



2013-2014

# World History: The Modern Era

North Park High School  
4600 Bogart Ave  
Baldwin Park, Ca 91706  
626-337-4407

**Mr. Torey Culbertson, Instructor**

Social Sciences

UCLA, B.A. Geography–Environmental Studies, A.A. Communications Studies

University of La Verne, M.Ed., Education & Ecological Literacy

California State Northridge, Political Science, Public Law, Jurisprudence, Civics, Political & Philosophical Theory

Peace, love, & happiness

[trculbertson126@bpusd.net](mailto:trculbertson126@bpusd.net)

[tculbertson@att.net](mailto:tculbertson@att.net)

<http://www.humanitiesforwisdom.com/www.humanitiesforwisdom.com/Welcome.html>

## **Class Description:**

History opens the students to the past record of human experience. It reveals the accommodations, conflicts, struggles that individuals and societies have made. When people confront problems, and recording the consequences that have followed the various choices by individuals and society, are stories that need to be studied. In order to study the present day students must know the past. That past may show us where we need to go in next for a peaceful future. By studying choices and decisions of the past, students can confront today's problems and choices with a deeper awareness of the alternatives before them and the likely consequences of each. Finally all through High school social science we must ask ourselves: Who are we? Where are we going? How will we define us? Have we define our unique identity? What is America? Most important, how will we maintain a Democratic Society here and a just world elsewhere?

Many Americans believe that this is the public school's purpose. Americans believe this search for adjudication and jurisprudence is the purpose of the United States Constitution and government, through education. The United States was founded on the ideas that Free Speech and the Pursuit of Happiness are fundamental for an exceptional Democracy, and are very important to educators. Further, openness and the search for truth depends on the ability of American citizens to know current issues that affect them, react to those political events, participate appropriately, and then confidently make decisions for change. Only if we teach students to critically think can they make good decisions and be able to search for a truth via educational institutions. However, as society becomes seemingly evermore divided, finding common ground for an educational system for that search seems improbable at times.

### **Classroom Rules**

1. At all times people will respect each other.
2. Tardies are marked when not in your chosen seat and talking, and being disruptive inappropriately at the beginning of class.
3. Participation points are given each day when present and working. Zero when absent. Come prepared to class with pencils, paper, assigned reading, homework, etc.
4. Caught cheating an E grade will be given for that assignment.
5. When class is missed it is the student's responsibility to meet and approach Culbertson or a fellow student to know what was missed and the request for work will be fulfilled. Assigned work must be proficient to receive a grade towards the course. If not working on assignments then the Units for completion of the course can not be awarded.
6. All School rules must be followed at all times.

### **Discipline cards**

1. These cards is for due process, which is good for students. We could call them warning cards and they work! They are placed directly on the table and students are told of how they work. When behavior is not appropriate we use these cards. Then students meet and talk with me on why. They must tell me why they got one for the day. Records are kept on these cards.



2. Card Protocol

3. 1st blue card- meet discuss behavior [if ever a card is not working a seat is changed]

4. 2nd blue card–meet discuss behavior again and what can happen that is worse [if ever a card is not working a seat is changed, and the possible lost privilege of choice of seat on chart]
5. 3rd blue card– contact home with letter taken by student–meet explain to parents what is happening.
6. NEXT: Brings back parent signed letter, commented , we then re-start[back to Card 1] Letter does not come back a call home is next. IF student does not bring back the sheet after the call, a 2nd phone call home, or email again will be sent and they are now in defiance of authority and will be moving towards 4–6. get to six and then we are in the suspensions area. Also detention could be assigned through 4–6, with parents/gaurdian told when and where. 6th card means another letter home/ request sst/referral, etc. Any infraction can jump the 1–6 when the Education Codes warrants a stronger consequence, ex. fighting, hazing, gang regalia and gang hand signs, and violent threats.

### **Possible Daily Activities**

#### **Current Events**

15–20 mins

After roll call the class will bring in some news via written, televised or broadcast media, class discussions, book notes (CNN, C–SPAN, NPR, PBS).

#### **Mini–Lecture**

30–40 mins

Since the class will be going through a minimum of a chapter a day, then a lecture/ discussion format must be used to introduce the content. Students are expected to read chapters and be prepared before the next class.

#### **Video Media**

TBA

Documentaries and current political topics.

#### **Political Cartoons**

10–25 min.

Class will analyze cartoons for each chapter and writeup personal evaluations of the resources. Also a second cartoon will be used from current events.

#### **Primary Resources**

35–40 min.

Content of actual historical documents will be used when available. Including a Federal Supreme Court Case handout each chapter.

#### **Independent & Group projects**

##### **Study:**

45–50 min.

Time will be given to students to work on course content so less time will be used at home. Research paper should be given priority outside of class.

#### **General Wrap-up/ test preparations/reteach**

15–20 min.

Re-cap content, review, recommendations, answer general questions

**Class Grade policy:**

Participation, Classwork, Homework, Research Paper, Quizzes, Exams will all be used in a straight percentage scale. The different categories will not be weighted. Work will be turned in on time, no late work. Exams will be written and objective tests will be on each unit. Rubrics are used in grading.

| Possible Point Totals for the School Year | Grades   | Extra-Credit   | Number of Assignments   |
|---|--|--|---|
| <b>900-1000</b>                           | A 90% above  | A can do 30 points   | 5 X 200=1000<br>@ estimates<br>Each semester-60 hr course-could equal these point totals to complete 5 credits. |
| <b>800-899</b>                            | B 80% and above  | B can do up to 50 EC points  | 5 X 175=875   |
| <b>700-799</b>                            | C 70% and above  | At a C can to up to 100 ec points  | 5 X 150=750   |
| <b>600-699</b>                            | <b>D 60% and above<br/>Grade Scale<br/>Wieghts counted</b> | <b>Can do 150<br/>points, this could<br/>be 30 extra as-<br/>signments</b> | <b>5 X 125=625<br/>Total Points for<br/>Assignments<br/>may vary be-<br/>tween 5-15</b>                         |

Notes:



## Cartoon Analysis Option I: Journal Format

3 paragraphs [1,2,3=Paragraph one; 4,5,6,7=two; 8,9,10=three]

1. What is the date and title if available?

2. List the key objects in the cartoon and describe what each represents

Object

Symbolizes

3. What techniques or devices does the cartoonist use? (ridicule, caricature, satire, puns, etc.)

4. What issue or event does the cartoon deal with?

5. Describe the action taking place.

6. What is the cartoon's message?

7. Who is the intended audience?

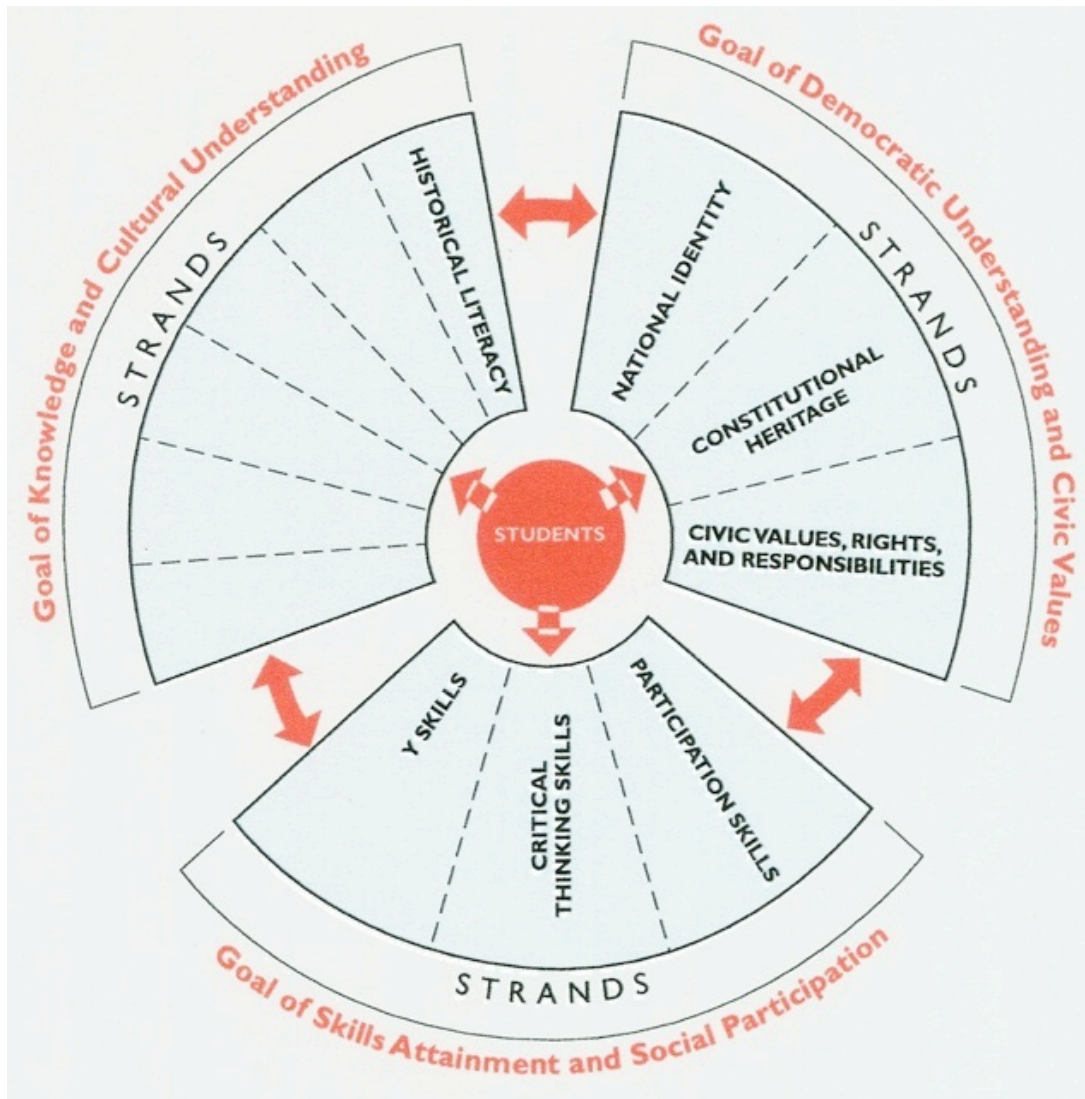
8. What is the cartoonist's point of view?

9. Does the cartoon clearly convey the desired message? Why or why not?

10. What groups would agree/disagree with the cartoon's message? Why?

please use a second sheet of lined paper for more room and staple to the back.





## Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve.

In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.

## Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.



2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

## Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

## Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

A California State World History course surveys the origins of Democratic Revolutions and all the way to the present

# Grade Ten

## History–Social Science Content Standards. World History, Culture, and Geography: The Modern World

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulner-

able, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

**10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.**

1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's Republic and Aristotle's Politics.
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.

**10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.**

1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.
4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.
5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

**10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.**

1. Analyze why England was the first country to industrialize.
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

**10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.**

1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

**10.5 Students analyze the causes and course of the First World War.**

1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.
5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.

**10.6 Students analyze the effects of the First World War.**

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).

**10.7 Students analyze the rise of totalitarian governments after World War I.**

1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).

2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

#### **10.8 Students analyze the causes and consequences of World War II.**

1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin–Hitler Pact of 1939.
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

#### **10.9 Students analyze the international developments in the post–World War II world.**

1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.
2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.
3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.
4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).
5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.
6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.
7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.



**Memorandum of Understanding**

I have read these guidelines and understand that my child must follow these rules in class and on the NORTH PARK High School campus. Also I will help to ensure that I will instruct my child to follow these rules, course description, memorandum of understanding, and that if he/she does not follow the rules they may be subject to possibly being dropped from the course.

Parent/Guardian's Signature\_\_\_\_\_

Print First & Last name\_\_\_\_\_

Date\_\_\_\_\_

E-mail\_\_\_\_\_

Home Phone( \_\_\_\_\_)\_\_\_\_\_ - \_\_\_\_\_

Work Phone( \_\_\_\_\_)\_\_\_\_\_ - \_\_\_\_\_

I have read these guidelines with my parent/guardian and understand that as a student I am responsible for my actions according to this class document on the NORTH PARK HS campus. I shall follow these rules and memorandum of understanding, and that if I do not follow the rules I know that I **may** be subject to possibly being dropped from the course.

Student's Signature\_\_\_\_\_

Print First & Last name\_\_\_\_\_

Student ID#\_\_\_\_\_

Date\_\_\_\_\_

E-mail\_\_\_\_\_

**Any comments or feedback please write below and on the back:**