

Rabbit Hole Learning's

# **World History II**

OER Project's Origins (1750 to Present)

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# World History II Pacing Guide: 32 Week Guide with Buffer Weeks

	OER Project	Khan Academy
1	<a href="#">7.1 The Long Nineteenth Century</a>	<a href="#">7.1 The Long Nineteenth Century</a>
2	<a href="#">7.2 Enlightenment and Revolution</a>	<a href="#">7.2 Enlightenment and Revolution</a>
3	<a href="#">7.3 Atlantic Revolutions</a>	<a href="#">7.3 Atlantic Revolutions</a>
4	<a href="#">7.4 Nationalism</a>	<a href="#">7.4 Nationalism</a> <a href="#">Quiz #1</a>
5	<a href="#">7.5 The Industrial Revolution</a>	<a href="#">7.5 The Industrial Revolution</a>
6	<a href="#">7.6 Comparing Industrialization in Egypt and Japan</a>	<a href="#">7.6 Comparing Industrialization in Egypt and Japan</a>
7	<a href="#">7.7 The Working Class</a>	<a href="#">7.7 The Working Class</a>
8	<a href="#">7.8 Reform Movements</a>	<a href="#">7.8 Reform Movements</a>
9	<b>Writing: Industrial Revolution's Impact</b>	
10	<a href="#">7.9 Industrial Imperialism</a>	<a href="#">7.9 Industrial Imperialism</a>
11	<a href="#">7.10 Resisting Colonialism</a>	<a href="#">7.10 Resisting Colonialism</a> <a href="#">Unit Test</a>
12	<b>Buffer/Review/Project</b>	
13	<a href="#">8.1 Century of Conflict</a>	<a href="#">8.1 Century of Conflict</a>
14	<a href="#">8.2 Causes of the First World War</a> <a href="#">8.3 The First Total War</a>	<a href="#">8.2 Causes of the First World War</a> <a href="#">8.3 The First Total War</a>
15	<a href="#">8.4 A World Remade</a>	<a href="#">8.4 A World Remade</a> <a href="#">Quiz #1</a>

16	<a href="#">8.5 Interwar Ideologies</a>	<a href="#">8.5 Interwar Ideologies</a>
17	<a href="#">8.6 The Second World War</a>	<a href="#">8.6 The Second World War</a>
18	<a href="#">8.7 The Holocaust</a>	<a href="#">8.7 The Holocaust</a> <a href="#">Quiz #2</a>
19	<b>Writing: Pre-War Germany</b>	
20	<a href="#">8.8 The Cold War</a>	<a href="#">8.8 The Cold War</a>
21	<a href="#">8.9 Decolonization</a>	<a href="#">8.9 Decolonization</a> <a href="#">Unit Test</a>
22	<b>Buffer/Review/Project</b>	
23	<a href="#">9.1 Our Interconnected World</a>	<a href="#">9.1 Our Interconnected World</a>
24	<a href="#">9.2 Is Globalization Good or Bad?</a>	<a href="#">9.2 Is Globalization Good or Bad?</a>
25	<a href="#">9.3 The Global Economy</a>	<a href="#">9.3 The Global Economy</a>
26	<a href="#">9.4 The Great Acceleration</a>	<a href="#">9.4 The Great Acceleration</a> <a href="#">Quiz #1</a>
27	<a href="#">9.5 Global Communities</a>	<a href="#">9.5 Global Communities</a>
28	<a href="#">9.6 Global Conflicts</a>	<a href="#">9.6 Global Conflicts</a> <a href="#">Quiz #2</a>
29	<a href="#">9.7 Experiencing Globalization</a>	<a href="#">9.7 Experiencing Globalization</a>
30	<a href="#">9.8 The Anthropocene?</a>	<a href="#">9.8 The Anthropocene?</a> <a href="#">Unit Test</a>
31	<b>Writing: The Impact of Globalization: Progress or Problem?</b>	
32	<b>Buffer/Review/Project</b>	
33	<b>End of Semester Projects</b>	

# Unit 7 Projects

## Project Idea 1: Freedom Audit

**Big Idea:** The Long Nineteenth Century reshaped ideas about liberty, but not everyone experienced freedom equally. Investigate how freedom changed for different groups during this period.

### Steps:

- Choose one group in one region (examples: factory workers in Britain, formerly enslaved people in Haiti, colonized people in India, or individuals who challenged gender roles and expectations).
- Research how political, economic, and social conditions changed for this group.
- Identify what freedoms increased, decreased, or stayed limited.  
Analyze at least one major event (revolution, industrialization, or imperialism) that impacted this group.
- Create a final product (essay, slides, or podcast) answering: *Did this era make life freer for this group?*

## Project Idea 2: Industrial Revolution Then and Now

**Big Idea:** The Industrial Revolution reshaped society, labor, and the environment. Compare two societies with different industrialization paths.

### Student Task:

- Research industrialization in two regions (e.g., Britain vs. Egypt, or Japan vs. India).
- Create a comparison showing similarities and differences in outcomes.
- Analyze how geography, resources, and politics shaped each path.
- Include a section on how industrialization affected workers, women, and the poor.
- Reflect: Was industrialization a benefit or a burden? For whom?

## Project Idea 3: Reform Movement Campaign

**Big Idea:** Industrialization sparked global movements demanding better rights. Design a reform campaign for a 19th-century cause.

**Student Task:**

- Choose a reform movement (abolition, labor rights, women’s suffrage, child labor, etc.).
- Research the movement’s goals, key figures, strategies, and outcomes.
- Design a campaign including: a pamphlet, a speech or petition, and a poster.
- Present the campaign and explain what change was achieved or why it fell short.

**Project Idea 4: Voices of the Colonized**

**Big Idea:** Industrial imperialism reshaped the world through conquest and resistance. Amplify voices that are often excluded from standard narratives.

**Student Task:**

- Choose a colonized region (e.g., India, Africa, Southeast Asia).
- Research the impact of colonization on daily life, culture, and economy.
- Write 3–4 first-person diary entries or letters from the perspective of someone living under colonial rule.
- Include at least one account of a resistance effort.
- Reflect on the long-term legacies of this period.

# Unit 8 Projects

## Project 1: War Reporter Archive

**Big Idea:** The World Wars were documented by journalists, photographers, and soldiers. Create a primary-source archive from the perspective of a war reporter.

### Student Task:

- Choose a specific theater or event from WWI or WWII.
- Write 3–5 news reports covering the experience of soldiers and civilians.
- Include a photo caption section describing real or imagined images from the conflict.
- Add an editorial analyzing the causes or consequences of the war in that region
- Reflect on what the archive reveals about the human cost of global conflict.

## Project 2: Rise of Totalitarianism Explainer

**Big Idea:** The Great Depression and post-WWI instability created conditions for authoritarian regimes to rise. Investigate how and why this happened.

### Student Task:

- Choose one totalitarian regime (Nazi Germany, Stalinist USSR, Fascist Italy, or Imperial Japan).
- Create an explainer document or visual guide covering: causes, ideology, key events, and consequences.
- Include at least two primary source quotes from leaders or citizens of the era.
- Analyze: What conditions make authoritarianism possible? Are those conditions ever present today?

## Project 3: Holocaust Remembrance Project

**Big Idea:** The Holocaust was a systematic genocide that demands careful study and commemoration. Create a respectful, evidence-based project.

**Student Task:**

- Research one aspect of the Holocaust (the camps, bystanders and rescuers, global response, survivor stories).
- Create a commemorative visual exhibit.
- Include primary source evidence (testimonies, documents, images with permission).
- Reflect on the phrase “Never Again” and its relevance today.

**Project Idea 4: Turning Point Investigation**

**Big Idea:** The twentieth century’s global conflicts were shaped by key decisions and conditions. Investigate how different choices might have changed history.

**Steps:**

- Choose a major event (WWI outbreak, rise of a totalitarian regime, a WWII decision, or a Cold War crisis).
- Research the long-term and immediate causes leading to this moment.
- Identify key decisions made by leaders or groups.
- Analyze the consequences of those decisions.
- Develop an alternative scenario showing what might have happened if different choices were made.
- Present your findings (timeline, case study, essay, or visual project) answering: *Could this event have turned out differently?*

# Unit 9 Projects

## Project 1: Globalization Scorecard

**Big Idea:** Globalization has produced enormous economic growth—and deep inequality. Students evaluate its costs and benefits from multiple perspectives.

### Student Task:

- Create a “scorecard” rating globalization across 5 categories: economy, culture, environment, human rights, and technology.
- For each category, provide one positive and one negative example with evidence.
- Include perspectives from both the Global North and Global South.
- Conclude with a personal verdict: Is globalization, on balance, good or bad?

## Project 2: The Great Acceleration Timeline

**Big Idea:** The second half of the 20th century saw explosive growth in human activity and its impact on Earth. Students map and analyze this acceleration.

### Student Task:

- Create a visual timeline showing key markers of the Great Acceleration (population growth, CO<sub>2</sub> emissions, deforestation, urbanization, internet adoption, etc.).
- Annotate at least 6 events or data points with explanations of cause and effect.
- Include a section connecting the Great Acceleration to climate change.
- Reflect: What responsibility do different nations and generations bear?

## Project 3: Global Identity Portrait

**Big Idea:** Globalization has transformed cultural identity. Students examine how individuals navigate global and local identities.

### Student Task:

- Interview a family member, community member, or yourself about how global forces (immigration, technology, media, trade) have shaped their identity.

- Research a cultural exchange or tension related to globalization (e.g., spread of fast food, loss of indigenous languages, K-pop, etc.).
- Create a visual or written “identity portrait” showing global and local influences.
- Reflect on the tension between nationalism and global citizenship.

#### **Project 4: The Anthropocene Debate**

**Big Idea:** Are humans causing a new geological epoch? Investigate the evidence and debate what humanity should do about it.

#### **Student Task:**

- Research the evidence for the Anthropocene: species extinction, climate change, ocean acidification, plastic pollution.
- Present two opposing positions
- Include data visualizations or infographics showing human impact on Earth systems.
- Conclude with a personal action plan: What can individuals, communities, and governments do?

# End of Class Projects

## Project 1: Then and Now – How the Modern World Was Made

**Big Idea:** Trace the origins of a modern phenomenon back through history covered in Units 7–9.

### Student Task:

- Choose a modern reality (e.g., smartphone, climate crisis, democracy, global inequality, social media).
- Trace its roots through the Long Nineteenth Century, Global Conflicts, and Globalization.
- Create a visual timeline or illustrated essay showing the connections.
- Include at least one turning point from each unit (7, 8, and 9).
- Present as a poster, short video, or interactive timeline.

## Project 2: Alternate History – What If?

**Big Idea:** Consider how history might have changed if one major event or development had gone differently.

### Student Task:

- Choose a key turning point from Units 7–9 (e.g., if WWI had been avoided, if decolonization had happened earlier, if the Industrial Revolution had been greener).
- Create an alternate timeline where this event never occurred or had a different outcome.
- Show ripple effects across political, economic, social, and environmental developments.
- Present as a podcast, comic, storybook, video, or timeline poster.

## Project 3: Museum of the Modern World

**Big Idea:** Curate a museum exhibit exploring the major forces that shaped the modern world.

**Student Task:**

- Curate 5–7 “exhibits” -- one from each major theme in WH II (revolution, industrialization, imperialism, global war, Cold War, globalization, climate).
- Each exhibit includes an artifact or image, a description, and an explanation of its significance.
- Must include at least two exhibits from a non-Western society.
- Present as a virtual exhibit or slideshow.

**Project 4: History Remix – Playlist of the Present**

**Big Idea:** Synthesize key themes in modern history through storytelling and pop culture analogies.

**Student Task:**

- Create a 10-song playlist where each track represents a major development, theme, or group from Units 7–9 (e.g., “What a Wonderful World” for globalization’s promises).
- For each song, write a brief explanation (liner notes) connecting lyrics or tone to historical content.

**Project 5: Global Citizen Report Card**

**Big Idea:** Reflect on what you have learned and assess the state of the world they are inheriting.

**Student Task:**

- Create a “report card” grading humanity on key challenges: democracy, human rights, climate action, global inequality, and peace.
- For each category, provide historical context from WH II explaining how we got here.
- Include evidence for your grade (data, examples, events).
- Conclude with a “goals for the future” section: What would it take to improve each grade?

**Project 6: A Life That Didn’t Fit the Rules**

**Big Idea:** Throughout history, some people lived in ways that challenged society's expectations about gender, identity, and relationships. Their experiences reveal how freedom and identity have been shaped by culture, law, and power.

**Steps:**

- Choose one historical person whose life challenged gender roles or expectations about relationships.
- Research their life and historical context (time period, location, major events happening around them).
- Identify the expectations or “rules” they were living under (laws, cultural norms, religion, gender roles).
- Analyze how they navigated those rules: Did they resist, hide, adapt, or create space for themselves?
- Examine how society responded to them (acceptance, punishment, erasure, etc.).
- Create a final product (essay, slides, visual profile, or short narrative) answering: *What does this person's life reveal about freedom and identity in their time?*