# Unit Plan: World History Since the Fifteenth Century, CHY4U

**Course:** CHY4U – World History Since the Fifteenth Century  
**Grade:** 12, University Preparation  
**Unit:** Unit 4: A Globalizing World

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<th>Lesson</th>
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<th>Content/Activities</th>
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| 1      | A Globalizing World, 1900-Present:        | A1.1, E2.5            | Introduction: (10 min.)  
- Hook students with short animated video that summarizes history of 20th century  
  
Teaching and Consolidation: (40 min.)  
- Lino – students post virtual sticky notes on a display board to be viewed as a class; they will answer the question “What do you already know about world history between 1900 and the present?”  
- Class discussion – review Lino answers, students develop questions about what they would like to learn more about in this unit, discuss the title of the unit and what globalization means  
- Application: (25 min.)  
  - Assess students’ prior knowledge of globalization during the 20th century: Draw a picture to represent your current understanding of the impacts of different aspects of globalization during the 20th century.  
  - Students will each have a chance to briefly explain their drawing. The teacher will use this information to gauge student knowledge of this time period and direct future lessons.  
<p>|        | Introduction                              |                       |                                                                                   |                                                                                   | - YouTube video: [<a href="https://www.youtube.com/watch?v=98bOn-Ilj8Q">https://www.youtube.com/watch?v=98bOn-Ilj8Q</a>]                                                  |
|        |                                           |                       |                                                                                   |                                                                                   | - Lino account set-up [<a href="http://en.linoit.com/">http://en.linoit.com/</a>]                                                                 |
|        |                                           |                       |                                                                                   |                                                                                   | - Phones, Tablets, Laptops for each student (or share)                                                         |</p>
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<tr>
<th>2</th>
<th>The War to End All Wars? : Impacts of the First World War</th>
<th>A1.7, E2.1</th>
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<tr>
<td><strong>Introduction:</strong> (10 min.)</td>
<td>- Class discussion: What do you already know about the First World War? (Who was involved, What were the causes, what were the experiences of different groups of people)</td>
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<td><strong>Teaching and Consolidation:</strong> (15 min.)</td>
<td>- Short PowerPoint presentation about the impacts of the First World War covering: the Treaty of Versailles and the League of Nations</td>
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<td><strong>Application:</strong> (50 min.)</td>
<td>- Students will begin by navigating through the Interactive Documentary created by The Guardian, which provides information, maps, and videos about the consequences of WWI for European countries. Particular focus must be made on Sections 6 and 7. - Exit Ticket: Students will answer the following questions based on the lesson for the day: What consequences did European countries face as a result of the Treaty of Versailles? Why is it important to consider different perspectives about the end to the First World War? The Exit Ticket is handed in to be evaluated for student understanding of content.</td>
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- PowerPoint presentation and notes
| 3 | The Russian Revolution and the Rise of Communism | A1.4, E1.3, E1.4, E2.1, E2.3 | Introduction: (10 min.)  
- Review students’ prior knowledge of Marxism.  
  Define communism.  
Teaching and Consolidation: (25 min.)  
- Watch video “The Russian Revolution” that explains the causes and impacts of the Russian Revolution, Lenin’s rise to power, and the emergence of communism in Russia.  
  - The video will be paused throughout to allow students to make notes. |
| --- | --- | --- | Application: (40 min.)  
- Group activity – use information from the video, as well as classroom books and online sources to answer the following questions (one per group):  
  - Describe the nature of communism (politically and economically) in Russia following the Revolution.  
  - What role did the First World War play in the Russian Revolution?  
  - What conditions allowed for the rise of a dictatorship in Russia?  
  - Compare Lenin and Stalin. How were their visions for communism and Russia different?  
  Share these answers briefly with the class and display them in the classroom. The research conducted  
|  |  |  | YouTube video [https://www.youtube.com/watch?v=2VldXUyCaE](https://www.youtube.com/watch?v=2VldXUyCaE) |
| 4 | Adolf Hitler's Nazi Germany | A1.1, A1.7, A1.8, E1.4, E2.1, E2.3 | Introduction: (10 min.)
- As a class, define fascism and discuss examples of governments such as Germany, Italy, and Spain.

Teaching and Consolidation: (25 min.)
- Short lecture to introduce the rise of fascism in Germany, and how Adolf Hitler and the Nazi Party assumed power.
- Included in the lecture is a short video of Hitler speaking after becoming Chancellor of Germany.
- Students make notes during the lecture and opportunities for asking questions will be allowed throughout.

Application: (40 min.)
- Student-led Seminar: Primary Source Analysis
  As outlined in the course syllabus, students will be responsible for leading a seminar in groups of 2-3. This seminar will discuss excerpts from *Mein Kampf*. The students assigned to this topic will provide a short presentation, then lead a discussion by posing a series of questions to students.

- Lecture notes
- YouTube video: https://www.youtube.com/watch?v=5tGKfJwrhf4
- *Mein Kampf* hand out (provided to students prior to the class so they would have already read through the document); Adolf Hitler, Selections from “Nation and Race,” in *Mein Kampf*, trans. Ralph Manheim 1943, (New York: Houghton Mifflin Co., 1971): 51-61 |

| 5 | World War II: Europe and the Holocaust | A1.2, E1.1, E2.2, E2.4 | Introduction: (10 min.)
- Watch a short video to introduce the Holocaust and students will hear the stories of Holocaust survivors.

Application: (25 min.)
- Students will use the information and ideas they gathered to answer the following questions during a

- YouTube video: https://www.youtube.com/watch?v=MtxA5C74Cfk
- *The Holocaust*, Doris
| 6 | World War II: The Pacific Theatre | A1.1, A1.2, A1.8, E1.2, E2.2 | Introduction: (2 min.) - Students will watch a short video clip of the Atomic bomb being dropped in Hiroshima, Japan. Teaching and Consolidation: (10 min.) - Short introduction to the conflict between the United States and Japan regarding the dropping of the bomb. This can include oral testimonies, secondary sources, photographs, and videos. | Application: (60 min). - Students will conduct research about the perspectives of both the United States and Japan regarding the dropping of the bomb. | YouTube video: https://www.youtube.com/watch?v=h1tf8lv_yak - Model Lesson Plan: http://sheg.stanford.edu/upload/Lessons/Unit%2010_New%20Deal%20and%20World%20War%20II/Atomic%20Bomb%20Lesson%20Plan.pdf | Bergen - Still Alive, Ruth Kluger | United States Holocaust Memorial Museum Website: https://www.ushmm.org/search/results/?q=survivor+testimonies - Phones, tablets, or laptops for each student |
| 7 | The United Nations and Genocide | A1.6, E2.4, E3.2 | Introduction: (5 min.) - What is the United Nations? What does the word “genocide” mean?
Teaching and Consolidation (50 min.) - Lecture about the establishment of the United Nations, including a PowerPoint presentation and examination of the UN website - As a class, read the document “Convention on the Prevention and Punishment of the Crime of Genocide” and discuss. Make note of how genocide is defined and what the consequences will be. | Application: (20 min.) - Answer the following question and hand in:
- What events of World War II led to the establishment of the United Nations? Consider events in Europe as well as the Pacific in your answer to the question.
- Hand out culminating activity “United Nations Debate” | - Lecture notes
- “United Nations Debate” handout |
| 8 | Decolonization: The Case Study | A1.1, A1.7, A1.8, E2.3, E2.5 | Introduction: (10 min.) - What is decolonization? | Application: (40 min.) - Student-led Seminar: | - YouTube video: [https://www.youtube.co](https://www.youtube.co) |
Teaching and Consolidation: (25 min.) 
- Lecture on decolonization and Vietnam, elaborating on Prezi slides (focus on why decolonization occurred post World War II, fight for independence led by Ho Chi Minh, impacts for people of Vietnam)  
Primary Source document  
- Decolonization of Vietnam Prezi: https://prezi.com/-irjooz4fkhd/decolonization-of-vietnam/  
- Declaration of Independence of the Democratic Republic of Vietnam http://historymatters.gmu.edu/d/5139/ | Application (65 min.)  
- Students will conduct research on decolonization in one country in either the Middle East, Asia, Africa, or South America. They must explain the causes and consequences of the conflicts that occurred in their region, as well as make note of the role of key individuals and groups.  
- Students will create a blog to summarize this information and  
- Edublogs account http://edublogs.org/  
- Decolonization – Raymond F. Betts  
- Small Wars, Far Away Places – Michael Burleigh  
- Emergencies and Disorder in the European Empires After 1945 – Robert Holland  
- Fighting the Mau Mau – Huw Bennet |
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<th>10</th>
<th>The Cold War</th>
<th>A1.4, E1.2, E2.1</th>
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| **Introduction:** (5 min.) | - Review communism and democracy. 
- Watch YouTube video that does an excellent job of summarizing the main points of the Cold War. 
- Discuss the video afterwards to ensure students made note of key ideas – role of technology in this being a ‘Cold’ War, US and Soviets as being superpowers, a divided world. |
| **Application (50 min.):** | - Students will be split into groups and each group will receive a different part of Churchill’s Iron Curtain Speech to read through. They will summarize the key ideas of this section to the class and answer the following questions (depending on the part of the speech they receive):
  - What did Churchill mean by an “iron curtain”?
  - What role did Churchill believe the United Nations |
| - Access to technology |
| - YouTube video: [https://www.youtube.com/watch?v=y9HjvHZfCUI](https://www.youtube.com/watch?v=y9HjvHZfCUI) |
| - Churchill’s Iron Curtain Speech: [http://history1900s.about.com/od/churchillwinston/a/Iron-Curtain.htm](http://history1900s.about.com/od/churchillwinston/a/Iron-Curtain.htm) |
| 11 | Cold War Conflicts: The Vietnam War | A1.4, E2.1, E2.2, E2.3, E3.1 | **Introduction:** (5 min.)
- Discussion of the Vietnam War

**Teaching and Consolidation:** (35 min.)
- Students will watch parts of the BBC documentary *The Vietnam War*. A focus will be on considering perspectives of

**Application** (35 min.)
- Students will use the information they gathered in their concept web to answer the following questions that will be handed in for evaluation:
  - What were the main causes of the Vietnam war?

|  |  |  | should play in preventing war and conflict?
- What relationship did Churchill believe should exist between the British Commonwealth and the United States? Why was this significant?
- What risks did Churchill identify with regard to the Soviet Union and Communism?

- **Exit ticket:** In what ways did the world change in the aftermath of the Second World War?

- **Documentary link:** [https://www.youtube.com/watch?v=xx8mPIO66cM](https://www.youtube.com/watch?v=xx8mPIO66cM)
|---|---|---|
| **Introduction: (10 min.)** | Vietnamese and Americans, the damage caused to the Vietnamese through the use of bombing and Agent Orange, and the reasons for the war. As students watch the documentary they will develop a concept map about the Vietnam War. | • What were the main consequences of the Vietnam war?  
• What role did developments in warfare technology play in the war? |
| **Teaching and Consolidation: (20 min.)** | - What were some of the reasons for these changes to women's lives? 
- Students will be shown a series of photographs from the post-war era and a discussion about them will take place. Photos on: suburbs in America, consumer culture, new | |
| **Application: (45 min.)** | - Jigsaw: In groups, students will research one of the following topics with regard to changes in women’s status in North America  
• Suburbs  
• Birth Control  
• Technology (appliances)  
• Second-wave feminism  
• Royal Commission on the Status of Women, 1970 (Canada)  
- Then expert groups will be divided so that one student from each topic is in a group. | - YouTube video: [https://www.youtube.com/watch?v=bX2hfiLEiiQ](https://www.youtube.com/watch?v=bX2hfiLEiiQ)  
- Photographs from the Internet  
### Popular Culture and Globalization

**A1.6, A1.8, E2.5, E3.4**

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<th>Introduction (5 min):</th>
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<td>Play students a video of the evolution of music in North America over the twentieth century.</td>
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<tr>
<th>Teaching and Consolidation (10 min):</th>
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<td>Short presentation about the dominance of American culture due to globalization and the country’s rise as a superpower. Consider music, television and movies.</td>
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<th>Application (60 min):</th>
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<td>Students will select a popular culture topic of their choice to conduct research on and present through ThingLink. They must demonstrate change over time with regard to the aspect they select, and identify how globalization affected this area of popular culture.</td>
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- Evolution of Music: [https://www.youtube.com/watch?v=lExW80sXsHs](https://www.youtube.com/watch?v=lExW80sXsHs)
- ThingLink account: [www.thinglink.com](http://www.thinglink.com)

### UN Peacekeeping: The Rwandan Genocide

**A1.1, A1.7, A1.8, E2.1, E2.4, E3.2, E3.3**

<table>
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<tr>
<th>Introduction: (10 min.)</th>
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<tr>
<td>Introduce Rwandan Genocide and show clip from movie <em>Hotel Rwanda</em></td>
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<tr>
<th>Teaching and Consolidation (25 min.)</th>
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<tr>
<td>Short lecture on UN peacekeeping missions, looking at the Rwandan Genocide as a case study. Consider: the impacts of</td>
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<th>Application: (40 min.)</th>
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<td>Student-led seminar: Primary Source Analysis: Rwandan Genocide survivor testimonies. The students leading the seminar will select the testimonies they wish to cover from the book <em>The Men Who Killed Me</em>. Students will be</td>
</tr>
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- YouTube video: [https://www.youtube.com/watch?v=SG9rpAY3ITc](https://www.youtube.com/watch?v=SG9rpAY3ITc)
- Lecture notes
- Survivor Testimonies from *The Men Who Killed Me*