### 2017.18 World History, Quarter 3

#### Inner-War Years, World War II and the Cold War

- **Students analyze the rise of fascism and totalitarianism after World War I.**
- **Students describe the various causes and consequences of the global depression of the 1930s and analyze how governments responded to the Great Depression.**
- **Students analyze the causes and course of World War II, along with the long-term military, economic and political effects of World War II.**
- **Students explain the causes, major events and global consequences of the Cold War as well as analyze major developments in Europe since World War II.**

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<tr>
<th>On-Going State Standards</th>
<th>On-Going I Can Statements</th>
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<tbody>
<tr>
<td>Honor the U.S. Constitution and recognize its significance and purpose.</td>
<td>I can honor the U.S. Constitution and recognize its significance and identify significant philosophies and events that shaped it.</td>
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<tr>
<td>Analyze various historical sources effectively, including primary sources, texts, political cartoons, maps, songs, movies and recordings.</td>
<td>I can analyze historical primary sources, texts, political cartoons, maps, songs, movies and recordings effectively.</td>
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<tr>
<td>Use technology effectively and appropriately to enhance the learning and develop 21st century learners.</td>
<td>I can investigate and discover historical facts and make connections that impact my life today.</td>
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<tr>
<th>Tennessee State Standards</th>
<th>Student Friendly ‘I Can’ Statements</th>
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<tr>
<td><strong>W.33</strong> Explain how the outcome of World War I contributed to nationalist movements in the Middle East, India, Africa and Southeast Asia.</td>
<td>I can explain how the outcomes of World War I contributed to nationalist movements in the Middle East, India, Africa and Southeast Asia.</td>
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<td><strong>W.34</strong> Analyze various accounts of the impact of World War I on women and minorities.</td>
<td>I can use primary source accounts to analyze the impact of World War I on women and minorities.</td>
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<tr>
<td><strong>W.35</strong> Integrate multiple sources of information presented in diverse media explaining the influence of World War I on literature, art, and intellectual life, including Pablo Picasso, the “Lost Generation” and the rise of Jazz music.</td>
<td>I can use a variety of multi-media sources to explain some of the social changes that took place during the 1920s and 1930s, including intellectual life, rise of jazz music, literature, art and Pablo Picasso and the “Lost Generation.”</td>
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**W.36** Compare the impact of restrictive monetary and trade policies.

**W.37** Describe the collapse of international economies in 1929 that led to the Great Depression, including the relationships that had been forged between the United States and European economies after World War I.

**W.38** Gather information from multiple sources describing issues of overproduction, unemployment and inflation.

**W.39** Use technology to produce, publish, and update individual or shared writing projects describing how economic instability led to political instability in many parts of the world and helped to give rise to dictatorial regimes such as Adolf Hitler’s in Germany and the military’s in Japan.

**W.43** Analyze the assumption of power by Adolf Hitler in Germany and the resulting acts of oppression and aggression of the Nazi regime.

**W.44** Trace Mussolini’s rise to power in Italy and his creation of a fascist state through the use of state terror and propaganda.

**W.45** Compare the German, Italian, and Japanese drives to expand their empires in the 1930s, including atrocities in China, Italian invasion of Ethiopia, German militarism and the Stalin-Hitler Pact of 1939.

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**I can compare and contrast the impact of restrictive monetary and trade policies.**

**I can explain why the world experienced depression in the 1930s, including the impact of relationships that had been forged between the United States and European economies after World War I.**

**I can synthesize information from multiple sources describing issues of overproduction, unemployment and inflation during the Great Depression.**

**I can use technology to produce, publish and update individual or shared writing projects describing how economic instability led to political instability in many parts of the world and helped to give rise to dictatorial regimes such as Hitler in Germany, Mussolini in Italy and military leaders in Japan.**

**I can compare and contrast the roles of individuals in a communist government versus a democracy including connections between economic and political policies, the absence of free press and the systematic violations of human rights and expansion of Gulag camps.**

**I can analyze the assumption of power by Adolf Hitler in Germany and the resulting acts of oppression and aggression of the Nazi regime, including the Nuremberg Laws on Jewish citizens in Germany in the 1930s.**

**I can trace Mussolini’s rise to power in Italy and his creation of a fascist state through the use of state terror and propaganda.**

**I can compare the German, Italian and Japanese drives to expand their empires in the 1930s, including Japanese atrocities in China, Italian invasion of Ethiopia, German militarism and aggression and the Nazi-Soviet Non-aggression Pact of 1939.**
W.46 Explain the role of appeasement, isolationism, and the domestic distractions in Europe and the United States prior to the outbreak of World War II.

W.47 Identify and locate the Allied and Axis powers, and explain the major battles of the Pacific and European theaters of war including the blitzkrieg, Dunkirk, Battle of Britain, Stalingrad, Normandy, Midway, Battle of the Bulge, Iwo Jima and island hopping.

W.48 Analyze the major turning points of the war, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.

W.49 Utilize primary and secondary sources to describe the contributions and roles of leaders during the war, including Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Hideki Tōjō, Adolf Hitler, Benito Mussolini, Joseph Stalin, Harry Truman, Douglas MacArthur and Dwight Eisenhower.

**World War II**

I can explain causes of World War II, including appeasement, isolationism, failures of the Treaty of Versailles, aggression of Axis Powers and domestic distractions in Europe and the United States.

I can describe the significance of the following events during World War II:
- blitzkrieg and Invasion of Poland
- evacuation of Dunkirk
- Battle of Britain
- Bombing of Pearl Harbor
- Battle of Midway
- Battle of Stalingrad
- D-Day invasion at Normandy
- Battle of the Bulge
- island-hopping and Iwo Jima
- bombing of Hiroshima and Nagasaki

I can label a map to show the major battles and geographic features of World War II.

I can analyze the major turning points of the war, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.

I can identify and describe the contributions of world leaders and their roles during World War II in informational texts, including:
- Winston Churchill
- Adolf Hitler
- Benito Mussolini
- Joseph Stalin
- Franklin D. Roosevelt
- Harry S. Truman
- General Douglas MacArthur
- General Dwight Eisenhower
- Emperor Hirohito
- Hideki Tōjō
**W.50** Write an opinion piece on the impact of the Holocaust on the Jewish populations in Europe and Israel.

I can identify the Holocaust as an example of genocide and explain the methods used by the Nazis against the Jews, including the Nuremberg Laws, propaganda and persecution.

I can cite specific textual evidence to support an analysis of the impact of the Holocaust on the Jewish populations in Europe and Israel.

**W.51** Analyze the decision to use nuclear weapons to end World War II.

I can analyze the decision to use nuclear weapons to end World War II.

I can describe the casualties of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

I can evaluate the goals, leadership and postwar plans of the principal allied leaders at the Atlantic Conference, Yalta and the Potsdam Conferences citing evidence from texts.

**W.52** Describe the casualties of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

I can evaluate the goals, leadership and postwar plans of the principal allied leaders at the Atlantic Conference, Yalta and the Potsdam Conferences citing evidence from texts.

**W.53** Evaluate the goals, leadership and postwar plans of the principal allied leaders: the Atlantic Conference, Yalta and the Potsdam Conference using text evidence.

I can explain the origins, development, and success of the United Nations’ impact on the globalization of diplomacy, resolving conflict and maintaining the balance of power.

I can determine the central ideas of the Universal Declaration of Human Rights and create an accurate summary of the text.

**W.54** Summarize the reasons for the establishment of the United Nations and the main ideas of the Universal Declaration of Human Rights and their impact on the globalization of diplomacy and conflict and the balance of power.

I can explain the origin, development, and success of the United Nations’ impact on the globalization of diplomacy, resolving conflict and maintaining the balance of power.

I can determine the central ideas of the Universal Declaration of Human Rights and create an accurate summary of the text.

**W.55** Describe the nature of reconstruction in Europe after 1945, including the purpose of the Marshall Plan, creation of NATO and division of Germany.

I can describe the nature of reconstruction in Europe after 1945, including the purpose of the Truman Doctrine, the purpose of the Marshall Plan, the creation of NATO and the division of Germany.

**W.56** Explain the origins, significance and effect of the establishment of the State of Israel.

I can explain the origins, significance and effect of the establishment of the State of Israel, including the Balfour Declaration, the United Nations Partition Plan and reaction of neighboring states and the importance of Jerusalem.

**Cold War**

**W.58** Compare the economic and military power shifts caused by the war,

I can compare the economic and military power shifts caused by World War II, including the Yalta Pact, the development of nuclear weapons, Soviet
including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations and the economic recoveries of Germany and Japan.

W.57a & 60 Trace Soviet aggression in Eastern Europe, the 1956 uprising in Hungary, conflicts involving Berlin and the Berlin Wall and the “Prague Spring.”

W.61 & 62 Describe the Soviet-United States competition in Asia with particular attention to the Korean War and Vietnam War and describe the environmental changes due to carpet bombing, Napalm and Agent Orange.

W.63 Explain the rise and consequences of the communist revolution in Cambodia led by Pol Pot and the Khmer Rouge, including the Cambodian Genocide and forced social engineering policies.

W.64 Analyze multiple perspectives on the United States and Soviet conflicts involving Latin America, including the Cuban Missile Crisis.

W.65 Explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties.

W.66 Draw evidence from literary or informational texts to support analysis, reflection and research describing how the work of scientists in the 20th century influenced historical events, changed the lives of the general populace, and led to further scientific research including Albert Einstein, Enrico Fermi, J. Robert Oppenheimer, Edward Teller, Wernher von Braun, Jonas Salk, James Watson and Francis Crick.

control over Eastern European nations and the economic recoveries of Germany and Japan.

I can compare and contrast Churchill’s “Iron Curtain” speech and Stalin’s “Response to Churchill’s Iron Curtain” speech.

I can outline acts of Soviet aggression in Eastern Europe and discuss the following events, including the Warsaw Pact, 1956 uprising in Hungary, conflicts in Berlin and the Berlin Wall and the “Prague Spring.”

I can define Cold War and explain how each of the following contributed to the rising tensions between the Soviet Union and the United States including:

- Weapons of Mass Destruction
- Nuclear Arms Race
- containment policy
- the Korean War
- Domino Theory
- the Vietnam War
- environmental impact of Napalm and Agent Orange

I can explain the rise and consequences of the communist revolution in Cambodia led by Pol Pot and the Khmer Rouge, including the Cambodian Genocide and forced social engineering policies.

I can analyze multiple perspectives of the Cuban Missile Crisis and determine the impact of its resolution on Cold War tensions.

I can explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties.

I can draw evidence from literary and informational texts to support analysis, reflection and research describing how the work of scientists in the 20th century influenced historical events, changed lives and led to further research, including Albert Einstein, Enrico Fermi, J. Robert Oppenheimer, Edward Teller, Wernher von Braun, Jonas Salk, James Watson and Francis Crick.
Describe the uprisings in Poland [1952], Hungary [1956], and Czechoslovakia [1968] and those countries’ resurgence in the 1970s and 1980s as people in the former Soviet satellites sought freedom from Soviet control.

I can compare the uprisings in the former satellite states of Poland [1952], Hungary [1956] and Czechoslovakia (1968) against the Soviet Union and their resurgence in the 1970s and 1980s as people sought freedom from Soviet control.

**HONORS ADDENDUM**

*Embed the Honors Addendum within the regular Scope and Sequence.*

Read and comprehend history texts in the grades 9-10 complexity band independently and proficiently.

Write routinely over extended time frames [*time for reflection and revision*] and shorter time frames [*a single sitting or a day or two*] for a range of discipline-specific task purposes and audiences.

**Suggestions:**

I can read and comprehend history age-appropriate texts independently and proficiently.

I can write routinely over extended time frames and shorter time frames for a range of discipline-specific task purposes and audiences.