City of Angels School  
Independent Study – Los Angeles Unified School District

Instructional Pacing Guide – Modern World History B — Course # 370128

This course is the PACED VERSION of the second semester of Modern World History, a tenth grade course and a requirement for graduation. It is aligned with Reading and Writing Standards for Literacy in History/Social Studies for Grades 6–12, part of the Common Core State Standards (CCSS) available at [http://www.cde.ca.gov/re/ce/](http://www.cde.ca.gov/re/ce/). (See the next page for a list of the Career and College Ready Anchor Standards.)

**Content**

Material covered in this course will include the following California Social Studies Content Standards:

- 10.6: Students analyze the effects of the First World War
- 10.7: Students analyze the rise of totalitarian governments after World War I.
- 10.8: Students analyze the causes and consequences of World War II.
- 10.9: Students analyze the international developments in the post-World War II world.
- 10:10: Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico/Latin America and China.
- 10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television satellites, computers)

**Text:**  

**Websites**

The course website is at the student City of Angels website [www.cityofangelsschool.org](http://www.cityofangelsschool.org). Some coursework may be completed online. If you do not have internet access at home, you may complete online assignments from a student computer at your school site. In order to access on-line material, visit above website, click Student Resources, click on your Book and use your Single-Sign On (SSO) information and password.

**Assignments and Grades**

In order to successfully complete this course, students are expected to be working a total of **10 hours per week or 2 hours per day, Monday through Friday.**

| Use of Vocabulary Network and Strategies | 10% |
| Reading Strategy Graphic Organizers | 15% |
| Section Questions | 15% |
| Supporting Lesson Tasks | 15% |
| Review activities | 15% |
| Weekly-Essential Question/Final Assessment/Project | 30% |
| Optional Activities (*Extra Credit*): Online Videos/Notes/Enrichment | TBD |

Weekly Assignments will be graded based on the following standard breakdown for work complete/correct:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A - 4 Advanced</td>
<td>90-100%</td>
</tr>
<tr>
<td>B-3 Proficient</td>
<td>80-89%</td>
</tr>
<tr>
<td>C-2 Basic</td>
<td>70-79%</td>
</tr>
<tr>
<td>D-1 Below Basic (<em>Re-Do</em>)</td>
<td>60-69%</td>
</tr>
<tr>
<td>F-0 <em>/Re do</em></td>
<td>0-59%</td>
</tr>
<tr>
<td>College and Career Readiness Anchor Standards for Reading</td>
<td>College and Career Readiness Anchor Standards for Writing</td>
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<tr>
<td>-----------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
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<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Text Types and Purposes</strong></td>
</tr>
<tr>
<td>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
<td>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</td>
</tr>
<tr>
<td>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
<td>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
</tr>
<tr>
<td>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</td>
<td>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td><strong>Production and Distribution of Writing</strong></td>
</tr>
<tr>
<td>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</td>
<td>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
</tr>
<tr>
<td>6. Assess how point of view or purpose shapes the content and style of a text.</td>
<td>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>Research to Build and Present Knowledge</strong></td>
</tr>
<tr>
<td>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</td>
<td>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</td>
</tr>
<tr>
<td>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</td>
<td>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</td>
</tr>
<tr>
<td>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</td>
<td>9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
<td><strong>Range of Writing</strong></td>
</tr>
<tr>
<td>10. Read and comprehend complex literary and informational texts independently and proficiently.</td>
<td>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
</tr>
</tbody>
</table>
ASSIGNMENTS FOR WEEK #1: Module 10 Transformations Around The Globe (1800-1925)

Essential Question: How did Imperialism, economic instability, and revolution affect China, Japan, and Mexico?

Day 1: Lesson 1 China Resists Outside Influence (CA History Standards 10.4.2)
- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on page 386.
- Read pages 386-393 and complete the following tasks:
  1. READING CHECK
     Answer Analyze Issues question, pages 388
  2. INTERPRET MAPS
  4. LESSON 1 ASSESSMENT page 393
     Answer questions 1-3

Optional Workbook Activity: Lesson 1, pages 127-129. Copy and answer questions 1-4 and complete As You Read chart, page 129.

Day 2: Lesson Modernization in Japan (CA History Standards 10.4.2; CST.2; HI.1)
- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 394
- Read Pages 394-401 and Complete the Following Tasks:
  1. HISTORICAL SOURCE –Document-Based Investigation
  2. Analyze Historical Sources question page 398.
  3. INTERPRET MAPS questions,
  4. READING CHECK
     Answer Compare Contrast Question on page 396, and Summarize Question page 399
  5. LESSON 2 ASSESSMENT, page 399
     Answer questions 4-7

Optional Workbook Activity: Lesson 2 page 130-132

Day 3: Lesson Turmoil and Change in Mexico (CA History Standards 10.2.3; 10.4.3; 10.4.4)
- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 402
- Read Pages 402-409 and Complete the Following Tasks
  1. INTERPRET CHARTS
  2. Answer Make Inferences question page 408
  3. READING CHECK
     Answer Recognize Effects question page 406
  4. LESSON 3 ASSESSMENT, page 409
     Questions 1-3

Optional Workbook Activity: Lesson 3 page 133-135

Day 4: Module 10 Assessment (CA History Standards 10.2.3; 10.4.3; 10.4.4)
- Answer Main Ideas Questions page 410 questions 1-5
  1. Critical Thinking Questions page 411
     Answer questions 1,3,5
  2. Engage with History page 411,
     Respond in Writing and prepare to discuss with your teacher.

Optional Activity: Page 411 Focus on Writing
Day 5: Multimedia Activity or Multimedia Connections - Choose 1 of the following (CA History Standards 10.2.3;10.4.3;10.4.4)

1. Conduct Research and Create a Television News Special – see directions pg. 411
2. Watch selected videos pages 411MC1-411MC2 and create 2 pages of Cornell Notes or Graphic organizer to use as research for selected activities
3. Go To Explore Online! And choose the Enrichment Activity and follow the online directions for completion.

Optional Workbook Activity: None

WEEK 1 – The Basics: What every educated person should know: Assessment Oral or Written:

Complete Model 10 Essential Question on page 384: “How did imperialism, economic instability, and revolution affect China, Japan, and Mexico?” Use your notes, textual, and online sources to develop your response to the essential question.
Consider “Why China was subjected to imperialism instead of Japan and “How the U.S. economic imperialism affected Latin America?” Use at least two solid arguments to support your claim.

ASSIGNMENTS FOR WEEK #2: Module 11 World War I (1914-1918)

Due: __/__/__  Rec’d: __/__/__  Evaluation: __________ Comments: __________________________________________

Essential Question: Why did World War I last so long?

Day 1: Lesson 1 Marching Toward War (CA History Standards 10.5.1;10.5.5)

o Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 414
o Read Pages 414-419 and Complete the Following Tasks
  1. INTERPRET MAPS
  2. Answer the Location and Region questions page 418
  3. READING CHECK
     Answer Draw Conclusion question page 415
  4. LESSON 1 ASSESSMENT, page 419
     Answer questions 1-3

Optional Workbook Activity: Lesson 1 page 136-138

Day 2: Lesson 2 Europe Plunges into War (CA History Standards 10.5.1;10.5.2;10.5.4;HREP.4;HI3)

o Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 420
o Read Pages 420-426 and Complete the Following Tasks
  1. HISTORICAL SOURCE–Document Based Investigation
     Answer Analyze Historical Sources questions page 424
  2. INTERPRET MAPS
     Answer the Location and Region questions page 421
  3. READING CHECK
     Answer Analyze Issues question page 421
  4. LESSON 1 ASSESSMENT, page 419
     Answer questions 3-5

Optional Workbook Activity: Lesson 1 Page 139-141
### Day 3: Lesson 3 A Global Conflict

- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg.428
- Read Pages 428-434 and Complete the Following Tasks
  1. **HISTORICAL SOURCE— Document Based Investigation**
     - Answer Analyze Historical Sources questions page 433
  2. **INTERPRET MAPS**
     - Answer the Location and Region questions page 429
  3. **READING CHECK**
     - Answer Contrast Question page 433
  4. **LESSON 3 ASSESSMENT**, page 434
     - questions 1,3,5

**Optional Workbook Activity:** Lesson 3 page 142-144

### Day 4: Lesson A Flawed Peace

- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 435
- Read Pages 434-439 and Complete the Following Tasks
  1. **INTERPRETING CHARTS**
     - Answer questions 1-2 pg. 439
  2. **INTERPRET MAPS**
     - Answer the Location and Region questions page 438
  3. **READING CHECK**
     - Answer Analyze Causes question page 4364.
  4. **LESSON 4 ASSESSMENT**, page 439
     - Answer questions 3-5

**Optional Workbook Activity:** Lesson 4 Page 145-147

### Day 5: Module 11 Assessment

- Answer Main Ideas Questions page 440 Questions 1,5,7
- Answer Critical Thinking Questions page 441 Questions 1, 5
- Answer Engage with History Page 441
- Optional –Choose 1 of the following and Complete the:
  1. Focus on Writing Page 441
  2. Multimedia Activity page 441
  3. Explore Online! – Enrichment Activities

**Optional Activity:** CA Connections pages 441 CC12-1- CC12-2

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**WEEK 2 – The Basics: What every educated person should know:** Assessment Oral or Written:
Complete Essential Question on page: 412 Why did World War I last so long? Use your notes, textual, and online sources to develop your response to the essential question. Consider “Why so many nations were drawn into WWI and what the major events were in this war?” Use at least two solid arguments to support you claim.
<table>
<thead>
<tr>
<th>Day 1: Lesson 1 Revolutions in Russia (CA History Standards 10.5.3; 10.6.3; 10.7.2; HI.2; HI4)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 444</td>
<td></td>
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<tr>
<td>- Read Pages 444-475 and Complete the Following Tasks</td>
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<tr>
<td>1. <strong>INTERPRET CHARTS</strong></td>
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<tr>
<td>Answer questions 1-2 Page 450</td>
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<tr>
<td>2. <strong>READING CHECK</strong></td>
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<tr>
<td>Answer Summarize question pg. 451</td>
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<tr>
<td>3. <strong>LESSON 1 ASSESSMENT</strong>, page 453</td>
<td></td>
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<tr>
<td>Answer questions 1, 7</td>
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<tr>
<td>Optional Workbook Activity: Lesson 1 pgs. 148-150</td>
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<thead>
<tr>
<th>Day 2: Lesson 2 Totalitarianism (CA History Standards 10.6.3; 10.7.2; 10.7.3)</th>
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<tbody>
<tr>
<td>- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 454</td>
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<tr>
<td>- Read Pages 454-463 and Complete the Following Tasks</td>
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</tr>
<tr>
<td>1. <strong>HISTORY THROUGH ART</strong></td>
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<tr>
<td>Answer Critical Thinking questions – Questions 1-2 pages 458-459</td>
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<tr>
<td>2. <strong>ANALYZING KEY CONCEPTS</strong></td>
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<tr>
<td>Answer Critical Thinking question 2 page 460</td>
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<tr>
<td>3. <strong>LESSON 2 ASSESSMENT</strong>,</td>
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<tr>
<td>Answer question 1,3,5 page 463</td>
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<tr>
<td>Optional Workbook Activity: Lesson 2 pgs. 151-153</td>
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</tbody>
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<thead>
<tr>
<th>Day 3: Lesson 3 Imperial China Collapses (CA History Standards 10.4.4; 10.6.3; 10.9.4)</th>
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<tbody>
<tr>
<td>- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting Stage” on Pg. 464</td>
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<tr>
<td>- Read Pages 464-469 and Complete the Following Tasks</td>
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</tr>
<tr>
<td>1. <strong>INTERPRET MAPS</strong>, pages 468 questions 1-2</td>
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<tr>
<td>2. <strong>READING CHECK</strong></td>
<td></td>
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<tr>
<td>Answer Analyze Primary source question page 467</td>
<td></td>
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<tr>
<td>3. <strong>LESSON 3 ASSESSMENT</strong>, page 469</td>
<td></td>
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<tr>
<td>Answer questions 1,3,5</td>
<td></td>
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<tr>
<td>Optional Workbook Activity: Lesson 3 pgs. 154-156</td>
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<tr>
<th>Day 4: Lesson 4 Nationalism in Southwest Asia (CA History Standards 10.4.3; 10.4.4; 10.5.3; 10.6.2; 10.6.3; 10.7.2; 10.9.6)</th>
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<tbody>
<tr>
<td>- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 470</td>
<td></td>
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<tr>
<td>- Read Pages 470-475 and Complete the Following Tasks</td>
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</tr>
<tr>
<td>1. <strong>INTERPRET MAPS</strong></td>
<td></td>
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<tr>
<td>Answer Location and Movement questions page 474</td>
<td></td>
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<tr>
<td>2. <strong>LESSON 4 ASSESSMENT</strong></td>
<td></td>
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<tr>
<td>Answer questions 1,3,5 page 475</td>
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<tr>
<td>Optional Workbook Activity: Lesson 4 pgs. 157-159</td>
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</tbody>
</table>
**Day 5**: (CA History Standards 10.4.3;10.4.4;10.5.3;10.6.2;10.6.3;10.7.2;10.9.6)

1. **MAIN IDEAS** page 476
   - Answer questions 1,5,7
2. **CRITICAL THINKING** page 477
   - Answer questions 1, 5

Choose one of the following options: page 477

3. **Engage with History**
4. **Focus on Writing**
5. **Multimedia Activity**
6. **Explore Online!** – Enrichment Activities

**WEEK 3 – The Basics**: What every educated person should know: Assessment Oral or Written:

Complete Essential Question on page 442: **Does nationalism unite or divide?** Use your notes, textual, and online sources to develop your response to the essential question. Consider “the events that led to the fall of imperial dynasties in Russia and China and how the feelings of nationalism helped lead to the downfall of the Ottoman Empire?” Use at least two solid arguments to support you claim.

### ASSIGNMENTS FOR WEEK #4: Module 13 Years of Crisis (1919-1939)

<table>
<thead>
<tr>
<th>Day</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Lesson 1 Postwar Uncertainty (CA History Standards 10.6.3;10.6.4;CST.2;CST.3;HI.1;HI.3)</td>
</tr>
<tr>
<td></td>
<td>o Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 480</td>
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<tr>
<td></td>
<td>o Read Pages 480-487 and Complete the Following Tasks</td>
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<td></td>
<td>1. <strong>HISTORICAL SOURCE</strong> – Answer Analyze Historical Sources question page 482</td>
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<td></td>
<td>2. <strong>DOCUMENT-BASED INVESTIGATION</strong> – Answer Analyze Historical sources question page 485</td>
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<td></td>
<td>3. <strong>SOCIAL HISTORY</strong> – Answer question 2 page 488</td>
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<td></td>
<td>4. <strong>LESSON 1 ASSESSMENT</strong>, page 487 – Answer questions 1,7</td>
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<td>Optional Workbook Activity: Lesson 1 160-162</td>
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<tr>
<td>2</td>
<td>Lesson 2 A Worldwide Depression (CA History Standards 10.6.2;10.8.2;CST3;HI6)</td>
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<tr>
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<td>o Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 490</td>
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<tr>
<td></td>
<td>o Read Pages 490-499 and Complete the Following Tasks</td>
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<tr>
<td></td>
<td>1. <strong>INTERPRET GRAPHS</strong> – Answer Question 1 page 494</td>
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<tr>
<td></td>
<td>2. <strong>SOCIAL HISTORY</strong> – Answer question 1 page 495</td>
</tr>
<tr>
<td></td>
<td>3. <strong>DOCUMENT-BASED INVESTIGATION</strong> – Answer Analyze Historical Sources question page 498</td>
</tr>
<tr>
<td></td>
<td>4. <strong>LESSON 2 ASSESSMENT</strong>, page 499 – Answer questions 1.6</td>
</tr>
<tr>
<td></td>
<td>Optional Workbook Activity: Lesson 2 page 163-165</td>
</tr>
</tbody>
</table>
Day 3: Lesson 3 Fascism Rises in Europe (CA History Standards 10.7.3;10.8.2;10.8.4;10.8.5)

- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 500
- Read Pages 500-507 and Complete the Following Tasks
  1. **ANALYZE KEY CONCEPTS**
     Answer Interpret Charts Question 1 page 501
  2. **DOCUMENT-BASED INVESTIGATION**
     Answer Analyze Historical Sources question 1 page 504
  3. **LESSON 3 ASSESSMENT**, page 507
     Answer questions 2-6

Optional Workbook Activity: Lesson 3 page 166-168

Day 4: Lesson 4 Aggressors Invade Nations (CA History Standards 10.6.4;10.7.3;10.8.1;10.8.2;10.8.3;10.8.4;CST.1;HREP.4)

- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 508
- Read Pages 508-515 and Complete the Following Tasks
  1. **COMPARING IDEOLOGIES**
     Answer Interpret Charts Compare and Contrast question page 511
  2. **DOCUMENT-BASED INVESTIGATION**
     Answer Analyze Historical Sources question page 515
  3. **LESSON 4 ASSESSMENT**, page 515
     Answer questions 3,6

Optional Workbook Activity: Lesson pages 169-171

Day 5: (CA History Standards Standards 10.6.4;10.7.3;10.8.1;10.8.2;10.8.3;10.8.4;CST.1;HREP.4)

1. Answer Main Ideas Questions 1,5,6 page 516
2. Answer Critical Thinking Question 1,4,9
3. Choose one of the following options: page 517 and Complete:
   4. **Engage with History**
   5. **Focus on Writing**
   6. **Multimedia Activity**
   7. **Explore Online! – Enrichment Activities**

**WEEK 4 – The Basics:** What every educated person should know: Assessment Oral or Written:
Complete Model 12 Essential Question on page 478: “How did the world come to the brink of a second world war?”
Use your notes, textual, and online sources to develop your response to the essential question.
Consider “How developments in literature, science, and technology changed the way people in the interwar period thought and how the financial collapse lead to the rise of fascism in Europe? Use at least two solid arguments to support you claim.
ASSIGNMENTS FOR WEEK #5: Module 14 World War II (1939-1945)

Due: ___/___/___  Rec’d: ___/___/___  Evaluation: ___________  Comments: ______________________________

**Essential Question:** Why did the Allies win World War II?

**Day 1: Lesson 1 Hitler’s Lightning War** (CA History Standards 10.7.3;10.8.1;10.8.3;10.8.4;10.8.6)

- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 520
- Read Pages 520-527 and Complete the Following Tasks
  1. INTERPRET MAPS
     Answer Region and Location questions page 522
  2. READING CHECK
     Answer Analyze Effects question page 523
  3. LESSON 5 ASSESSMENT, page 525
     Answer questions 1,3,6

**Optional Workbook Activity:** Lesson 1 pgs. 172-174

**Day 2: Lesson 2 Japan’s Pacific Campaign** (CA History Standards 10.8.1;10.8.3;10.8.4;10.8.6)

- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 528
- Read Pages 528-534 and Complete the Following Tasks
  1. INTERPRET MAPS
     Answer Location question page 531
  2. READING CHECK
     Answer Find Main Ideas question page 530
  3. LESSON 2 ASSESSMENT
     Answer questions 1,3,5 page 534

**Optional Workbook Activity:** Lesson 2 pg. 175-177

**Day 3: Lesson 3 The Holocaust** (CA History Standards 10.7.3;10.8.4;10.8.5;10.8.6)

- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 535
- Read Pages 535-541 and Complete the Following Tasks
  1. HISTORY IN DEPTH
     Answer Critical Thinking question page 539
  2. INTERPRET MAPS
     Answer Location question pages 538
  3. LESSON 3 ASSESSMENT 3, page 541
     Answer questions 1,2,5

**Optional Workbook Activity:** Lesson 3 pgs. 178-180

**Day 4: Lesson 4 The Allied Victory** (CA History Standards 10.8.3;10.8.4;10.8.6;10.9.1;HI.6)

- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 542
- Read Pages 524-551 and Complete the Following Tasks
  1. HISTORY IN DEPTH
     Answer page 550 Question 1
  2. INTERPRET MAPS, pages 544 Question 1
  3. INTERPRET MAPS page 547 Question 1
  4. LESSON 4 ASSESSMENT, page 551 Questions 1,3,5

**Optional Workbook Activity:** Lesson 4 pgs. 181-183
### Day 5: Lesson 5 Europe and Japan in Ruins
(CA History Standards 10.8.3;10.8.4;10.8.6;10.9.1;CST1)

- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 552
- Read Pages 552-557 and Complete the Following Tasks
  1. Interpret Charts page 553 Question 1
  2. READING CHECK page 554, 557
  3. LESSON 5 ASSESSMENT, page 557 Questions 1,2,5,6

### Optional Workbook Activity:
Lesson pgs. 184-186

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### ASSIGNMENTS FOR WEEK #6: Module 15 Cold War Conflicts (1945-present)

<table>
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<tr>
<th>Due: <em><strong>/</strong></em>/___</th>
<th>Rec’d: <em><strong>/</strong></em>/___</th>
<th>Evaluation: _________</th>
<th>Comments: ____________________________________________________</th>
</tr>
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**Essential Question:** Why did the Cold War never develop into a direct military conflict between the United States and the Soviet Union?

### Day 1: Lesson 1 Cold War: The Superpowers Face off
(CA History Standards 10.6.2; 10.8.3; 10.8.4; 10.8.6; 10.9.1; 10.9.2; 10.9.3; 10.9.8)

- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 562
- Read Pages 562-571 and Complete the Following Tasks
  1. ANALYZE CHARTS Question 1 pg. 564
  2. COMPARE MAPS, Answer 3 questions page 565.
  3. CRITICAL THINKING
  4. LESSON 1 ASSESSMENT, page 571
  5. Answer Questions 3 and 5

### Optional Workbook Activity:
Lesson pgs. 187-190

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### Day 2: Lesson 2 Communists take power in China
(CA History Standards 10.8.6;10.9.3;10.9.4)

- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 572
- Read Pages 572-577 and Complete the Following Tasks
  1. INTERPRET CHARTS
  2. Answer Form and Support question page 573
  3. LESSON 2 ASSESSMENT, page 577
  4. Answer question 1,4,5,6

### Optional Workbook Activity:
Lesson 2 pgs. 190-192
### Day 3: Lesson 3 Wars in Korea and Vietnam
(CA History Standards 10.1.3;10.9.2;10.9.3;10.9.8)
- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 578
- Read Pages 578-585 and Complete the Following Tasks
  1. INTERPRET MAPS,
  2. Answer Movement question page 580
  3. LESSON 3 ASSESSMENT, page 585 Answer question 1,3,5,7

**Optional Workbook Activity:** Lesson 3 pgs. 193-195

### Day 4: Lesson 4 The Cold War Divides the World
(CA History Standards 10.9.2;10.9.3;10.9.8)
- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 586
- Read Pages 586-593 and Complete the Following Tasks
  1. INTERPRET VISUALS- pg. 587 Answer Analyze Motives question
  2. READING CHECK Analyze Motives pg. 591
  3. LESSON 4 ASSESSMENT, page 593 Answer questions 1,3,5,7

**Optional Workbook Activity:** Lesson 4 pgs.196-198

### Day 5: Lesson 5 The Cold War Divides the World
(CA History Standards 10.9.3;10.9.4;10.9.5;10.9.8)
- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 594
- Read Pages 594-599 and Complete the Following Tasks
  1. READING CHECK
     Answer Analyze Issues Question on page 596
  2. Lesson 5 Assessment pg. 599 Answer questions 1,3,5,7

**Optional Workbook Activity:** Lesson 5 pg. 199-201

### WEEK 6 – The Basics:
**What every educated person should know:** Assessment Oral or Written:
Complete Model 14 Essential Question on page 560: *Why did the Cold War never develop into a direct military conflict between the United States and the Soviet Union?* Use your notes, textual, and online sources to develop your response to the essential question.
Consider *the variety of methods both countries used to battle each other and how other nations were pressured to take sides.* Use at least two solid arguments to support you claim.

### ASSIGNMENTS FOR WEEK #7: Module 16 The Colonies Become New Nations (1920-2005)
Due: ___/___/___ Rec’d: ___/___/___ Evaluation: __________ Comments: ____________________

**Essential Question:** How can leaders of nations unify diverse populations of people?

### Day 1: Lesson 1 The Indian Subcontinent Achieves Freedom
(CA History Standards 10.4.3;10.4.4;10.9.8,HREP.4))
- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 604
- Read Pages 604-616 and Complete the Following Tasks
  1. HISTORICAL SOURCE— page 607 Answer question 2
  2. READING CHECK
     Make Inferences Question on page 608
  3. LESSON 1 ASSESSMENT, page 616 Answer questions 2,4,6

**Optional Workbook Activity:** Lesson 1 pgs. 202-204
Day 2: Lesson 2 Southeast Asian Nations Gain Independence (CA History Standards10.4.3;10.4.4;10.9.8)

- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 617
- Read Pages 617-627 and Complete the following Tasks
  1. HISTORICAL SOURCE – pg. 619 Answer Analyze Historical Sources Question
  2. DOCUMENT-BASED INVESTIGATION pg. 623 Answer Analyze Historical Source Question
  3. SOCIAL HISTORY page 625 Answer Form and Support Opinion Question
  4. LESSON 2 ASSESSMENT, page 627 Answer questions 1,3,5,7

Optional Workbook Activity: Lesson 2 205-207

Day 3: Lesson 3 New Nations in Africa (CA History Standards10.4.3;10.4.4;10.9.8)

- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 628
- Read Pages 628-635 and Complete the following Tasks
  1. INTERPRET MAPS, pages pg. 631
     Answer the Place and Location Questions
  2. READING CHECK
     Answer Contrast Question on page 632
  3. LESSON 3 ASSESSMENT, page 635 Answer questions 1,3,4,7

Optional Workbook Activity: Lesson 3 pgs. 208-210

Day 4: Lesson 4 Conflicts in the Middle East (CA History Standards10.9.6;10.9.8)

- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 636
- Read Pages 636-645 and Complete the following Tasks
  1. Historical Source – page 641
  2. Analyze Historical Sources Question
  3. INTERPRET MAPS, pages 638
  4. Answer the Location and Region Questions
  5. LESSON 4 ASSESSMENT, page 645 Question 1,3,5,7

Optional Workbook Activity: Lesson 4 pg. 211-213

Day 5: Lesson 5 Central Asia Struggles (CA History Standards10.1.3;10.9.7;10.9.8; HREP.2)

- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 646
- Read Pages 646-651 and Complete the following Tasks
  1. INTERPRET MAPS, pages 647
  2. Answer the Location and Place Questions
  3. LESSON 5 ASSESSMENT, page 651 Quest. 1,3,5,7

Optional Workbook Activity: Lesson 5 pgs. 214-216

WEEK 7 – The Basics: What every educated person should know: Assessment Oral or Written:
Complete Essential Question on page: 602 How can leaders of nations unify diverse populations of people?
- Use your notes, textual, and online sources to develop your response to the essential question.
Consider some of the violent outcomes of religious strife in India and describe the political upheaval Burma experienced after gaining freedom. Use at least two solid arguments to support your claim.
**ASSIGNMENTS FOR WEEK #8: Module 17 Struggles For Democracy (1945-present)**

**Due: ___/___/___  Rec’d: ___/___/___  Evaluation: __________  Comments: ____________________________

**Essential Question:** Have the attempts at democracy in China, and nations in Latin America, Africa, and the former Soviet bloc been worthwhile?

**Day 1: Lesson 1 Democracy** (CA History Standards 10.1.3;10.9.2;10.9.8;10.10.1;10.10.2)
- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 656
- Read Pages 656-668 and Complete the Following Tasks
  1. **INTERPRET CHARTS** pg.657 Answer question
  2. **INTERPRET MAPS**, pages 659
  3. Answer the Location and Region Questions
  4. **ANALYZE HISTORICAL SOURCES** Page 663 Answer questions
  5. **LESSON 1 ASSESSMENT**, page 668 Answer questions 1, 3, 5, 6

**Optional Workbook Activity:** Lesson 1 pgs. 217-219

**Day 2: Lesson 2 The challenge of Democracy in Africa** (CA History Standards 10.1.3;10.4.3;10.4.4;10.10.1;10.10.2;10.10.3)
- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 669
- Read Pages 669-676 and Complete the Following Tasks
  1. **INTERPRET MAPS**, page 670 Answer the Location and Region Questions
  2. **ANALYZE HISTORICAL SOURCES** pg. 672 question 1
  3. **LESSON 2 ASSESSMENT**, page 676 Answer questions 1, 4, 5, 6

**Optional Workbook Activity:** Lesson 2 pgs. 220-222

**Day 3: Lesson 3 The Collapse of the Soviet Union** (CA History Standards 10.9.7)
- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 677
- Read Pages 677-684 and Complete the Following Tasks
  1. **DOCUMENT-BASED INVESTIGATION** Page 678
  2. Answer Analyze Historical Source question 1 – Page 678
  3. **INTERPRET MAPS**, page 681
  4. Answer the Place and Region Questions
  5. **LESSON 3 ASSESSMENT**, page 684 Answer questions 1, 3, 5, 6

**Optional Workbook Activity:** Lesson 3 pgs. 223-225

**Day 4: Lesson Changes in Central and Eastern Europe** (CA History Standards 10.1.3;10.9.5;10.9.7;10.9.8)
- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 685
- Read Pages 685-694 and Complete the Following Tasks
  1. **INTERPRET VISUALS** pg. 693 Answer questions
  2. **LESSON 4 ASSESSMENT**, page 694 Answer questions 1, 3, 5, 6

**Optional Workbook Activity:** Lesson 4 pgs. 226-228
### Day 5: Lesson 5 China: Reform and Reaction (CA History Standards 10.9.4; 10.10.3)

- Read “The Big Idea”, “Why It Matters Now”, “Key Terms and People”, and “Setting the Stage” on Pg. 695
- Read Pages 695-701 and Complete the Following Tasks
  1. **INTERPRET CHARTS - Page 695** Answer question
  2. **HISTORICAL SOURCE** Page 698 Answer question 2
  3. **LESSON 5 ASSESSMENT**, page 701 Answer questions 1, 3, 5, 7

### Optional Workbook Activity: Lesson 5 pgs. 229-231

### WEEK 8 – The Basics

**What every educated person should know:** Assessment Oral or Written:

Complete Module 17 Essential Question on page 654: *Have the attempts at democracy in China, and nations in Latin America, Africa, and the former Soviet bloc been worthwhile?* Use your notes, textual, and online sources to develop your response to the essential question. Consider how China and nations in Latin America, Africa, and the former Soviet bloc struggle for democracy and the major causes and effects of the struggles for democracy in China and nations in Latin America, Africa, and the former Soviet bloc. Use at least two solid arguments to support you claim.
Final Assessment ASSIGNMENT FOR Modern World History B (Week #9)

Option 1: Take the Final Exam

Option 2: Choose one (1) of the following Writing Projects:
- Democratic Ideals and Documents
- Capitalism and Response To It
- The Great War Peace Process and its Effects

Option 3: choose one (1) of the following activities:
Museum Visit: Visit a local museum that features exhibits relevant to this course. Write a five-paragraph summary of your visit using the following format:
- Paragraph 1: A general description of the museum and the date and time you visited.
- Paragraph 2: A description of an exhibit and how it relates to a concept you’ve learned in this course.
- Paragraph 3: A description of a second exhibit and how it relates to another concept you’ve learned in this course.
- Paragraph 4: A description of a third exhibit and how it relates to another concept you’ve learned in this course.
- Paragraph 5: General final thoughts on your visit to the museum.

NOTE: Paragraphs 2, 3 and 4 must be at least five sentences long.

Newspaper or Magazine Article Summary: Find three recent (no more than six months old) newspaper or magazine articles with topics related to concepts you’ve learned in this course. Write a five-paragraph synopsis of the three articles using the following format:
- Paragraph 1: Cite the names, authors, and sources of your three articles.
- Paragraph 2: A brief summary of the first article and how it relates to a concept you’ve learned in this course.
- Paragraph 3: A brief summary of the second article and how it relates to a concept you’ve learned in this course.
- Paragraph 4: A brief summary of the third article and how it relates to a concept you’ve learned in this course.
- Paragraph 5: General final thoughts on your three articles.

NOTE: Paragraphs 2, 3 and 4 must be at least five sentences long.

Film Documentary Summary: Watch an hour long documentary on a topic related to a concept you learned in this course. Write a five-paragraph summary of the documentary using the following format.
- Paragraph 1: Cite the title and source of the movie and give a brief description of what it covers.
- Paragraph 2: A description of one new concept you learned from the movie.
- Paragraph 3: A description of another new concept you learned from the movie.
- Paragraph 4: A description of a third new concept you learned from the movie.
- Paragraph 5: General final thoughts on the movie. (i.e. Would you recommend it? Explain.)

NOTE: Paragraphs 2, 3 and 4 must be at least five sentences long.

Poster Presentation: Create a poster that illustrates or diagrams a concept you learned in this course. The poster should be at least 2x3 feet and use bold letters and colors. It should also include at least five terms you learned in this course. Feel free to use illustrations in your textbook. You will need to explain your poster in a two-minute speech/presentation to your teacher.

Video or Audio Presentation: Record a 2-3 minute presentation explaining or demonstrating a concept learned in this course. The presentation could be a straightforward delivery of information or it could be a skit acted out by you and others (e.g. fictional scene, news report, interview, mock debate, etc.). At least five terms learned in the course should be incorporated.

Live PowerPoint Presentation: Prepare and deliver a 5-minute PowerPoint presentation explaining or demonstrating a concept learned in this course. You must include at least 5 slides. At least five terms learned in this course should be incorporated. You will present your report to an audience that will include teachers and fellow students.

Artistic Expression: Compose a song, choreograph a dance, write a poem, or create a painting or other visual art piece that explains or demonstrates a concept you learned in this course. Lyrics for songs and poems must fill at least one standard piece of paper (double-spaced with a 12 point font). Songs and Dances must be performed live or on video and must last 2-3 minutes. Dances and visual art pieces will need to be submitted with a one-minute verbal explanation or one-page report of your work. At least five terms learned in this course should be incorporated.

Revised 6/7/18