

# California

## Grade(s): 10

**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.

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).*

### 2688 The Constitution and a New Government

#### Unit 1 Writing the New Constitution

9 The Bill of Rights

3 *Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.*

### 2686 The American Revolution

#### Unit 1 Causes of the American Revolution

3 Simulation One: Creating Skits Dramatizing British Acts Imposed on the Colonies

#### Unit 2 Open Rebellion

3 Simulation Two: Independence or Not? (A Play in Five Acts)

5 Understanding Phrases from the Declaration of Independence

6 Simulation Three: Inner-Outer Circle Discussion: A Final Attempt to Make Peace

#### Unit 3 Battles of the American Revolution

1 Pre-Activity 1: Turning Points-Making Connections

4 Simulation Four: Self-Guided Automobile Travel Guide

#### Unit 4 Formation of a New Government

3 Will the Government Survive?

**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.*

### 2689 The Industrial Revolution

#### Unit 1 The Rise of Industrialization

1 What Sparked the Industrial Revolution

#### Unit 2 Inventions

1 Inventions of the 19th Century

2 Inventors of the 19th Century

- 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).*

## 2689 The Industrial Revolution

### Unit 1 The Rise of Industrialization

- 1 What Sparked the Industrial Revolution
- 2 Handmade Versus Machine-Made Objects

### Unit 2 Inventions

- 1 Inventions of the 19th Century
- 2 Inventors of the 19th Century
- 4 Sears Consumer Goods from the Turn of the Century
- 5 Lifestyle Changes as Seen from the Sears Catalog
- 6 Using the Consumer Price Index to Compare Values

- 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.*

## 2689 The Industrial Revolution

### Unit 2 Inventions

- 1 Inventions of the 19th Century
- 2 Inventors of the 19th Century
- 4 Sears Consumer Goods from the Turn of the Century
- 5 Lifestyle Changes as Seen from the Sears Catalog

### Unit 7 The Creation of Labor Unions

- 2 The Inner-Outer Circle Discussion

## 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).*

## 2689 The Industrial Revolution

### Unit 1 The Rise of Industrialization

- 1 What Sparked the Industrial Revolution

2 Handmade Versus Machine-Made Objects

**Unit 2 Inventions**

1 Inventions of the 19th Century

2 Inventors of the 19th Century

4 Sears Consumer Goods from the Turn of the Century

5 Lifestyle Changes as Seen from the Sears Catalog

6 Using the Consumer Price Index to Compare Values

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.*

**2684 Colonial America**

**Unit 1 The Peopling of America**

3 The Peopling of America Time Line

5 Simulation One: Packing Up

**Unit 3 Native American Museum Project**

3 Simulation Three: Native American Museum Exhibit

**Unit 4 Colonization**

2 Reading a Contour Map

3 Simulation Four: Designing a Site Plan

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.*

**2684 Colonial America**

**Unit 1 The Peopling of America**

3 The Peopling of America Time Line

5 Simulation One: Packing Up

**Unit 3 Native American Museum Project**

3 Simulation Three: Native American Museum Exhibit

**Unit 5 Colonial Life**

1 What Do You Know About the Pilgrims?

**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”.*

**2690 World War I Era**

- Unit 1 The Spanish-American War**  
 6 The Expansionists of 1898  
 8 Simulation One: Lobbyist Hearing: do We go to War with Spain?

- Unit 3 World War I**  
 13 Wilson's Fourteen Points and the Treaty of Versailles  
 15 Wilson's Point Aren't Taken Seriously  
 16 Germany's Reaction to the Treaty of Versailles  
 2 Discussion of War  
 3 World Imperialism  
 5 Main Causes of World War I

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).*

## 2690 World War I Era

- Unit 1 The Spanish-American War**  
 8 Simulation One: Lobbyist Hearing: do We go to War with Spain?

- Unit 2 The Panama Canal**  
 2 Simulation Three: Panama Canal Magnetic Debate

- Unit 3 World War I**  
 15 Wilson's Point Aren't Taken Seriously  
 17 Reflective Map Activity  
 3 World Imperialism  
 5 Main Causes of World War I  
 6 Simulation Four: World War I Play  
 8 Analysis of the Trench Warfare Situation

3 *Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.*

## 2690 World War I Era

- Unit 1 The Spanish-American War**  
 8 Simulation One: Lobbyist Hearing: do We go to War with Spain?

- Unit 2 The Panama Canal**  
 2 Simulation Three: Panama Canal Magnetic Debate

- Unit 3 World War I**  
 15 Wilson's Point Aren't Taken Seriously  
 2 Discussion of War  
 3 World Imperialism  
 5 Main Causes of World War I

- 6 Simulation Four: World War I Play
- 8 Analysis of the Trench Warfare Situation

**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.*

## 2690 World War I Era

### Unit 1 The Spanish-American War

- 11 Simulation Two: Students as Tabloid Reporters
- 14 Looking at the World and Our Community
- 2 Defining Liberties and Freedom
- 4 Current Events About Those Seeking Liberty and Freedom
- 6 The Expansionists of 1898
- 7 The World of Yellow Press Journalism
- 8 Simulation One: Lobbyist Hearing: do We go to War with Spain?

### Unit 2 The Panama Canal

- 2 Simulation Three: Panama Canal Magnetic Debate

### Unit 3 World War I

- 10 In Flanders Fields
- 12 The Role of Women During World War I
- 2 Discussion of War
- 5 Main Causes of World War I
- 6 Simulation Four: World War I Play
- 7 Simulation Five: The Trenches

## 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 State's rejection of the League of Nations on world politics.*

## 2690 World War I Era

### Unit 1 The Spanish-American War

- 14 Looking at the World and Our Community
- 2 Defining Liberties and Freedom
- 4 Current Events About Those Seeking Liberty and Freedom

### Unit 3 World War I

- 13 Wilson's Fourteen Points and the Treaty of Versailles
- 15 Wilson's Point Aren't Taken Seriously
- 16 Germany's Reaction to the Treaty of Versailles

- 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.*

## 2690 World War I Era

### Unit 3 World War I

- 13 Wilson's Fourteen Points and the Treaty of Versailles
- 15 Wilson's Point Aren't Taken Seriously
- 16 Germany's Reaction to the Treaty of Versailles

- 3 *Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.*

## 2690 World War I Era

### Unit 1 The Spanish-American War

- 11 Simulation Two: Students as Tabloid Reporters
- 3 Yellow Press Journalism
- 7 The World of Yellow Press Journalism

### Unit 3 World War I

- 15 Wilson's Point Aren't Taken Seriously
- 8 Analysis of the Trench Warfare Situation

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

- 1 *Compare the German, Italian, and Japanese drives for the empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler impact of 1939.*

## 2692 World War II

### Unit 1 The Causes of World War II

- 1 The Rise of Hitler
- 2 The Pact of Steel

- 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.*

## 2692 World War II

### Unit 2 Pearl Harbor

- 1 Simulation One: Pearl Harbor Lobbyist

### Unit 6 Battles of World War II

1 The Battle of Stalingrad

3 The Normandy Invasion

**Unit 7 The Latter Part of the War**

5 Simulation Six: The Stix Discussion

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 Mac Arthur, Dwight Eisenhower).*

**2692 World War II**

**Unit 2 Pearl Harbor**

1 Simulation One: Pearl Harbor Lobbyist

**Unit 4 The Code Wars**

1 Simulation Three: Mini Simulations

**Unit 7 The Latter Part of the War**

1 Should Stauffenberg Be Honored with a Postage Stamp?

4 The Manhattan Project

5 Simulation Six: The Stix Discussion

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.*

**2692 World War II**

**Unit 2 Pearl Harbor**

1 Simulation One: Pearl Harbor Lobbyist

**Unit 6 Battles of World War II**

3 The Normandy Invasion

**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.*

**2692 World War II**

**Unit 4 The Code Wars**

1 Simulation Three: Mini Simulations

**Unit 7 The Latter Part of the War**

5 Simulation Six: The Stix Discussion

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.*

**2687 The Holocaust**

**Unit 7 Israel Becomes a Nation (Simulation)**

1 Setting the Stage

8 *Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.*

**2692 World War II**

**Unit 8 Post World War II**

1 The United Nations Charter