

Milford Public Schools Curriculum



Department: Social Studies

Course Name: Modern World History

Course Description

MODERN WORLD HISTORY

Grade 9 (1.0 Credits)

Levels: 1-601100, 2-602100, 3-603100

This ninth grade course focuses on world events from 1450 to the present, with special emphasis on the growth of the political, economic, and social institutions of Europe and to the relationship of past events to current situations.

UNIT 1

Unit Title: World in Transition

LEARNING GOALS

Enduring Understanding(s):

(DEU) Social scientists examine cause and effect to see relationships between people, places, ideas, and events.
(CEU) Interactions between specific groups of people change the world.
(UEU) Citizens of the world today have been affected by the Middle Ages, Renaissance and Reformations.
(DEU) Social scientists recognize and analyze multiple points of view to explain the ideas and actions of individuals and groups.
(CEU) Customs and traditions guide people to form specific points of views and culture.
(UEU) Society has specific classes and religious practices influenced by the ideas of the Middle Ages, Renaissance and Reformations.

Essential Question(s):

(DEQ) How can examining cause and effect help us understand relationships between people, places, ideas, and events?
(CEQ) How did societies organize themselves to meet their basic needs?
(UEQ) Why and how does the social structure of a society affect the citizens?
(DEQ) How can looking at multiple points of view help us explain the ideas and actions of individuals and groups?
(CEQ) How do forces shape history?
(UEQ) Which attributes of the Middle Ages, Renaissance and Reformation had the greatest impact on life during that period?

Content and Skills:

Students will know...

The political/physical boundaries of medieval Europe.
The sequence of development of feudalism.
The social structure in the Middle Ages.
The set-up of a manor.
The artists of the Renaissance.
The Black Plague.
The causes of the Reformation.

Students will be able to...

Draw the political/physical boundaries of medieval Europe.
List the sequence (cause and effect) of development of feudalism.
Compare and contrast social structures in the Middle Ages.
Describe the set-up of a manor.
Identify various artists of the Renaissance.
Evaluate how the Black Plague affected Europe.

Describe the various forces that caused the Reformation.

Standards Addressed:

- The student should understand the redefining of European society and culture, 1000-1300 C.E.
- The student should understand how European society experienced political, economic, and cultural transformations in the age of global intercommunication, 1450-1750

UNIT 2

Unit Title: The Enlightenment

LEARNING GOALS

Enduring Understanding(s):

Social scientists examine cause and effect to see relationships between people, places, ideas, and events. (DEU)

Social scientists understand the ideas concerning the nature and organization of the state and the relationships between the people and their rulers. (CEU)

The ideals of the Age of Enlightenment provided western civilization with a new vision in science, politics and philosophy and encouraged the Age of Revolution (UEU)

Essential Question(s):

How does the study of history help us realize that ideas and actions of individuals and groups have consequences and shape events (DEQ)

How does change in the political thought of one country impact individuals and societies of other nations? (CEQ)

How did the new ideas of the Enlightenment motivate people to think differently? (political, economic, social and religious) (UEQ)

Content and Skills:

Students will know...

- the thinkers of the Enlightenment and the contribution each introduced
- the lasting ideas of Hobbes, John Locke and “philosophes” of the Enlightenment?
- how scientific progress challenge traditional views
- how the Enlightenment ideas spread across social classes
- which ideas of the Enlightenment had lasting effects

Students will be able to...

- describe the ideas that lead absolute monarchs to change how they rule their kingdoms (cause and effect)
- compare and contrast the philosophes and physiocrats with their ideas
- explain the causes for the changing political boundaries of Europe in 1763

Standards Addressed:

NSS-WH.5-12.6 The student should understand how large territorial empires dominated much of Eurasia between the

16th and 18th centuries.

NSS-WH.5-12.6 The student should understand how European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750.

UNIT 3

Unit Title: The French Revolution

Unit Description:

LEARNING GOALS

Enduring Understanding(s):

DEU – Examine cause and effect to see relationships between people, places, ideas and events.
CEU – Historians use prior knowledge and established processes to contrast meaning.
UEU – Social unrest, economic troubles and the desire for political reform lead to revolutions.

Essential Question(s):

DEQ – To what extent can understanding cause and effect help us solve problems and make decisions?
CEQ – How did various forces lead to the rise of early modern Europe?
CEQ – What type of government best meets the needs of a society?
UEQ- Was the French Revolution inevitable

Content and Skills:

Students will know...

- The causes and effects of the French Revolution (and therefore preceding and consequent revolutions)
- The rise and fall of Napoleon Bonaparte

Details of the French Revolution as relates to the critical vocabulary and readings

Students will be able to...

- Compare and contrast the revolutions of the 18th century
- Read, interpret and analyze primary sources from a variety of sources in the 18th century
- Evaluate the motives/actions of Napoleon Bonaparte
- Analyze a Napoleonic Europe Map
- Explain the critical vocabulary

Synthesize commonalities among revolutions (American and French)

Standards Addressed:

CSS 5d. Identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts;

NCSS 6c. Give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict;

UNIT 4

Unit Title: Nationalism

Unit Description:

LEARNING GOALS

Enduring Understanding(s):

(DEU) Social scientists recognize and analyze multiple points of view to explain the ideas and actions of individuals and groups.
(CEU) Customs and traditions unite people with common points of views and culture.
(UEU) Nationalism can be both a unifying force and a divisive force within societies.

Essential Question(s):

(DEQ) How can looking at multiple points of view help us explain the ideas and actions of individuals and groups?
(CEQ) How do forces shape history?
(UEQ) How is nationalism both a constructive or destructive force?

Content and Skills:

Students will know...

The political/physical boundaries.
The problems and stresses that lead people to unify.
The sequence of events of German and Italian unification.
The implications of German and Italian unification.
The difficulties faced in the multinational states.

Students will be able to...

Interpret the new political boundaries.
Understand and explain the power of nationalism in driving change within societies and cultures.
Compare and contrast the differences in the goals and methods of nation building within Germany and Italy.
Understand and explain that nationalism can be both a unifying and divisive force within society.
Indicate and understand the many difficulties faced by a multinational state.

Standards Addressed:

The student should understand the patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914.

UNIT 5

Unit Title: The Industrial Revolution

Unit Description:

LEARNING GOALS

Enduring Understanding(s):

-Social scientists analyze and recognize how people, places, and ideas change over time (DEU)

Essential Question(s):

-How can people, places, and ideas change over time? (DEQ)
-How have the actions, ideas, and values of people changed over

<p>-Social scientists study and compare people, places, ideas, and events to make sense of our world (DEU)</p> <p>-Interaction between specific groups of people change the world (CEU)</p> <p>-The Industrial Revolution changed social order in the western world and new ideas challenged long-held traditions (UEU)</p>	<p>time? (DEQ)</p> <p>-Is the world today a better place than the world of the past? Will our future world be better than today's world? (CEQ)</p> <p>-Why should we recognize universal patterns that exist within our world? (UEQ)</p>
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Content and Skills:

Students will know...

- the reasons/motivations from Imperialism: cultural, economic, political
- the influence of Imperialism on the imperialized countries and the greater world
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Students will be able to...

- analyze causes and effects of imperialism
- label a map of Africa
- evaluate the practices of major powers towards their colonies

Standards Addressed:

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

UNIT 6

Unit Title: Imperialism

Unit Description:

LEARNING GOALS

Enduring Understanding(s):

(DEU) Social scientists analyze and interpret evidence to solve problems and make decisions.

(CEU) Social scientists recognize and analyze multiple points of view to explain the ideas and actions of individuals and groups.

(UEU) Social scientists assess and analyze the reasons why a major power selects particular colonies and the future impact of this decision on both the major power and the colony.

Essential Question(s):

(DEQ) What types of problems are of concern for historians, geographers, civic leaders, economists?

(CEQ) To what extent can examining multiple perspectives help us understand conflict and promote cooperation and/or conflict resolution?

(UEQ) Why do major powers select particular colonies and what impact does this selection have on the major power and the colony?

Content and Skills:

Students will know...

- the reasons/motivations from Imperialism: cultural, economic, political
- the influence of Imperialism on the imperialized countries and the greater world

Students will be able to...

- analyze causes and effects of imperialism
- label a map of Africa
- evaluate the practices of major powers towards their colonies

Standards Addressed:

10.4 Students analyze patterns of global change in the era of New Imperialism in various regions

UNIT 7

Unit Title: WWI

Unit Description:

LEARNING GOALS

Enduring Understanding(s):

(DEU) – Examine cause and effect to see relationships between people, places, ideas and events.

(CEU) -

Social scientists analyze and interpret evidence to solve problems and make decisions.

(UEU) – Social unrest, economic troubles and the desire for political reform lead to revolutions.

Essential Question(s):

(DEQ)How can examining cause and effect help us understand relationships between people, places, ideas, and events?

(CEQ)

(CEQ)How can you use evidence to solve problems and make decisions?

(UEQ) What were the causes and effects of the European alliance system?

Content and Skills:

Students will know...

- the fundamental causes of war between and within countries.
- the long range effects of treaties and agreements between countries.
- details of World War 1 and the Russian Revolution as they relate to the critical vocabulary and readings

Students will be able to...

- Compare and contrast the revolutions and conflicts of the 19th century
- Read, interpret and analyze primary sources from a variety of sources in the 19th century
- Evaluate the motives/actions of European leaders
- Analyze a Europe Map prewar and postwar
- Explain the critical vocabulary

Standards Addressed:

CSS 5d. Identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts;

NCSS 6c. Give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict;

UNIT 8

Unit Title: WW2
Unit Description:

LEARNING GOALS

Enduring Understanding(s):

(DEU) – Examine cause and effect to see relationships between people, places, ideas and events.
(CEU) -
Social scientists analyze and interpret evidence to solve problems and make decisions.
(UEU) – Social unrest, economic troubles and the desire for political reform lead to revolutions.

Essential Question(s):

(DEQ) How can examining cause and effect help us understand relationships between people, places, ideas, and events?
(CEQ) How can you use evidence to solve problems and make decisions?
(UEQ) What were the causes and effects of the alliance system?

Content and Skills:

Students will know...

- the fundamental causes of war between and within countries/regions.
- the long range effects of treaties and agreements between countries.
- details of World War 2 as they relate to the critical vocabulary and readings

Students will be able to...

- Compare and contrast the first World War to the second world war.
- Read, interpret and analyze primary sources from a variety of sources in the 20th century
- Evaluate the motives/actions of European and Asian leaders
- Analyze a world map prewar and postwar

Standards Addressed:

CSS 5d. Identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts;

NCSS 6c. Give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict;

UNIT 9

Unit Title: The Cold War
Unit Description:

LEARNING GOALS

Enduring Understanding(s):

(DEU)

Essential Question(s):

(DEQ) Are the people, places, ideas, and events in the world becoming more alike or more different over time?

<p>Social scientists study and compare people, places, ideas, and events to make sense of our world.</p> <p>(CEU) Social scientists analyze and interpret evidence to solve problems and make decisions.</p> <p>(UEU) Social scientists recognize and analyze multiple points of view to explain the ideas and actions of individuals and groups.</p>	<p>(CEQ)To what extent can studying evidence from the past help us prevent future problems and make decisions that will affect the future?</p> <p>(UEQ)To what extent can examining multiple perspectives help us understand conflict and promote cooperation and/or conflict resolution?</p>
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Content and Skills:

Students will know...

- Post WWII including the rebuilding of Europe and Asia.
- Differing ideologies and goals of Europe and Asia, with particular attention to foreign policy

Students will be able to...

- Explain why cooperation between the United States and the Soviet Union ended.
- Discuss how the United States supported its allies during the post World War 2 era.
- Describe how the Cold War guided policies in Asia

Standards Addressed:

VI-E Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.

IX-B Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations

IX-E Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.