

## CPA and Advanced Levels World History II Syllabus

“History is a race between education and catastrophe.” H.G. Wells

### Course Description

In World History II, students study the significant events that have shaped the world over the past three hundred years. They trace the evolution and impacts of socio-political ideas, cultural practices, value systems, and innovations from the Age of Revolution to the Cold War Era. Students access information by reading primary and secondary historical texts and viewing historical documentaries. Close reading and historical thinking skills are taught and reinforced throughout the course, including contextualizing, analyzing cause and effect, recognizing patterns, and comparing and contrasting ideologies and events. Students develop the critical reading and thinking skills required for success in upper-level high school and college level courses.

Lessons for the CPA level are scaffolded through each unit, including close reading of primary and secondary sources, research, and development of well-organized written responses and essays. The same text is used at both levels; however, more independent reading and research is required at the Advanced level. Details are noted in the syllabus.

This course is directly aligned with the traits defined in the *Portrait of the Crusader*. Through the study of history, students observe the impacts of injustice and oppression versus justice and freedom, and they are encouraged to value and respect the rights and dignity of all people. This class encourages students to be inspired learners, faithful citizens, and honorable souls.

### Assessment Practices

Student knowledge and skills are measured in a variety of ways throughout the course, which may include the following:

- Written assessments that include terminology, short answers, and constructed responses to assess content knowledge and make connections.
- Essays that ask students to research, analyze and respond with sound reasoning and thoughtful insight.
- A project that may include a presentation or performative component.
- A creative connection assessment which asks students to put themselves into an historic situation and create a memoir, journal, or letters.
- A Socratic Seminar or other form of debate.

### Essential Questions

- How does the study of history change us?
- How did the Enlightenment influence the Age of Revolution?
- How did industrialization and urbanization set the course for modern life?
- What are the effects of imperialism?
- How does a totalitarian government take hold?

- How does a world war happen?
- What impact did communism have on the world?
- Is nuclear capability still the defining factor in defining a country's power?

## **Course Curriculum**

### **Unit 1 - The Enlightenment and the French Revolution**

Pacing: 6 -8 Classes

#### Focus Questions:

- What were the foundational concepts of the Enlightenment?
- How did the Enlightenment take the scientific method and apply it to society and government?
- What factors led to the start and end of the French Revolution?
- What impact did the French Revolution have on the rest of Europe?
- To what extent were the goals of the French revolution realized?
- What effect did the Napoleonic Code have? Was it a step backwards?
- How did Europe create peace after Napoleon's empire fell?

#### Concepts/Skills:

- Explain foundational concepts of the Enlightenment, including the power of human reason and natural rights.
- Analyze how the Enlightenment applied scientific reasoning to socio-political thought.
- Research the role of significant individuals in advancing the concepts of the Enlightenment, including Francis Bacon, Renee Descartes, John Locke, Frederick the Great, Voltaire, Rousseau, Hume. (Advanced)
- Determine how the Enlightenment contributed to the French Revolution.
- Describe the estate structure and associated taxation of the Third Estate.
- Analyze the role of Marie Antoinette and Louis XVI in allowing the French Revolution to happen. (Advanced)
- Describe the causes and effects of the Reign of Terror.
- Analyze the rise and fall of Napoleon and the impact of Napoleon on Europe, Africa, and Latin America.
- Describe how the Congress of Vienna reconfigured Europe after the fall of Napoleon's empire.

### **Unit 2 - The Industrial Revolution**

Pacing: 6 -8 Classes

#### Focus Questions:

- What were the factors that led to the Industrial Revolution?
- What was the impact of rapid urbanization?
- How did the Industrial Revolution change class structure?
- How did the Industrial Revolution facilitate capitalism and a free market?
- What advances led to the Second Industrial Revolution?
- What were long-term impacts of the Second Industrial Revolution?

Concepts/Skills:

- Explain the essential factors that led to industrialization and why Britain was an ideal place for the revolution.
- Describe/model the process of industrialization using textiles as a model. (Advanced)
- Explain the process and challenges of urbanization during the time period.
- Trace how the Industrial Revolution impacted social class structure.
- Describe the conditions of factory life on adults and children and how these challenges led to reform.
- Evaluate the long-term impacts of the Second Industrial Revolution. (Advanced)
- Describe how the Second Industrial Revolution changed workers and businesses.

**Unit 3 - Unification of Germany and Italy**

Pacing: 6 -8 Classes

Focus Questions:

- What steps did Otto von Bismarck take in the unification of Germany?
- Why did Germany become such a dominant force in Europe after unification?
- How did Italy become unified? What challenges did Italy face after unification?
- Explain how the unification of both Germany and Italy influenced the power structure in Europe.
- What role did nationalism play in the unification of each country?

Concepts/Skills:

- Determine how Otto von Bismarck expanded Prussia into the new German state. (Advanced)
- Describe the factors that enabled Germany to industrialize rapidly and the impact of this industrialization.
- Identify the main architects of Italian unification and the roles that they played. (Advanced)
- Explain the regional, political, and economic issues that plagued the new unified Italian nation.
- Analyze the role of nationalism in the unification of Germany and Italy.

**Unit 4 - The Age of Imperialism**

Pacing: 6 -8 Classes

Focus Questions:

- How did Industrialization lead to Imperialism?
- How did European nations make Imperialism look appealing to their domestic populations?
- What abuses were inherent in European Imperialism?
- What reactions did vulnerable nations have when Imperialism happened within or nearby them?

Concepts/Skills:

- Explain how the Berlin Conference led to the European scramble for African land. (Advanced)
- Describe how competition after 1870 contributed to New Imperialism and increasing militarism.
- Analyze the benefits of colonization to the powerful country.
- Research/describe the resources that were taken from colonized countries. (Advanced)
- Trace how rule over India changed hands from the British East India Company to the British Raj.
- Trace the relationship between East Asia and the West during the time period.

- Trace the sequence of events that led to the Opium Wars. (Advanced)
- Explain how Japan was able to modernize so quickly during the Meiji Restoration.

### **Unit 5 - World War I And the Russian Revolution**

Pacing: 6 - 8 Classes

#### Focus Questions:

- How did the practices of nationalism, imperialism, and militarism serve as catalysts for WWI?
- What sequence of events led to World War I?
- How did Industrialization impact how World War I was fought?
- Why did World War I become a stalemate, and how was it broken?
- How did European nations rebuild their economies after World War I?
- What led to the Russian Revolution?

#### Concepts/Skills:

- Explain how the assassination of Franz Ferdinand led to World War I.
- Analyze how new military technology led to trench warfare.
- Analyze how the colonies and their resources impacted WWI.(Advanced)
- Explain how total war affected citizens not directly involved in the fighting.
- Describe US involvement in the war and how it led to the end of the war.
- Explain the impact of WWI on the Austrian and Ottoman empires. (Advanced)
- Analyze the effectiveness of the Treaty of Versailles and other post-war restructuring efforts.
- Explain the preconditions and causes of the Russian Revolution.
- Describe the new Soviet Union under Lenin.

### **Unit 6 - The World Between the Wars**

Pacing: 6 -10 Classes

#### Focus Questions:

- What are the causes and effects of the Mexican Revolution?
- What actions did Gandhi take in order to peacefully encourage Independence for India?
- What was the impact of the Japanese invasion of China on both nations?
- How did the Western democracies survive after World War I?
- What conditions led to the rise of totalitarian states in the interwar period?
- How did a culture of nationalism contribute to the rise of totalitarianism?
- Why was fascism seen by some as a better solution than democracy?

#### Concepts/Skills:

- Describe the social changes and perspectives that pervaded the West after World War I.
- Describe the causes and effects of the Mexican Revolution.
- Explain Gandhi's actions to further Indian independence.
- Analyze how events in China and Japan paved the way for extreme nationalism there.
- Explain Mussolini's rise to power. Describe the fascist state under Mussolini.
- Explain how Stalin rose to power and the brutalities of his regime.
- Analyze how Hitler was able to begin and create a fascist state in Germany.

## **Unit 7 - Topic 18 - World War II**

Pacing: 6 -10 Classes

### Focus Questions:

- Why did appeasement seem like a reasonable idea at the time?
- What factors led to Hitler's early successes in Europe?
- What was the Holocaust? What social and political factors led to genocide?
- Why did a Japanese attack lead to the U.S. entering the war in Europe?
- What factors helped to defeat the Nazis and bring an end to World War II?
- Why did the U.S. drop two atomic bombs on Japan?
- How did peacekeeping efforts change after World War II?

### Concepts/Skills:

- Explain the steps that led to Hitler and the Fascists taking all of mainland Europe.
- Trace how the Holocaust occurred. Analyze the process of dehumanization. (Advanced).
- Explain the impact that the United States had on the war against the Nazis.
- Explain the positive and negative aspects of the decision to use nuclear weapons on Japan.
- Discuss/debate the attack on Nagasaki. (Advanced)
- Describe the purpose and power structure of the United Nations.

## **Unit 8 - Topic 19 - The Cold War Era**

Pacing: 6 -10 Classes

### Focus Questions:

- How did agreements during and after WWII lead to the Cold War?
- How did the ideologies of the U.S. and the Soviet Union differ?
- Which countries were able to rebuild after the war? Why?
- How did communism develop in China and North Korea?
- What is the impact of propaganda and censorship on a population?
- What were the causes of the Korean Conflict and the Vietnam War?
- How did political and economic forces lead to the collapse of the Eastern Bloc and USSR?

### Concepts/Skills:

- Explain the agreements made after WWII that contributed to the Cold War.
- Compare and contrast the ideologies of the Soviet Union and the U.S.
- Explain the progress of specific countries after WWII: Britain, West Germany, U.S., and Japan's economic miracle. Analyze how this growth supported the progress of democratic/capitalist ideology. (Advanced)
- Explain the concept of an arm's race.
- Explain the rise of Mao Zedong in China, the impact of the Cultural War and the methods of terror and propaganda used by Mao Zedong.
- Explore methods and impacts of propaganda and censorship on a population. (Advanced)
- Describe the move to communism in North Korea under Kim Il Sung.
- Describe the causes of the Korean Conflict and how an armistice was reached.
- Explain the U.S.'s involvement in the Vietnam War.
- Analyze the factors that led to the fall of the Soviet Union and the end of the Cold War.

## Resources

- Textbook – *Pearson World History*. Ellis, Elisabeth Gaynor., and Anthony Esler. Boston, MA: Pearson, 2016. An E-book is available for the text and is typically used.
- <https://www.history.com/topics>
- <https://www.bbc.co.uk/history/worldwars/> (Resources for WWI, II, and the Cold War from a global perspective)
- <https://www.ushmm.org/teach>
- <https://www.ushmm.org/teach/teaching-materials/holocaust> Holocaust Museum on-line learning
- <https://hnh.org/education/resources/> A collection of on-line sites and lesson to teach about the Holocaust

## Grading

The grading policy is:

- 50% - Mastery: Summative assessments that test knowledge of content and topic questions.
- 20% - Formative: Assignments that help develop knowledge and understanding between summative assessments.
- 15% - Student Preparation: Assignments typically include work completed to prepare for class.
- 15% - Participation: Participation in class and participation in assignments and group projects

Please refer to the Absence Make Up Policy in the student handbook