grades 9-12

#### Lesson Components

**21<sup>st</sup> Century Themes:** Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy

**21<sup>st</sup> Century Skills:** Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy

### Learning Targets

**Standard: 6.2 World History: Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Era: A Half-Century of Crisis and Achievement (1900-1945)**

**Content Statement: 4. A Half-Century of Crisis and Achievement: The Era of the Great Wars**

Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I.

The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II.

World Wars I and II were “total wars” in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries.

World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world.

Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

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CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.12.A.4.c</b> Lesson: #3 SE: 639-642 <i>History &amp; Arts 641</i> <i>National Geographic 639</i> <i>Reading Check 642</i>	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
<b>B. Geography, People, and the Environment</b>	
<b>6.2.12.B.4.b</b> Lesson: #2, #4 SE: 628-635, 644-648 <i>Geography &amp; History 636-637</i> <i>National Geographic 629, 630, 632</i> <i>Reading Check 631, 633, 635, 648</i> <i>Turning Point 649</i>	Determine how geography impacted military strategies and major turning points during World War II.
<b>C. Economics, Innovation, and Technology</b>	
<b>6.2.12.C.4.b</b> Lesson: #2, #4 SE: 630-631, 633, 634-635, 648 <i>Geography &amp; History 636-637</i> <i>Turning Point 649</i>	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
<b>6.2.12.C.4.c</b> Lesson: #4 SE: 648 <i>Turning Point 649</i>	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

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<b>D. History, Culture, and Perspectives</b>	
<p><b>6.2.12.D.4.d</b> Lesson: #1 SE: 620-625 <i>National Geographic</i> 621 <i>Political Cartoons</i> 623 <i>Reading Check</i> 625</p>	<p>Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.</p>
<p><b>6.2.12.D.4.e</b> Lesson: #1, #2 SE: 620-622, 628-635 <i>Geography &amp; History</i> 636-637 <i>National Geographic</i> 621, 629</p>	<p>Compare how Allied countries responded to the expansionist actions of Germany and Italy.</p>
<p><b>6.2.12.D.4.i</b> Lesson: #3 SE: 640-642 <i>Connecting to the United States</i> 642 <i>History &amp; Arts</i> 641</p>	<p>Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p>
<p><b>6.2.12.D.4.j</b> Lesson: #4 SE: 645, 647</p>	<p>Analyze how the social, economic, and political roles of women were transformed during this time period.</p>
<p><b>6.2.12.D.4.k</b> Lesson: #4 SE: <i>Infographics</i> 645</p>	<p>Analyze how the arts represent the changing values and ideals of society.</p>
<p><b>6.2.12.D.4.l</b> Lesson: #4 SE: <i>Social History</i> 652-653</p>	<p>Assess the cultural impact of World War I, the Great Depression, and World War II.</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did German and Japanese actions lead to World War II?</li> <li>• How did the entrance of the United States into the war change its course?</li> <li>• What groups did Nazi Germany target for genocide?</li> <li>• How were women in the U.S. affected by the war?</li> </ul>	

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**Chapter Title:** Chapter 20 Cold War and Postwar Changes 1945-1970

**Chapter Question:** How can a nation defend itself in the nuclear age?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> World History Grades 9-12	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy	
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era: The 20th Century Since 1945 (1945-Today)</b>	
<b>Content Statement: 5. The 20th Century Since 1945: Challenges for the Modern World</b>	
Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.	
International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.12.A.5.a</b> Lesson: #1 SE: 664-669 <i>Infographics</i> 667 <i>National Geographic</i> 665 <i>Reading Check</i> 671 <i>Turning Point</i> 668	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances, and periodic military clashes.

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<b>6.2.12.A.5.e</b> Lesson: #3 SE: 682-683 <i>Infographics 683</i> <i>Reading Check 683</i>	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
<b>B. Geography, People, and the Environment</b>	
<b>6.2.12.B.5.a</b> Lesson: #1 SE: <i>National Geographic 665</i>	Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
<b>6.2.12.B.5.b</b> Lesson: #1, #2 SE: 664-666, 676-677 <i>Reading Check 666,</i> <i>677</i>	Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
<b>C. Economics, Innovation, and Technology</b>	
<b>6.2.12.C.5.a</b> Lesson: #1, #2 SE: 666, 679-681 <i>Reading Check 681</i>	Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
<b>6.2.12.C.5.b</b> Lesson: #2 SE: 676-677 <i>Infographics 675</i>	Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
<b>6.2.12.C.5.c</b> Lesson: #1 SE: 667-668 <i>Turning Point 668</i>	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
<b>D. History, Culture, and Perspectives</b>	
<b>6.2.12.D.5.c</b> Lesson: #3 SE: 684 <i>Social History 686-687</i>	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

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<p><b>6.2.12.D.5.d</b> Lesson: #3 SE: 684-685 <i>Connecting to the United States</i> 684 <i>Reading Check</i> 685</p>	<p>Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• What differences between the Soviet Union and the United States led to the conflict known as the Cold War?</li><li>• How does a totalitarian government differ from a democratic system?</li><li>• Why did World War II leave society open to change?</li></ul>	

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**Chapter Title:** Chapter 21 The Contemporary Western World 1970-Present

**Chapter Question:** What did the Berlin Wall symbolize?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> World History Grades 9-12	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy	
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era:</b> The 20th Century Since 1945 (1945-Today)	
<b>Content Statement:</b> 5. The 20th Century Since 1945: Challenges for the Modern World	
Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.	
International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.12.A.5.a</b> Lesson: #1 SE: 695-696 <i>Reading Check 695</i>	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances, and periodic military clashes.
<b>6.2.12.A.5.d</b> Lesson: #2 SE: 703 <i>Reading Check 703</i>	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.

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<b>B. Geography, People, and the Environment</b>	
<p><b>6.2.12.B.5.b</b> Lesson: #1 SE: 694-699 <i>National Geographic</i> 695 <i>Reading Check</i> 695, 696 <i>Turning Point</i> 697</p>	<p>Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.</p>
<p><b>6.2.12.B.5.e</b> Lesson: #2 SE: 703</p>	<p>Assess the role of boundary disputes and limited natural resources as sources of conflict.</p>
<b>C. Economics, Innovation, and Technology</b>	
<p><b>6.2.12.C.5.b</b> Lesson: #1 SE: 698-699 <i>Infographics</i> 698</p>	<p>Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.</p>
<p><b>6.2.12.C.5.d</b> Lesson: #1, #2 SE: 698-699, 700 <i>Infographics</i> 698</p>	<p>Determine the challenges faced by developing nations in their efforts to compete in a global economy.</p>
<p><b>6.2.12.C.5.f</b> Lesson: #3 SE: 704-705 <i>National Geographics</i> 705</p>	<p>Assess the impact of the European Union on member nations and other nations.</p>
<p><b>6.2.12.C.5.g</b> Lesson: #3 SE: 704</p>	<p>Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p>
<b>D. History, Culture, and Perspectives</b>	
<p><b>6.2.12.D.5.c</b> Lesson: #4 SE: 713</p>	<p>Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.</p>
<p><b>6.2.12.D.5.d</b> Lesson: #4 SE: 711-712 <i>Infographics</i> 712 <i>Reading Check</i> 712</p>	<p>Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.</p>

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<b>Era: Contemporary Issues</b>	
<b>Content Statement: 6. Contemporary Issues</b>	
Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.12.A.6.a</b> Lesson: #2, #3 SE: 703 <i>Infographics 708</i>	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
<b>6.2.12.A.6.c</b> Lesson: #3 SE: 708-709	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
<b>6.2.12.A.6.d</b> Lesson: #2, #3, #4 SE: 703, 709, 714-715 <i>Infographics 708</i> <i>National Geographic</i> 714 <i>Reading Check 715</i>	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
<b>C. Economics, Innovation, and Technology</b>	
<b>6.2.12.C.6.d</b> Lesson: #4 SE: 710 <i>Infographics 711</i>	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
<b>D. History, Culture, and Perspectives</b>	
<b>6.2.12.D.6.d</b> Lesson: #4 SE: 710-713 <i>Infographics 711, 712</i> <i>Reading Check 712</i>	Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• How strong was the Soviet Union after World War II?</li> <li>• What was the connection between Eastern Europe and the Soviet Union?</li> <li>• How did political changes in countries in North America and Europe affect their economies?</li> <li>• How influential is Western culture in the world?</li> </ul>	

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**Chapter Title:** Chapter 22 Latin America 1945-Present

**Chapter Question:** How can trade embargoes affect a nation?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> World History Grades 9-12	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy	
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era:</b> The 20th Century Since 1945 (1945-Today)	
<b>Content Statement:</b> 5. The 20th Century Since 1945: Challenges for the Modern World	
Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.	
International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.	
CPI #	Cumulative Progress Indicator (CPI)
<b>B. Geography, People, and the Environment</b>	
<b>6.2.12.B.5.e</b> Lesson: #2 SE: 735	Assess the role of boundary disputes and limited natural resources as sources of conflict.

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<b>C. Economics, Innovation, and Technology</b>	
<p><b>6.2.12.C.5.d</b> Lesson: #1, #2, #3 SE: 724-725, 731, 738, 739, 740-741 <i>National Geographic</i> 725 <i>Reading Check</i> 725, 731</p>	<p>Determine the challenges faced by developing nations in their efforts to compete in a global economy.</p>
<p><b>6.2.12.C.5.g</b> Lesson: #1, #2, #3 SE: 730-731, 741 <i>National Geographic</i> 725 <i>Reading Check</i> 731</p>	<p>Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p>
<b>D. History, Culture, and Perspectives</b>	
<p><b>6.2.12.D.5.a</b> Lesson: #1, #3 SE: 726-727, 741 <i>National Geographic</i> 727</p>	<p>Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p>
<p><b>6.2.12.D.5.b</b> Lesson: #3 SE: <i>Infographics</i> 738</p>	<p>Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.</p>
<b>Era: Contemporary Issues</b>	
<b>Content Statement: 6. Contemporary Issues</b>	
<p>Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.</p>	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<p><b>6.2.12.A.6.a</b> Lesson: #1, #2 SE: 724, 726, 731</p>	<p>Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p>
<p><b>6.2.12.A.6.b</b> Lesson: #1, #3 SE: 726, 736-738</p>	<p>Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p>

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<b>6.2.12.A.6.d</b> Lesson: #2 SE: 733	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
<b>B. Geography, People, and the Environment</b>	
<b>6.2.12.B.6.a</b> Lesson: #1 SE: 726 <i>Connecting to the United States 728</i> <i>Reading Check 726</i>	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
<b>C. Economics, Innovation, and Technology</b>	
<b>6.2.12.C.6.a</b> Lesson: #1 SE: 724-725	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
<b>6.2.12.C.6.b</b> Lesson: #1 SE: 726 <i>Connecting to the United States 728</i> <i>Reading Check 726</i>	Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
<b>D. History, Culture, and Perspectives</b>	
<b>6.2.12.D.6.d</b> Lesson: #1 SE: 728-729	Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What was the relationship between the United States and Latin America after World War II?</li><li>• Why was the United States so concerned about the governments and military capabilities of its neighbors?</li><li>• What kinds of problems have South American countries experienced in the twentieth century?</li></ul>	

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**Chapter Title: Chapter 23 Africa and the Middle East 1945-Present**

**Chapter Question: How can different groups claim one city?**

Chapter Overview Template	
<b>Content Area: Social Studies</b>	
<b>Target Course/Grade Level: World History Grades 9-12</b>	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy <b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era: The 20th Century Since 1945 (1945-Today)</b>	
<b>Content Statement: 5. The 20th Century Since 1945: Challenges for the Modern World</b>  Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.  International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.12.A.5.b</b> Lesson: #1, #2 SE: 754, 760 <i>Analyzing Primary Sources 768-769</i>	Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.

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<p><b>6.2.12.A.5.c</b> Lesson: #1 SE: 750-754 <i>Analyzing Primary Sources</i> 768-769 <i>National Geographic</i> 751 <i>People in History</i> 752 <i>Reading Check</i> 754 <i>Turning Point</i> 755</p>	<p>Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.</p>
<p><b>6.2.12.A.5.d</b> Lesson: #1 SE: 754</p>	<p>Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.</p>
<p><b>B. Geography, People, and the Environment</b></p>	
<p><b>6.2.12.B.5.c</b> Lesson: #2 SE: 760</p>	<p>Determine the impact of migration on way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.</p>
<p><b>6.2.12.B.5.e</b> Lesson: #1, #2 SE: 754, 760-766 <i>National Geographic</i> 761, 762 <i>Reading Check</i> 763</p>	<p>Assess the role of boundary disputes and limited natural resources as sources of conflict.</p>
<p><b>C. Economics, Innovation, and Technology</b></p>	
<p><b>6.2.12.C.5.d</b> Lesson: #1 SE: 753</p>	<p>Determine the challenges faced by developing nations in their efforts to compete in a global economy.</p>
<p><b>6.2.12.C.5.g</b> Lesson: #1, #2 SE: 753, 760-763 <i>National Geographic</i> 761, 762 <i>Reading Check</i> 763</p>	<p>Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p>

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<b>D. History, Culture, and Perspectives</b>	
<p><b>6.2.12.D.5.a</b> Lesson: #1 SE: 750-752 <i>Analyzing Primary Sources</i> 768-769 <i>Infographics</i> 756 <i>National Geographic</i> 751</p>	<p>Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p>
<p><b>6.2.12.D.5.d</b> Lesson: #1, #2 SE: 757, 767</p>	<p>Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.</p>
<b>Era: Contemporary Issues</b>	
<b>Content Statement: 6. Contemporary Issues</b>	
<p>Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.</p>	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<p><b>6.2.12.A.6.a</b> Lesson: #1, #2 SE: 750, 754, 760 <i>Analyzing Primary Sources</i> 768-769</p>	<p>Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p>
<p><b>6.2.12.A.6.b</b> Lesson: #1 SE: <i>Analyzing Primary Sources</i> 768-769 <i>Turning Point</i> 755</p>	<p>Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p>
<p><b>6.2.12.A.6.c</b> Lesson: #2 SE: 763-766 <i>Connecting to the United States</i> 766 <i>Infographics</i> 764 <i>Reading Check</i> 766</p>	<p>Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p>

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<p><b>6.2.12.A.6.d</b>  Lesson: #1, #2  SE: 754, 760-766  <i>Analyzing Primary Sources 768-769</i>  <i>Infographics 764</i>  <i>National Geographic 761, 762</i>  <i>Reading Check 766</i></p>	<p>Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p>
<p><b>B. Geography, People, and the Environment</b></p>	
<p><b>6.2.12.B.6.a</b>  Lesson: #1  SE: 753, 756</p>	<p>Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p>
<p><b>C. Economics, Innovation, and Technology</b></p>	
<p><b>6.2.12.C.6.a</b>  Lesson: #1  SE: 750-752  <i>Analyzing Primary Sources 768-769</i>  <i>People in History 752</i></p>	<p>Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.</p>
<p><b>6.2.12.C.6.b</b>  Lesson: #1  SE: 753</p>	<p>Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.</p>
<p><b>D. History, Culture, and Perspectives</b></p>	
<p><b>6.2.12.D.6.d</b>  Lesson: #1  SE: 756-757  <i>Infographics 756</i></p>	<p>Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What challenges faced newly independent countries in Africa?</li> <li>• What conditions led to conflict in the Middle East?</li> </ul>	

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**Chapter Title:** Chapter 24 Asia and the Pacific 1945-Present

**Chapter Question:** How can different groups claim one city?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> World History Grades 9-12	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy <b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era:</b> The 20th Century Since 1945 (1945-Today)	
<b>Content Statement: 5. The 20th Century Since 1945: Challenges for the Modern World</b>  Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.  International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.12.A.5.e</b> Lesson: #1 SE: 779	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
<b>B. Geography, People, and the Environment</b>	
<b>6.2.12.B.5.c</b> Lesson: #2 SE: 782	Determine the impact of migration on way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.

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<p><b>6.2.12.B.5.d</b> Lesson: #2 SE: 782-784 <i>National Geographic</i> 783 <i>People in History</i> 784 <i>Reading Check</i> 784</p>	<p>Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.</p>
<p><b>6.2.12.B.5.e</b> Lesson: #2 SE: 782-784 <i>National Geographic</i> 783 <i>Reading Check</i> 784</p>	<p>Assess the role of boundary disputes and limited natural resources as sources of conflict.</p>
<p><b>C. Economics, Innovation, and Technology</b></p>	
<p><b>6.2.12.C.5.a</b> Lesson: #3 SE: 788-790 <i>National Geographic</i> 789</p>	<p>Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.</p>
<p><b>6.2.12.C.5.c</b> Lesson: #2 SE: 784</p>	<p>Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.</p>
<p><b>6.2.12.C.5.d</b> Lesson: #3 SE: 792-793</p>	<p>Determine the challenges faced by developing nations in their efforts to compete in a global economy.</p>
<p><b>6.2.12.C.5.e</b> Lesson: #1 SE: 776-781 <i>Infographics</i> 779 <i>National Geographic</i> 777, 780 <i>Reading Check</i> 778, 781</p>	<p>Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.</p>
<p><b>D. History, Culture, and Perspectives</b></p>	
<p><b>6.2.12.D.5.a</b> Lesson: #2 SE: 782-783</p>	<p>Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p>
<p><b>6.2.12.D.5.d</b> Lesson: #2 SE: 787</p>	<p>Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.</p>

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<b>Era: Contemporary Issues</b>	
<b>Content Statement: 6. Contemporary Issues</b>	
Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.12.A.6.b</b> Lesson: #1, #3 SE: 779, 788-791 <i>National Geographic</i> 789	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
<b>6.2.12.A.6.c</b> Lesson: #2 SE: 787 <i>Reading Check</i> 787	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
<b>6.2.12.A.6.d</b> Lesson: #1 SE: 779	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
<b>B. Geography, People, and the Environment</b>	
<b>6.2.12.B.6.a</b> Lesson: #1, #2 SE: 776-777, 782	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
<b>C. Economics, Innovation, and Technology</b>	
<b>6.2.12.C.6.d</b> Lesson: #1 SE: 778	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
<b>D. History, Culture, and Perspectives</b>	
<b>6.2.12.D.6.d</b> Lesson: #1, #3 SE: 778 <i>Social History</i> 794-795	Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• How do large organizations accomplish their goals while protecting individual interests?</li> <li>• What conflicts can erupt in a country once the threat of a common oppressor is removed?</li> <li>• What factors contribute to economic success?</li> </ul>	

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**Chapter Title:** Chapter 25 Changing Global Patterns

**Chapter Question:** Who is affected by civil war?

Chapter Overview Template	
<b>Content Area:</b> Social Studies	
<b>Target Course/Grade Level:</b> World History Grades 9-12	
<b>Lesson Components</b>	
<b>21<sup>st</sup> Century Themes:</b> Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy	
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy	
Learning Targets	
<b>Standard: 6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era:</b> The 20th Century Since 1945 (1945-Today)	
<b>Content Statement:</b> 5. The 20th Century Since 1945: Challenges for the Modern World	
Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.	
International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.	
CPI #	Cumulative Progress Indicator (CPI)
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.12.A.5.b</b> Lesson: #1, #2 SE: 808-809, 812-813 <i>Reading Check</i> 809	Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
<b>6.2.12.A.5.d</b> Lesson: #1 SE: 808	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.

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<p><b>6.2.12.A.5.e</b> Lesson: #1 SE: 809 <i>Reading Check 809</i></p>	<p>Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</p>
<p><b>B. Geography, People, and the Environment</b></p>	
<p><b>6.2.12.B.5.c</b> Lesson: #2 SE: 814 <i>Reading Check 814</i></p>	<p>Determine the impact of migration on way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.</p>
<p><b>C. Economics, Innovation, and Technology</b></p>	
<p><b>6.2.12.C.5.c</b> Lesson: #1 SE: 802-804 <i>Science, Technology &amp; Society 803</i></p>	<p>Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.</p>
<p><b>6.2.12.C.5.d</b> Lesson: #1, #2 SE: 807 <i>Infographics 816</i></p>	<p>Determine the challenges faced by developing nations in their efforts to compete in a global economy.</p>
<p><b>6.2.12.C.5.f</b> Lesson: #2 SE: <i>Reading Check 817</i></p>	<p>Assess the impact of the European Union on member nations and other nations.</p>
<p><b>6.2.12.C.5.g</b> Lesson: #1 SE: 805-806 <i>Infographics 806</i> <i>Reading Check 806</i></p>	<p>Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p>
<p><b>D. History, Culture, and Perspectives</b></p>	
<p><b>6.2.12.D.5.c</b> Lesson: #1 SE: 802-803 <i>Reading Check 805</i> <i>Science, Technology &amp; Society 803</i></p>	<p>Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.</p>
<p><b>6.2.12.D.5.d</b> Lesson: #1 SE: 809 <i>Infographics 808</i></p>	<p>Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.</p>

## 2009 New Jersey Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

<b>Era: Contemporary Issues</b>	
<b>Content Statement: 6. Contemporary Issues</b>	
Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>A. Civics, Government, and Human Rights</b>	
<b>6.2.12.A.6.a</b> Lesson: #1, #2 SE: 808-809, 812-813, 815-817 <i>Infographics</i> 813, 816 <i>Reading Check</i> 809	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
<b>6.2.12.A.6.b</b> Lesson: #1, #2 SE: 806 <i>Infographics</i> 806, 816 <i>Reading Check</i> 806	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
<b>6.2.12.A.6.c</b> Lesson: #1 SE: 804, 810-811 <i>Infographics</i> 810 <i>Reading Check</i> 811	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
<b>6.2.12.A.6.d</b> Lesson: #1, #2 SE: 810-811, 817 <i>Infographics</i> 816 <i>Reading Check</i> 811	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
<b>B. Geography, People, and the Environment</b>	
<b>6.2.12.B.6.a</b> Lesson: #1, #2 SE: 805-806, 814 <i>Infographics</i> 806, 815 <i>Reading Check</i> 806, 814	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

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<b>C. Economics, Innovation, and Technology</b>	
<b>6.2.12.C.6.a</b> Lesson: #1, #2 SE: 809, 815-817 <i>Infographics</i> 816 <i>Reading Check</i> 809	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
<b>6.2.12.C.6.b</b> Lesson: #2 SE: 814	Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
<b>6.2.12.C.6.c</b> Lesson: #2 SE: 815-816 <i>Reading Check</i> 817	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
<b>6.2.12.C.6.d</b> Lesson: #1 SE: 802-805 <i>Reading Check</i> 804 <i>Science, Technology &amp; Society</i> 803	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
<b>D. History, Culture, and Perspectives</b>	
<b>6.2.12.D.6.d</b> Lesson: #1 SE: 802-804 <i>Reading Check</i> 805 <i>Science, Technology &amp; Society</i> 803	Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How has the Internet served to increase awareness of global issues?</li><li>• How have international organizations, such as the United Nations, taken the lead in solving world problems?</li></ul>	