

BLACK HORSE PIKE REGIONAL HIGH SCHOOL
HIGHLAND TIMBER CREEK TRITON
SOCIAL STUDIES DEPARTMENT

SYLLABUS

WORLD HISTORY CULTURES

Course Overview

This course includes a study of World History from the Renaissance to our current times of global interdependence. This program includes a survey of significant geographic, economic, political, and social events as well as an on-going chronological study of our world's cultural diversity. Students are expected to be active learners. Class time involves teacher-guided lecture, discussion, collaborative and website-specific learning activities, problem solving, writing activities, and creative projects.

Course Content Outline and the NJ Core Curriculum Content Standards

First Marking Period

- I. Renaissance/Protestant Reformation - *6.1A; 6.3D; 6.5A,B; 6.6A-E*
- II. Exploration - *6.1A; 6.3D; 6.5A,B; 6.6A-E*
- III. Absolutism - *6.1A; 6.3D,E; 6.5A,B; 6.6A-E*

Second Marking Period

- IV. Scientific Revolution/Enlightenment - *6.1A; 6.3D,E; 6.5A,B; 6.6A-E*
- V. French Revolution - *6.1A; 6.3E; 6.5A,B; 6.6A-E*
- VI. Industrial Revolution - *6.1A; 6.3E; 6.5A,B; 6.6A-E*
- VII. Imperialism - *6.1A; 6.3E,F; 6.5A,B; 6.6A-E*

Third Marking Period

- VIII. World War I - *6.1A; 6.3F; 6.5A,B; 6.6A-E*
- IX. Interwar Years - *6.1A; 6.3F; 6.5A,B; 6.6A-E*
- X. World War II - *6.1A; 6.3F; 6.5A,B; 6.6A-E*

Fourth Marking Period

- XI. Cold War - *6.1A; 6.3G,H; 6.5A,B; 6.6A-E*
- XII. 20th Century Independence Movements - *6.1A; 6.3G,H; 6.5A,B; 6.6A-E*
- XIII. Contemporary Issues/Globalization - *6.1A; 6.3F,G,H; 6.5A,B; 6.6A-E*

Course Expectations and Skills

1. Become familiar with current events.
2. Gain an appreciation for past and present cultures of the world.
3. Develop literacy in civics as it is reflected in the governmental systems of global history.
4. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
5. All students will understand world history as the context for United States history.
6. Develop skills in: reading comprehension, research, communication and technology.
7. Gain practice to succeed on standardized testing such as ACT, SAT, and PARCC.
8. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
9. Enhance technology skills through research and presentations.
10. Develop skills in note-taking and outlining guided practice and repetition.

Materials Needed

- Covered textbook
- Notebook and/or three-ring binder with lined paper
- Daily planner/Student organizer
- Pen or pencil

Resources

Textbook: TBA

Grading Scale

Students will earn their grades based on the following categories of assignments:

- | | |
|--------------------|---------------------------|
| - Evaluations: 40% | - Projects: 15% |
| - Quizzes: 25% | - Homework/Classwork: 20% |

Teacher Information

TBA

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| | |
|--|--|
| <p>Course/Unit Title: World History & Cultures College Prep Unit 1 Renaissance & Reformation</p> | <p>Unit Summary: The purpose of this unit is to provide an introduction to Renaissance and Reformation ideas of urban growth, humanism, and change in religion. The Italian Renaissance was a rebirth of learning that produced many great works of art and literature. Spanning two centuries, the Renaissance emphasized secularism, awareness of ties to the ancient Greek and Roman worlds, and the ability of the individual. Renaissance art and literature still influence modern thought and art today. During the second half of the fifteenth century, people began to desire meaningful religious expression and the Reformation began and spread through Europe. Specifically, Martin Luther sought to reform practices in the Catholic Church that he believed were wrong. As Protestant reformers divided over beliefs, the Catholic Church made reforms, such as the development of Catholic schools. The Protestant Reformation led to one-fifth of the Christians in the world today to be Protestant.</p> |
| <p>Grade Level(s): 9</p> | |
| <p>Essential Question(s):</p> <ol style="list-style-type: none"> How did principle ideas of the Renaissance alter political thought in Europe? How did geography influence the Renaissance? What divisions of Europeans emerged during the Renaissance and Reformation periods? How did the Renaissance influence modern banking? What effects came about from new technologies developed during this period? What impact did Renaissance Art have? Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. | <p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> Rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education altered political thought in Europe as a result of the Renaissance. The geographic location of Italian city-states allowed for it to first develop in Italy and spread throughout Europe. Italian city-states were in a prime location. Their location on the Mediterranean Sea put them in a position to receive Asian goods from Arabs traders. Christianity divided into groups of those who remained Catholic and those that became Protestant. As a result of increased wealth, the Medici family introduced new banking methods that have influenced financial systems in the modern world. Society progresses through conflict and innovations. As early humanists gather ideas were exchanged. The invention of the printing press allowed for more ideas to be exchanged. Renaissance art portrays the beauty and individuality of human figures in a realistic manner and has influenced modern artists. As the Humanists during the time studied the ancients Greeks and Romans to create what they felt was an ideal individual, we look back and build upon those ideas to create the ideal individual for our present day society. |

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| Learning Target | NJCCCS or CCS |
|--|----------------------------------|
| 1. Compose an explanatory writing on the beginning of the Renaissance in Florence, Italy. | 1. WHST.9-10.2 |
| 2. Explain why historians use the term Renaissance for this period. | 2. 6.2.12.D.2.a, 6.2.12.D.2.c |
| 3. After looking at a map that exemplifies the creation of new churches in Europe, determine what changes were made or not made based on the map & textbook readings. | 3. RH.9-10.7 |
| 4. Utilize peer editing on turnitin.com when writing an opinion essay on the impact that the Renaissance had on Italian & Northern European society, whether it was a positive or negative impact. | 4. WHST.9-10.5 |
| 5. Characterize the beliefs of humanism and Christian humanism. | 5. 6.2.12.A.2.b |
| 6. Identify major figures from the Renaissance and their contributions to the time period. | 6. 6.2.12.D.2.d, 6.2.12.A.2.a |
| 7. Complete a reading of a DBQ on the changes faced by the Catholic Church due to the Reformation within Europe. | 7. RH.9-10.9 |
| 8. Provide examples of how the Printing Press shaped European society. | 8. 6.2.12.D.2.e, 6.2.12.D.2.d |
| 9. Write a story for a younger grade level of children simplifying the reasons that Luther, Calvin, and other leaders of the Reformation began their revolutions. | 9. WHST.9-10.4 |
| 10. Relate the geographical location of Italian city-states to the fact that Italy was the center of the Renaissance. | 10. 6.2.12.B.2.a |
| 11. Trace how Renaissance characteristics to the emergence of the Reformation. | 11. 6.2.12.B.2.b |
| 12. Create an outline on the spread of Renaissance ideas beginning in Italy and traveling through Germany, England, France, and Belgium. | 12. WHST.9-10.1 |
| 13. Compare and contrast the artistic changes seen when viewing Raphael's "School of Athens" and da Vinci's "The Last Supper." | 13. RH.9-10.6 |
| 14. Compare and contrast the beliefs of the Catholic Church against those of the new Protestant sects, and recognize how they spread through Europe. | 14. 6.2.12.B.2.b |
| 15. Understand the development of modern banking systems in Europe and their impact on the world. | 15. 6.2.12.C.2.a |
| 16. Analyze and interpret primary documents from the period; including Machiavelli's "The Prince," etc. | 16. LA.11-12., RH.11-12.1 |
| 17. Highlight examples in which Luther's proposed changes in the 95 Theses are seen in his famous document. | 17. RH.9-10.8 |
| 18. Utilize UPFRONT, or other recent published magazine articles to support ideas for research; connecting ideas of the Reformation with current changes to church policy around the world. | 18. WHST9-10.9 |
| 19. Examine how new ideas affected art of this period. | 19. 6.2.12.D.2.e |
| 20. Determine the factors that led to the Reformation and the impact on European politics; including Henry VIII Act of Supremacy. | 20. 6.2.12.D.2.b |
| 21. Read through "The Book of the Courtier" and highlight what, according to | 21. RH.9-10.5 |

Inter-Disciplinary Connections:

Language Arts Literacy-- Reading and responding to "The Prince" by Machiavelli. Describe the central thesis. Primary source reflections on Castiglione, "The Book of the Courtier."

Write a poem in 2012 vernacular. Read Dante's "Divine Comedy" and describe why it was so important at the time.

Read and analyze #1-10 of Luther's "95 Theses."

Explain how the "95 Theses" reflect the society's views of the Catholic Church.

Art –Analyze Renaissance masterpieces.

Discuss pictures of the Louvre, study Mona Lisa and the Last Supper.

Analyze Raphael's piece, "The School of Athens" explain how it reflects the Renaissance.

Design a Renaissance mural.

Analyze the "Patronage of the Medici Family" explain how this reflects the popularity of the family. Describe **what** you see in picture that tells about the family.

Technology- Explain what the Gutenberg's Press was and what impact the invention had on society. PowerPoint for presentations for note taking.

Microsoft Word document for reflections of various art pieces.

Students will engage with the following text:

Chapter 5 of the Glencoe: World History Modern Times

Machiavelli, *The Prince* Define the central thesis of the piece and reflect how that can be seen in our government today.

Castiglione, *The Courtier* compare and contrast a Machiavellian follower to a Castiglione

Dante Alighieri, *The Divine Comedy* describe how the vernacular was a turning point, determine why Dante choose not to write his *Divine Comedy* in Latin.

Shakespeare, various plays

Chaucer, *The Canterbury Tales*

Excerpt from Luther's: A Mighty Fortress

Martin Luther's Ninety-Five Theses-determine how they show a need for reform

Cervantes, *Don Quixote*

Excerpts from Schellenberg's *Luther*

Excerpts from Brown's *Da Vinci Code*

Students will write:

Cornell Notes: on the Renaissance and its origins

Primary Source Document Responses: Compare and Contrast the art work of *Merode Altarpiece* by Robert Campin to *Marriage of the Virgin* by Raphael, Dante's *Divine Comedy*, vernacular is key, Michelangelo's *David*

and God Creates Adam, Leonardo Da Vinci: *Mona Lisa*, *The Last Supper* and pen and ink drawings, *Merode Altarpiece* by Robert Campin and the *Marriage of the Virgin* by Raphael.

Dr. Giampalmi--writing prompts, Renaissance-Shakespeare

Dinah Zike Foldables/Graphic Organizers--Analyze how the Renaissance and Reformation affected various parts of Europe. Record in a Layered-Look Book

Explanatory Writing-- on the beginnings of the Renaissance found in Florence, Italy.

Reflective Journal entry—Why is writing in the vernacular important to writers?

Opinion essay:

--do you think Luther's study of the law had any influence on his later criticisms of the Catholic Church? Why or Why not?

--was the impact of the Renaissance on society positive or negative?

Timed writing assignment--How did Luther's fight change history?

Picture Prompts—Compare and contrast the designs of Dome of St. Peter's Basilica and U.S. Capitol dome

Persuasive Letters—write to the Medici family asking for them to be your patron. Include three reasons why the family should sponsor you.

Writers Notebook--List some modern day Renaissance men and women. |

Suggested Accommodations/Modifications for Writing:

Provide students with guided Cornell notes or copies of notes; offer students extended time on writing assignments; provide guiding questions for written responses; provide writing checklists and step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended responses; provide graphic organizers including a persuasive essay graphic organizer to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist student with brainstorming ideas for writing; provide extra space and lined paper for student responses for students with poor or large handwriting; provide sentence starters for writer's notebook, writing prompts and journal entries; for picture prompt assignment, provide a graphic organizer that has the first 2 blocks filled in to guide student in the right direction; provide MLA format worksheet.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Warm-up /Bell Ringer: What role did religion play during the Renaissance?

Direct Class Instruction: --Introducing what Renaissance means and how it reflected this time period in Europe. --

--Instruction on the creation of murals that reflect the Renaissance.

--Power Point Medici Family influences on modern banking.

Cornell Notes: On Ideas and Art of the Renaissance and the Protestant Reformation.

Content Vocabulary: Crossword-Renaissance and Reformation terms, 1350-1600.

Map Activities: --Map of Europe --define boundaries and trading hubs.

--Shade in the European Nations that practiced the different religions i.e. Anabaptist, Anglican, Calvinists, Lutheran and Jewish.

--Determine why Italy was considered a central location for trade.

Debates:

- **Suggested Topics** --Did attempts to change religion change society?

--Did the invention of the printing press have an influence on religion?

Investigate and debate: Even though the time period stressed Humanism and Secularism, the role of religion was strengthened.

Socratic Seminar: Suggested topic: --In the Renaissance time, they tried to suppress religion, reflecting on various art was it a secular society?

Venn-diagrams: --Compare Humanists characteristics to Christian Humanists.

--Compare Erasmus and Martin Luther.

Jackdaw Kits: Primary document reflection of the *Mona Lisa*.

Small-group cooperative learning:-- Compare Cornell Notes on the Protestant Reformation

--Create a Renaissance Mural.

Research: Which artist more closely defined the Renaissance (provide examples). Use the LMC databases and at least one book from LMC.

Analysis of primary sources:

--St. Peter's Basilica

--The School of Athens by Raphael

--Patronage of the Medici Family

--The Book of the Courtier, Baldassare Castiglione

--Mona Lisa, Leonardo Da Vinci

--David and God Creates Adam, Michelangelo

--Divine Comedy, Dante Alighieri

--The Book of the City of Ladies, Christine de Pizan

--Merode Altarpiece, Robert Campin

--Marriage of the Virgin, Raphael

--Ninety-Five Theses, Martin Luther

Analyze and write: Analyze various art pieces and describe the characteristics that reflect the Renaissance: St. Peter's Basilica, David, The Last Supper and Mona Lisa.

Determine and display through essay writing: Describe how early pieces of Ancient Greek and Roman work can

be seen in the lifestyle and art work of the Renaissance.

Suggested Videos:

- United Streaming videos: "1350-1550 Italian Intellectuals and Human Achievement" Cornell Note the video.
- The Other Boleyn Girl
- Schellanger's : *Luther*

Reading Suggestions:

- While reading excerpts of Machiavelli's "The Prince", identify topic sentences, transitional words, and points of development.
- While reading Castiglione's "The Courtier", identify what type of evidence the author uses.
- Determine the meaning of words and phrases as they are used in Martin Luther's "Ninety-Five Theses" including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Writing Suggestions:

- Engage in writing conferences with teacher to evaluate writing and improve it.
- Compose a fictional writing piece using factual information from the text from the voice of someone they just studied.
- Looking at the painting of Martin Luther's "Ninety-Five Theses" analyze the document by utilizing geography, historical research, language, and historiography and describe the painting with vivid verbiage in writing.
- Take a position and outline arguments and counterarguments for the Protestant Reformation. |

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Quizzes, Homework, Participation, Discussion, Socratic Seminars, Written responses, Mini-projects, Writer's notebook/journal entries

*these assessments will mostly utilize: Remembering, Understanding, Applying, and Analyzing

Accommodations/Modifications:

Special Education teacher will modify formative assessments as per the individual students' IEPs, Extra time, preferential seating, re-takes, oral and written instruction, after-school support, supplementary readings to expand in-class activities, additional project choices, after-school support

Summative Assessments:

Benchmark and Final Assessment including essay and objective components.

*these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating

Accommodations/Modifications:

Extra time, preferential seating, re-takes, oral and written instruction, after-school support, supplementary readings to expand in-class activities, additional project choices, after-school support

Performance Assessments:

In-class Museum/Art Gallery, Renaissance Re-Creation Project

*these assessments will mostly utilize: Analyzing, Evaluating, and Creating.

Accommodations/Modifications:

Extra time, preferential seating, re-takes, oral and written instruction, after-school support, supplementary readings to expand in-class activities, additional project choices, after-school support.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| | |
|---|--|
| <p>Course/Unit Title: World History & Cultures College Prep Unit 2 Exploration & Absolutism</p> | <p>Unit Summary: Economics fueled the age of exploration, and the consequences included worldwide interaction among people of many cultures. The voyages of Columbus promoted a worldwide exchange of everything from religious and political ideas to new foods and plants. The vast wealth brought from colonizing the Americas sealed the fate of millions of Native Americans and Africans who were forced to work in mines and on plantations.</p> |
| <p>Grade Level(s): 9</p> | <p>In Europe, as feudalism declined, stronger national kingdoms emerged under the control of absolute rulers. Absolute rulers wanted to control their countries' economies so that they could free themselves from limitations imposed by the nobility. Specifically, in France, Louis XIV's unrestrained spending left his country with huge debts while in Great Britain, Parliament and the British people challenged the monarch's authority.</p> <p>The purpose of this unit is to help students understand some of the reasons for exploration and how it was an important step toward the global interaction existing in the world today. Also, help students imagine what life would be like for people who lived during a time of religious and economic instability under an absolute leader.</p> |
| <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What major changes in world political boundaries developed between 1450 and 1770? 2. What factors influenced the success of European settlement in the New World? 3. What trade routes developed following exploration? 4. In what ways do European nations prosper through exploration in the 15th Century? 5. How did European expansion and the slave trade affect the people in Africa? 6. How do different | <p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. European political and military control expanded national boundaries in Africa, Asia, and the Americas by the mid-18th century. 2. Natural resources, climate, and topography influenced European exploration, colonization, and settlement patterns. Essential commodities (e.g., sugar, cotton) from Asia to Europe to America began to be traded, which had effects on both economic and social effects on both continents. 3. Europeans started exploring the world in the 1400s, and several nations experienced economic heights through worldwide trade. 4. European nations prospered though obtain resources, wealth and peoples of their colonies. European nations acquire territories, wealth, and power during this time which leads to future empire conflicts. 5. The European Slave Trade had major impacts on both the European societies and the colonized countries/nations. Europeans exploited newly found lands for resources and raw materials. Colonization tore apart civilizations and societies often times forcing rival tribes to live together. The Slave trade exposed nations to new diseases that devastated many peoples. As a result of the Slave Trade West Africa saw a major decline in population. Expansion and the slave trade brutally victimized Africans. 6. Colonies allowed for Mercantilism. A nation's wealth depended on a large supply of bullion or gold and silver would be obtain through colonization. Economic systems of the imperial nations would grow with an increase of natural resources and new markets. 7. Absolute monarchs imposed his or her own desires and goals for good or ill. |

| | |
|--|--|
| <p>economic systems vary in their toleration and encouragement of change?</p> <p>7. What affect did the exercise of absolute power have on a nation?</p> <p>8. How are governments created, structured, maintained, and changed?</p> | <p>Social, economic, and religious conflicts place caused by absolute monarchs place hardships on the people, cause bitterness, and led to war.</p> <p>8. Governments were created through a belief in a nature process in which natural leaders will rise up in a society. Structure of governments came through the governed or the leader. Ideals adopted through divine right and throne inheritance also gave birth to new leaders.</p> |
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| Learning Target | NJCCCS or CCS |
|--|-----------------------------------|
| 1. Determine the factors that encouraged European exploration. | 1. 6.2.12.A.1.a |
| 2. Create an expository writing on the attack on the Aztecs led by Cortez. | 2. WHST.9-10.2 |
| 3. Read through Bossuet’s view of the “Divine Right of Kings” and highlight the reasons why Kings believed they deserved their power. | 3. RH.9-10.5 |
| 4. Explain how new inventions and technologies in European culture assisted in the Age of Exploration. | 4. 6.2.12.C.1.e, RH.9-10.3 |
| 5. Analyze the impact of exploration, colonization, and trade on Africa, Asia, North and South America. | 5. 6.2.12.C.1.d, 6.2.12.C.1.b |
| 6. Enumerate specific reasons in which Magellan’s crew espouse anger to their trip to the Philippines from textbook reading. | 6. RH.9-10.2 |
| 7. Write a historical fiction narrative as a character on board Columbus’ ship across the Atlantic. | 7. WHST.9-10.3 |
| 8. Compare and contrast the economic policies of China and Japan and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy. | 8. 6.2.12.C.1.a |
| 9. Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. | 9. 6.2.12.C.1.c |
| 10. Following viewing the film Amistad, compare to the slave narratives provided by Magellan which the class will be reading. | 10. RH.9-10.1 |
| 11. Describe the expanding European presence in Africa. | 11. 6.2.12.D.1.b |
| 12. Visit history.com to read different interpretations of the Europeans exploration and devastation of the new world to support ideas for research. | 12. WHST.9-10.8 |
| 13. Debate the Atlantic Slave Trade as an act of genocide. | 13. 6.2.12.D.1.b, WHST.9-10.2 |
| 14. Discuss the ways in which culture is spread and mixed around in the world. | 14. 6.2.12.D.1.d |
| 15. Hypothesize how the American, Spanish, and Portuguese colonies would have been without the introduction of slaves. | 15. 6.2.12.D.1.c, 6.2.12.D.1.e |
| 16. Assess the impact of the Columbian exchange on Europeans and Native Americans. | 16. 6.2.12.D.1.a |
| 17. Utilize LMC databases and one book to create a Prezi on the different countries involved in Exploration of the New World. | 17. WHST.9-10.7 |
| 18. Explain major changes in world political boundaries between 1450-1770. | 18. 6.2.12.B.1.a, WHST.9-10.1 |
| 19. Assess the role of natural resources and climate in European exploration, colonization, and settlement patterns. | 19. 6.2.12.B.1.b |
| 20. Analyze how Spanish power increased under Philip II. | 20. 6.2.12.A.2.c |
| 21. Create a timeline based on the Age of Exploration chapter in textbook, identifying the spread of cultures and ideas from Europe to other areas of the world. | 21. RH.9-10.3 |
| 22. Evaluate how Henry IV reformed and rebuilt France after the wars of | 22. 6.2.12.A.2.c |
| | 23. RH.9-10.4 |
| | 24. 6.2.12.A.2.c |
| | 25. 6.2.12.A.2.c |
| | 26. 6.2.12.A.2.a |
| | 27. WHST.9-10.4 |
| | 28. 6.2.12.A.2.a |

religion.

23. Read the “Elizabeth: Golden Age” and highlight what events in the text display her Absolute rule over England, compared to previous rulers learned about in-class.
24. Explain the relationship between Parliament and the English monarchy.
25. Compare the American and English Bill of Rights.
26. Explain how European nations tried to maintain a balance of power.
27. Write a story for the school newspaper highlighting the achievements of a specific Absolute Monarch as it relates to their treatment of society & the nobility.
28. Examine how Peter the Great tried to make Russia a modern state.

Inter-Disciplinary Connections:

Language Arts Literacy--Reading, speaking and listening. Gathering information and research. Reading and responding to primary and secondary resources, analyzing Columbus’s travel diaries. Reading the textbook and determining the main idea. Descriptive essays: describe what Columbus saw when he reached Central America.

Art-- Technology Virtual Tours i.e. Versailles, France, PPT- Explorers and Rulers

Technology-- Microsoft Word for essay completion, school data bases to research the explorers. Create a Facebook page for two explorers; create a Twitter thread between 2 or three explorers.

Economics-- Determine the factors that go into joint-stock companies, new banking systems with the Medici’s, mercantilism, bullion and balance of trade.

Math and Science--Discover the significance early map and cartography, view Magellan’s maps, the use of the astrolabe and mathematical calculations to navigate.

Students will engage with the following text:

World History: Modern Times (Glencoe)

Diary selections of *Christopher Columbus*.

Magellan’s “Slave Trade Narratives.”

The Reflective essay on “Elizabeth: Golden Age”

Scenes from “Amistad.”

Scenes from “Roots.”

Excerpt from “A Relation of the Island of England,” make inferences and draw a conclusion.

Bernal Diaz, “The Conquest of New Spain”

Excerpts on witch craft, *Malleus Maleficarum*

Jacques-Benigne Bossuet, on the divine right of kings

Suggested Accommodations/Modifications for Writing:

Provide students with guided Cornell notes or copies of notes; offer students extended time on writing assignments; provide guiding questions for written responses; provide writing checklists and step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended responses; provide graphic organizers including a persuasive essay graphic organizer to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist student with brainstorming ideas for writing; provide extra space and lined paper for student responses for students with poor or large handwriting; provide sentence starters for writer’s notebook, writing prompts and journal entries; for picture prompt assignment, provide a graphic organizer that has the first 2 blocks filled in to guide student in the right direction; provide MLA format worksheet.

Students will write:

Cornell Notes:

-- Motive for Exploration and Expansion

Think-pair-share notes:

-- Cornell Notes from The Atlantic Slave Trade

Primary Source Document Responses:

-- How did merchants protect themselves against losses? From European Port scene.

Dinah's Zike Foldable:

--Take notes on exploration, slave trade and colonial Latin America of quarter sheets of paper.

Expository Writing:

--Cortes' attack on the Aztec people of Modern day Mexico

Trading Cards:

--Collect data on one specific explorer and create a set of (baseball trading) cards.

Reflective Journal entry:

--What would you rather have been at the time: king/queen or explorer and why?

Prezi:

--On the European nations' participation and exploration of the New World.

Opinion essay:

--Does a need justify slavery?

Timed writing assignment:

--Cause and effect chart on Commercial Revolution

Picture Prompts:

-- "The Encomienda System", how does this system resemble feudalism?

Persuasive Letters:

--Letters to the king about why they should/should not colonize the region.

Graphic organizers:

-- Illustrating the triangular trade pattern.

Reaction paper:

--To Bernal Diaz, "The Conquest of New Spain"

School Newspaper Story:

--Highlights of an Absolute Monarch as they pertain to society and the nobility's treatment.

Historical Fiction Narrative:

--From the viewpoint of a member of Columbus' crew across the Atlantic.

Writers Notebook:

--What have we seen along the way? Follow Columbus's expedition and write the various new items that became available for trade.

Map Activity:

-- Create a map outlining the various explorers' routes.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Suggested Warm-ups:

- Recall- write on item on the board when you walk in of what you remember from previous day's class
- Review HMWK- What ifs...? Example- What if the Arab traders were not combative and lowered prices?
- Smart Board mix-n-match: Create a Smart Board chart fill one side with explorer names other side with destination, when students come in they slide the name next to destination.

Content Vocabulary Crossword:

- Create a crossword puzzle using the chapter's key terms.

Primary Document Analysis:

- Bernal Diaz, The Conquest of New Spain. How does he describe Tenochtitlan?
- Examine the map by Hernan Cortes from 1524. Generalize about what the conquistador's impressions of Tenochtitlan were. Hypothesize why it might have been built in the middle of a lake.

Map Activity:

- Locate and label the Central and South America and the bodies of water and countries.
- Color code a map of Colonial Latin America and shade each European colony a different color.

Linking Chart:

- Vocabulary building-with a set of words use in a sentence and choose a reminding word.

Graphic Organizer:

- Create a chart describe the Triangular Trade.
- Summarize the political, social, and economic characteristics of colonial Latin America.
- Chart out cultures, new inventions and technologies that were impacted by exploration.

Graph Interpretation:

- What are the different ethnic groups of Mexico 2007.

United Streaming videos/coupled with Cornell Notes--"Columbus's Voyages"

Research - Rulers that had an impact in the 1700's

E-Books

- Scenes from Amistad and Roots- Debate whether or not slavery was justified.

Suggested closing activities:

- Exit Ticket: Write 1 fact they can recall from that class OR "I still don't understand..."
- Quick write summary: 2 minutes - write down anything you can remember from class.

Socratic Seminars: Does Absolutism solve societies' problems?

Small Group note Analysis: Compare notes--"Response to Crisis: Absolute rulers"

Facebook project: Create a face book page from one Absolute ruler

Connecting past to present: Summarize the type of navigational or other sailors use today compared to the 1400's.

Diorama: Create a Diorama about European Expansion

Reading Suggestions:

- While reading excerpts of Bartolome de las Casas, from *A Brief Account of the Destruction of the Indies* identify topic sentences, transitional words, and points of development.
- While reading Castiglione's the reflective essay on "Elizabeth: Golden Age" identify what type of evidence the

author uses.

--Determine the meaning of words and phrases as they are used in Bernal Diaz, "*The Conquest of New Spain*" including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Writing Suggestions:

--Engage in writing conferences with teacher to evaluate writing and improve it.

--Compose a fictional writing piece using factual information from the text from the voice of someone they just studied.

--Looking at the painting of Versailles and analyze the document by utilizing geography, historical research, language, and historiography and describe the painting with vivid verbiage in writing.

--Take a position and outline arguments and counterarguments for Absolutism.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quizzes, Homework, Participation, Discussion, Socratic Seminars, Written responses, Mini-projects, Writer's notebook/journal entries.

***these assessments will mostly utilize: Remembering, Understanding, Applying, and Analyzing**

Accommodations/Modifications:

Special Education teacher will modify formative assessments as per the individual students' IEPs, Extra time, preferential seating, re-takes, oral and written instruction, after-school support, supplementary readings to expand in-class activities, additional project choices, after-school support.

Summative Assessments:

Benchmark and Final Assessment including Essay and objective Component.

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Extra time, preferential seating, re-takes, oral and written instruction, after-school support, supplementary readings to expand in-class activities, additional project choices, after-school support.

Performance Assessments:

Guess Who Project
Facebook/Twitter project
Explorers Routes: Map Activity
Participation
Genealogy Tree
Trading Card Project
Power Point Presentations
Display-"YOU TEACH IT" Cornell Notes

***these assessments will mostly utilize: Analyzing, Evaluating, and Creating.**

Accommodations/Modifications:

Extra time, preferential seating, re-takes, oral and written instruction, after-school support, supplementary readings to expand in-class activities, additional project choices, after-school support.

Black Horse Pike Regional School District Curriculum Template ENGAGING STUDENTS • FOSTERING
ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE**WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?**

| | |
|--|---|
| Course/Unit Title: World History & Cultures College Prep/ Age of Enlightenment and Revolution Unit 3 | Unit Summary: <p>During the Scientific Revolution, astronomers questioned how the universe operates and shattered long-held views which opened up a new world of discovery. The thinkers of the Enlightenment challenged old ideas about power and authority. The Enlightenment led to a series of revolutions, political, economic, and cultural changes that have had a lasting impact. Enlightenment ideas spread through the Western world and profoundly influenced the arts and government. Economic and social inequalities caused the French Revolution. The Industrial Revolution spread quickly and paved the way for modern industrial societies. The factory system changed the way people lived and worked.</p> <p>The Scientific Revolution led to the development of the scientific method still in use today. The various freedoms enjoyed in many countries today are a result of Enlightenment thinking. An “enlightened” problem solving approach to government and society prevails in modern civilization today. Throughout history, economic and social inequalities have led peoples to revolt against their governments. Many less-developed countries are undergoing the difficult process of industrialization today. The Industrial Revolution set the stage for the growth of modern cities and a global economy.</p> |
| Grade Level(s): 9 | |
| Essential Question(s): <ol style="list-style-type: none"> 1. How did the principle ideas of the Enlightenment alter political thought in Europe? 2. Why is there political and social conflict? 3. How much influence do individuals have in changing history? 4. How did the Scientific Revolution affect the way humans saw themselves and their physical and spiritual worlds? 5. How did revolutions influence political, social, and economic opportunities and rights? 6. What relationships exist among the agricultural revolution, industrialization and population growth? 7. How did revolutions in | Enduring Understanding(s): <ol style="list-style-type: none"> 1. Rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education altered political thought in Europe. 2. Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. 3. Throughout history, economic and social inequalities have at times led certain peoples and groups to revolt against their governments. 4. Questioning during the Scientific Revolution led to the development of the scientific method still in use today, which led to a new understanding of the physical and spiritual world. 5. This period of Revolution led to political, economic and cultural changes that have had a lasting impact. 6. The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. 7. The various freedoms enjoyed in many countries today are a result of Enlightenment thinking. 8. In times of political turmoil, military dictators often seize control of nations. 9. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and |

| | |
|--|--|
| <p>America and Europe influence independence movements in Latin America?</p> <p>8. How do governments respond to people's demands for self-government?</p> <p>9. How did industrialization and urbanization influence the daily lives of people?</p> | <p>economic control over large regions of the world that had a lasting impact.</p> |
|--|--|

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| Learning Target | NJCCCS or CCS |
|---|-----------------------------|
| 1. Identify and explain the main ideas of the Enlightenment. | 1. 6.2.12.A.2.a |
| 2. Create a timeline while reading textbook chapter on French Revolution to trace events leading to and through the Revolution. | 2. RH.9-10.3 |
| 3. Compare and contrast the political philosophies of John Locke, Thomas Hobbes, Voltaire, Montesquieu, and Jean Jacques Rousseau. | 3. 6.2.12.A.2.a |
| 4. After reading a certain selection of quotes from "The Declaration of Rights of Man," students will determine what specific vocabulary terms within the reading mean. | 4. RH.9-10.4 |
| 5. Write a historical fiction narrative as a character at the sentencing of Louis XVI. | 5. WHST.9-10.3 |
| 6. Identify the factors that helped Enlightenment ideas spread throughout Europe. | 6. 6.2.12.D.2.e |
| 7. Write a story for a younger grade level of children simplifying the reasons why the Industrial Revolution began in England. | 7. WHST.9-10.4 |
| 8. Explain the influence of the Enlightenment on the American Revolution | 8. 6.2.12.D.3.a |
| 9. Read through selections from Descartes' "Discourses on Method" and highlight the key points of his writing. | 9. RH.9-10.5 |
| 10. Discuss the paradox between the ideology of the Enlightenment and the treatment of women in European society. | 10. 6.2.12.A.2.b |
| 11. Explain how new discoveries in astronomy changed the way people viewed the universe. | 11. 6.2.12.C.3.d |
| 12. Utilize self-edit on an essay composed on "Was the Industrial Revolution a real Revolution?" using a writer's checklist. | 12. WHST.9-10.5 |
| 13. Analyze the contributions that Newton and other scientists made to the Scientific Revolution. | 13. 6.2.12.C.3.d |
| 14. Give examples of how the Scientific Revolution affected how humans viewed themselves and their surrounding world. | 14. 6.2.12.D.2.d, RH.9-10.9 |
| 15. Evaluate the new scientific method and how it developed. | 15. 6.2.12.C.3.d |
| 16. Interpret why religious authorities rejected findings of the scientific method. | 16. 6.2.12.C.3.d |
| 17. After looking at a chart that exemplifies production for various countries in | 17. RH.9-10.7 |
| | 18. 6.2.12.D.2.e |
| | 19. 6.2.12.A.3.d |
| | 20. RH.9-10.9 |
| | 21. 6.2.12.A.3.d |
| | 22. WHST.9-10.7 |
| | 23. 6.2.12.A.3.d |
| | 24. 6.2.12.C.3.a, RH.9-10.1 |
| | 25. 6.2.12.C.3.b |
| | 26. 6.2.12.B.3.b |
| | 27. 6.2.12.D.3.b |

| | |
|---|---|
| <p>Europe & America during the 1700-1800s, determine what changes were made or not made based on the text.</p> <ol style="list-style-type: none"> 18. Describe the causes of the French Revolution. 19. Explain the key events of the French Revolution. 20. Compare how the Industrial Revolution impacted Europe vs America as reflected in graphs from textbook. 21. Examine what took place during the radical days of the French Revolution 22. Utilize LMC databases and one book to create a Prezi on a ruler from the Age of Revolutions and how they dealt with the results of the Revolutions. 23. Explain the rise and fall of Napoleon. 24. Explain the factors that made the Industrial Revolution possible. 25. Identify new inventions and their effects on industry. 26. Characterize how the Industrial Revolution affected people's lives. 27. Describe the factors leading to migration and urbanization during the Industrial Revolution. 28. Visit history.com to find writings that support Galileo's thoughts on the solar system and the church seen in the text "Cardinal Bellarmine v. Galileo." 29. Compare and contrast economic systems: Laissez-faire v. Socialism. | <p>28. WHST.9-10.8 29. 6.2.12.C.3.c</p> |
|---|---|

Inter-Disciplinary Connections:

Math—Charts regarding numbers killed during French Revolution and production increase during the Industrial Revolution.

Language Arts Literacy—Responding and analyzing primary source documents

Art—Joseph Wright's *A Philosopher Giving a Lecture on the Orrery*

Science—Creating your own invention project in attempting the experimentation of a new idea.

Students will engage with the following text:

- Glencoe World History-Modern Times by Spielvogel
- Cardinal Bellarmine v. Galileo
- From *Observations Upon Experimental Philosophy*
- From *Discourse on Method*, Rene Descartes
- From *Essay Concerning Human Understanding*
- “Another Bit from the Mining District”

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas; use Section Audio (a recording of each section of the textbook) to help students learn the content of the textbook. Visit glencoe.com to access the Media Library and enter QuickPass code; provide reading graphic organizers with some pre-labeled sections to help

students monitor their comprehension during independent readings; group students to reread the text with partners who can help explain difficult terms; provide a Pronunciation Guide to help students pronounce difficult words in this unit; access Study Central at glencoe.com to provide summaries, interactive games, and online graphic organizers to help students review content; create mental model presentations and graphic organizers for important vocabulary terms and concepts.

Students will write:

Cornell Notes: Social Revolutions brought about by the Enlightenment and the Industrial Revolution.

Primary Source Document Responses: Cardinal Bellarmine v. Galileo, from *Observations Upon Experimental Philosophy*, from *Discourse on Method*, Rene Descartes, from *Essay Concerning Human Understanding*, and "Another Bit from the Mining District."

Dr. Giampalmi writing prompt: 13 colonies + representation in Parliament=

Opinion essay:

--What do you think is more important in the development of a child: nurture or nature?

--Was the Industrial Revolution a real Revolution? (self-edit)

Prezi: On the impact that the Age of Revolutions had on Monarchs in Europe at the time.

Timed writing assignment: Why did the Catholic Church Condemn Galileo's work?

Picture Prompt: "A dreadful shock to the nerve" political cartoon.

Write a Children's Story: Describing the reasons why England was the birthplace for the Industrial Revolution.

Persuasive Letters: Write an editorial favoring or opposing the death penalty.

Historical Fiction Narrative: From the perspective of a citizen in France at the sentencing of King Louis XVI.

Writers Notebook: Do you think post 9/11 security measures encroach on American liberty? Why or Why not?

Suggested Accommodations/Modifications for Writing:

Provide students with guided notes or copies of notes; offer students extended time on writing assignments; provide guiding questions for written responses; provide writing checklists and step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended responses; provide graphic organizers to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist student with brainstorming ideas for writing; provide extra space and lined paper for student responses for students with poor or large handwriting; provide sentence starters for writer's notebook, writing prompts and journal entries.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: all units should include lecture to prepare students for college atmosphere.

-On how the scientific method is based on the ideas of Francis Bacon and Rene Descartes

-The rise and fall of Napoleon

Cornell Notes: lectures and readings

-The Congress of Vienna goals, actions taken, and legacy.

-Social Revolutions brought about the Enlightenment and on the Industrial Revolution

Debates: Suggested topics:

--What is more important in the development of a child: nature or nurture?

--Debate the validity of the following statements:

-The French Revolution was more a reaction to economic problems than to social or political problems.

-The primary impetus for action during the French Revolution came from the common people of France, both rural and urban.

-Napoleon was a child of the Enlightenment.

Analysis of primary sources:

-From *Starry Messenger* by Galileo

-From *The Spirit of the Laws* by Montesquieu

-From *Treatises on Toleration* by Voltaire

-From *The Ignorant Philosopher* by Voltaire

-From *Encyclopedia* by Diderot

-From *Discourse on the Origins of the Inequality of Mankind* by Rousseau

-From *The Social Contract* by Jean-Jacques Rousseau

-From *Two Treatises on Government* by John Locke

-From *A Vindication of the Rights of Woman* by Mary Wollstonecraft

-From *The Declaration of Independence* by Thomas Jefferson

-From *The Recantation of Galileo*

-From *A Declaration of the Rights of Man and of the Citizen*

-*La Marseillaise* by Claude-Joseph Rouget de Lisle

-From *The Execution of Louis XVI* by Henry Essex Edgeworth de Firmont

-Napoleon's Proclamation at Austerlitz

-Testimonials on Labor Conditions (1832)

-From "The Opening of the Liverpool to Manchester Railway"

-"Life in a New England Factory" from *Voice of Industry*

-From *The Wealth of Nations* by Adam Smith

Movies:

-Scenes from *Gulliver's Travels*

-Scenes from *Les Miserables*

-Scenes from *A Tale of Two Cities*

Guided Reading Activity:

-The Enlightenment

-The French Revolution

Content vocabulary activity:

-Revolution and Enlightenment

United Streaming Video:

French Revolution Parts 1 and 2

Supplemental Handouts:

-Guided Reading on The Beginnings of Industrialization, cause and effect chart

-Causes-events-effects graphic organizer on the American Revolution

-Three Theories of the Solar System visual

-Revolution Brings Reform and Terror Timeline

- Old Regime chart on the Estates System
- Reasons and strategy of Latin American Revolutions
- Industrialization Case Study: Manchester

People in World History Biography:

- Maximilien Francois de Robespierre

Socratic Seminar:

- Socratic seminar based on Rousseau's Social Contract.

Small group cooperative learning:

- World History in Caricature and Cartoons, Booklet II: The Age of Revolutions—Political Revolution (includes: *The Suffering French Peasant, The Ideals of the French Revolution and A Slow Death for Slavery*)
- World History in Caricature and Cartoons, Booklet II: The Age of Revolutions—Industrial Revolution: (includes: *A Fantasy of Industrial Abundance, The "Web" of the Industrial Economy, and The Slums of London*)

Projects:

- World Revolutions Project in which students use LMC databases to research various world revolutions and present to class via PowerPoint presentations.

Movies:

- Scenes from *Gulliver's Travels*
- Scenes from *Les Miserables*
- Scenes from *A Tale of Two Cities*

Writing Suggestions:

- Engage in a writing conference with teacher to expand assigned historical writing assignment.
- Compose a fictional writing piece using factual information from the text from the voice of someone they just studied.
- Write one scene from a storyboard created that illustrates one of the revolutions learned in class. Write the one scene as vivid as possible.

Reading Suggestions:

- While reading, identify topic sentences, transitional words, and points of development in *A Vindication of the Rights of Woman* by Mary Wollstonecraft
- While reading *The Social Contract* by Jean-Jacques Rousseau, relate what was going on during the time period and what background information one possesses that assists in reading the source.
- Identify evidence in *The Wealth of Nations* by Adam Smith.
- Determine two or more central ideas of a *Starry Messenger* and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide list of LMC databases and codes on how to access these databases from home; provide students with list of approved web-sites close to their reading level to conduct research; provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; use graphic organizers; chunk assignments into smaller portions; provide color coded maps and pre-label key areas of maps; create interactive SMARTBoard maps and content activities for students to interact with the SMARTBoard; create and provide template for foldable study organizers that will help students review vocabulary terms and main ideas; allow students to view movie clips after school with special education teacher.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quizzes, Tests, Biographies, Homework, Participation, Discussion, Written responses, Mini-projects, Writer's notebook/journal entries

***these assessments will mostly utilize: Remembering, Understanding, Applying, and Analyzing**

Accommodations/Modifications:

Suggested for students with 504 plans and IEPs: Provide opportunities for hands-on and technology assessments; students may write directly on test instead of using scantron sheets; divide formative assessments into sections with clear and specific directions than can be read orally to students, reduced number of open-ended questions; provide shorter primary source readings at student's reading level if possible; highlight, underline, or bold key terms; grade content rather than mechanics; provide graphic organizer and writing checklist for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter; put fewer question on each page.

Suggested for gifted & talented students: Provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding

Summative Assessments:

Midyear Benchmark and Final Benchmark Assessment – written and objective components

***these assessments will mostly utilize: Remembering, Understanding, Applying, and Analyzing**

Accommodations/Modifications:

Suggested for students with 504 plans and IEPs:

General: Allow students to write directly on test instead of filling in bubbles on scantron; provide color coded maps; allow student to finish after school with special education teacher; provide oral instructions; provide

writer's checklist and graphic organizer for essay portion; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessment into portions; reduced number of open-ended questions; provide shorter primary source readings at student's reading level; increase spacing to reduce visual clutter; put fewer question on each page]

Performance Assessments:

French Revolution Class Re-enactment to recall events and place oneself in that time period

3-D model of either Kepler, Copernicus, or Ptolemy's vision of the solar system to visualize the new ideas on the universe of the time period

Create Your Own Invention - Industrial Revolution Project to express creativity by creating an original invention, or by improving upon an existing one. Student also will describe its parts and how it will impact society

***these assessments will mostly utilize: Analyzing, Evaluating, and Creating.**

Accommodations/Modifications:

Suggested for students with 504 plans and IEPs

Provide alternate choices for projects to fit learning style and skills of student.

Provide students with simple rubrics and planning graphic organizer tailored to project guidelines. Rubric should clearly outline expectations and due dates. Read rubric to students orally and check for understanding.

Rubric should have a section for student to monitor their progress during the project with a parent check off.

Show examples of student projects and rubrics that received As & Bs, etc.

Allow extra time if necessary while providing small group help after school.

Break project down into smaller chunks appropriate for each individual student's needs.

Provide materials to create 3-D Model and Invention projects.

Provide simple and clear rubric for oral presentation. Allow student to work with an advanced learner during oral presentations and Re-enactments.

Notify parents and Academic Lab teachers of upcoming projects and due date.

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Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| | |
|---|---|
| <p>Course/Unit Title: World History & Cultures College Prep Unit 4 Imperialism</p> | <p>Unit Summary: Industrialization increased the need for raw materials and new markets. Western imperialists were driven by this need as they looked for colonies to acquire. During the 19th and 20th centuries, Western powers divided Africa, colonized large areas of Asia and seized territories from Muslim states with little concern about how their actions would affect the people. Today, African nations continue to feel the effects of the colonial presence. Many former colonies have political problems that are the result of imperialism. Political events are still influenced by actions from the imperialistic period. Southeast Asian independence struggles in the 20th Century have their roots in the period of imperialism.</p> |
| <p>Grade Level(s): 9</p> | |
| <p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What were the motives behind imperialism? 2. What impact did the Industrial Revolution of Great Britain have on Colonial takeover? 3. What impact did imperialism and colonialism have on colonized regions? 4. Why did colonizing Africa become such a priority for some nations? 5. Why was claiming South Africa so important? | <p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Imperialism was motivated by European nations need to extend power of other nations and gain control of natural resources. Great Britain's Industrial Revolution also created a need for more resources and markets. Additionally, global competition for resources and markets created a race for different nations to colonize. 2. The Industrial Revolution of Great Britain created a heightened need and push for global markets and new resources. Consequently, a sense of nationalism and a thirst for control and power made colonizing an obsession for many European nations. 3. Imperialism and colonialism had a lasting impact on both the colonies and the "mother countries." Mother countries or the colonizing countries, implemented either direct or indirect rule over their newly acquired territories. Economics within the colonies changed as there was a stress to develop industries of their own and stress exports of raw materials. Imperialistic nations forced different ethnic group to work and live together which cause racial tension between different groups. 4. Colonizing Africa became a main priority for many nations. The scramble was caused by Nationalism and the need for raw materials and the expansion of new markets. Additionally, the completion of the Suez Canal, allowed European nations an increased control over West Africa and North Africa. 5. Claiming South Africa was important because of the need to discover a water route from inside the continent to the ocean. Henry Stanley discovered a route from Central Africa to the Atlantic Ocean. This water route allowed for the British to connect with its territories in North Africa. With deposits of gold and diamonds Great Britain rushed to |

claim previously Dutch Controlled area of South Africa.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| <u>Learning Target</u> | <u>NJCCCS or CCS</u> |
|--|---|
| 1. Define what imperialism is. | 1. 6.2.12.A.3.a |
| 2. Identify the methods of and motivations for exploration that will lead to Imperialism. | 2. 6.2.12.C.3.b, RH.9-10.10 |
| 3. Interpret the need for various European nations to spread their power. | 3. 6.2.12.A.3.a |
| 4. Recognize that the Industrial Revolution created a need for more raw materials. | 4. 6.2.12.C.3.b 6.2.12.A.3.d |
| 5. Illustrate how various nations competed for global resources and markets. | 5. 6.2.12.A.d |
| 6. Examine how the race for markets and resources resulted in the establishment of political and economic control over large regions of the world that had a lasting impact. | 6. 6.2.12.A.3.e, 6.2.12.B.3.a, 6.2.12.B.3.b |
| 7. Analyze the motives for and methods that Europeans nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia. | 7. 6.2.12.A.3.g, RH.9-10.4 |
| 8. Evaluate the impact of imperialism from multiple perspectives including the Indian and British perspectives on the Sepoy Mutiny. | 8. 6.2.12.D.3.d 9. 6.2.12.B.3.a |
| 9. Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815-1914. | 10. 6.2.12.B.3.c 11. WHST.9-10.2, |
| 10. Write explanatory texts to analyze the motives and consequences of European imperialism in Africa and Asia. | WHST.9-10.4 12. WHST.9-10.5 |
| 11. Plan, produce, and revise a clear and coherent Age of Imperialism DBQ essay in which the style is appropriate to the audience. | 13. 6.2.12.C.3.b 14. 6.2.12.C.3.e |
| 12. Analyze how Kipling's "The White Man's Burden" uses structure to emphasize key points. | 15. WHST.9-10.7 16. RH.9-10.3 |
| 13. Relate the role of geography to the spread of independence movements in Latin America. | 17. 6.2.12.C.3.c 18. RH.9-10.9 |
| 14. Analyze the interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources. | 19. 6.2.12.D.3.a 20. 6.2.12.D.3.c, |
| 15. Conduct research to compare the political, economic, and social structures put in place around the world by various colonial powers including Great Britain, France, Spain, Belgium, United States, and Japan. | RH.9-10.9 21. 6.2.12.D.3.d |
| 16. Assess the impact of imperialism on economic development in Africa and Asia. | 22. RH.9-10.6 23. 6.2.12.D.3.e, |
| 17. Analyze in detail a series of interactions between imperial governments and indigenous peoples by evaluating a series of political cartoons representing colonial rule. | WHST.9-10.7 24. RH.9-10.1 25. RH.9-10.5 |
| | 26. WHST.9-10.6 |

18. Compare and contrast the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
19. Compare and contrast viewpoints on capitalism vs. communism using primary and secondary sources.
20. Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
21. Compare and contrast China's and Japan's views of and responses to imperialism and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
22. Analyze the extent to which racism was both a cause and consequence of imperialism.
23. Compare the point of view of two or more authors for how they engage the topic of imperialism including Mohandas Gandhi, Sita Ram, and Sir Colin Campbell.
24. Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
25. Cite specific textual evidence to explain U.S. influence in the Americas and the Pacific.
26. Use technology to produce a graphic organizer comparing and contrasting the life and legacy of Mohandas Gandhi and Martin Luther King, Jr.

Inter-Disciplinary Connections:

Language Arts Literacy-- analysis of literary works from Romanticism and Realism writers: Lord Byron, *The Prisoner of Chillon*.

Art-- Interpret art work: *Place de la Bastille 1848*

Music-- listen to compositions of Ludwig van Beethoven

Pop-culture--Mary Shelley's *Frankenstein*

Technology--Microsoft, and use of LMC Data-base to create presentation and research assignments- choose a ruler i.e. Otto Von Bismark and Giuseppe Garibaldi.

Economics--Define how entrepreneurs were born out of Great Britain's Industrial Revolution.

Science-- Resources and natural resources created a need for Great Britain to expand its powers beyond the country's border. Determine the impact of the of Steam power.

Students will engage with the following text:

Textbook: World History: Modern Times (Glencoe)

Primary resources: A testimony on mining conditions by Miner Betty Harris and Mary Kingsley's journals from her journey in French Congo

DBQ:

- Pear's Soap advertisement
- Cecil Rhodes cartoon "The Rhodes Colossus"
- "The White Man's Burden," Rudyard Kipling
- "The Black Man's Burden," Edward Morel
- The Imperialism Reader, Louis L. Snyder
- A New History of India, Stanley Wolpert
- "Renaissance Man," Rabindranath Tagore
- Excerpts:
 - Miguel Hidalgo on Revolt in Mexico
 - Excerpts from The Condition of the Working-Class in England 1844.
 - Excerpts of Mary Shelley's Frankenstein
 - Excerpt: William Wordsworth poem
 - Charles Dickens: excerpts from Oliver Twist.
 - Excerpt: India: A Restatement by Sir Reginald Coupland

Biography :

- Mohandas K. "Mahatma" Gandhi
- Saya San

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas; use Section Audio (a recording of each section of the textbook) to help students learn the content of the textbook. Visit glencoe.com to access the Media Library and enter QuickPass code; provide reading graphic organizers with some pre-labeled sections to help students monitor their comprehension during independent readings; group students to reread the text with partners who can help explain difficult terms; provide a Pronunciation Guide to help students pronounce difficult words in this unit; access Study Central at glencoe.com to provide summaries, interactive games, and online graphic organizers to help students review content; create mental model presentations and graphic organizers for important vocabulary terms and concepts.

Students will write:

Cornell Notes: on National Unification and Nationalism.

Primary Source Document Responses: What can be said about reason for Gandhi changing his appearance "Gandhi," "The Irish Potato Famine" how did it contribute to nationalism?

Dr. Giampalmi writing prompts: Analyze the political cartoon of "White Man's Burden," LIFE magazine 1899

Reflective Journal: What types of novels do you read? Are there *Romantic* tones in them?

Opinion essay: What was Mary Shelley's monster?

Timed writing assignment: How did Mary Shelley's writings reflect *Romantic* literature?

Picture Prompts: What feelings appear prominent in the painting by Eugene Delacroix, "Prisoner of Chillon?"

Persuasive Letters: You've just visited an un-colonized region of Africa...write a persuasive letter and explain why your country should/should not colonize that region.

Writers Notebook: Write your opinion on the various impacts of Imperialism.

Suggested Accommodations/Modifications for Writing:

Provide students with guided notes or copies of notes; offer students extended time on writing assignments; provide guiding questions for written responses; provide writing checklists and step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended responses; provide graphic organizers including persuasive essay graphic organizers to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist student with brainstorming ideas for writing; provide extra space and lined paper for student responses for students with poor or large handwriting; provide sentence starters for writer's notebook, writing prompts and journal entries; provide pre-made foldable notes templates including mental models

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Suggested Warm-ups:

- Recall, Review HMWK- What ifs...? Example- What if the Arab traders were not combative and lowered prices?
- CNN Student News: find how a current event fits into what we are discussing in class at present time.

Content Vocabulary:

- Create crossword puzzle
- “OWN IT” Chart: fill in the word, a reminding word, and draw a picture of what that words appears like to you.
- Accumulative glossaries
- LinKing Chart-vocabulary building

Graphic Organizers:

- Summarize the political, economic and social causes of the new Imperialism-draw a chart
- Create a cause and effect chart describing the partition of Africa by European imperialists

Direct Class instruction: -- Lecture on rule and economies of colonies

-- Introduction to Industrial Revolution and its relationship with Imperialism

Cornell Notes: Empire building in Africa

DBQ:

- The Overthrow of the King Louis Philippe- study *Place de la Bastille 1848*
- Determine how Oliver Twist creates a picture of London during the Industrial Revolution

Primary Document Analysis:

- After studying Excerpts regarding working conditions explain how they have changed

Small-group cooperative learning:

- Create cause and effect chart: show how unification led to nationalism
- Students will read an excerpt of Mary Shelley’s *Frankenstein* and compare it to the *Twilight* series

Pair-share:

- Discuss how imperial governments ruled their empires

United Streaming Videos:

- “Road to Imperialism”/coupled with Cornell Notes
- E-books / read various selections and interpret
- Scenes from *Amistad* and *Roots*- Debate whether or not Slaver way justified.

Dinah Zike's Foldable:

- Create a layered “Layered Look Book” on the ideologies of the 1800’s

Map Activity:

- Study map of Industrial Great Britain: Discuss how the Industrial Revolution impact urbanization. |

Videos- Building of the Panama Canal

E-books: read various selections and interpret.

- Scenes from *Amistad* and *Roots*- Debate whether or not Slaver way justified.

Teacher led discussion on Nationalism in the United States

- Students make connection chart displaying the connection of Nationalism in the United States. |

Socratic Seminar: “The Black Man’s Burden” by Edward Morel will serve as the guiding document.

Reading Suggestions:

- While reading “The White Man’s Burden” students will focus on the time frame and origin of the article and determine examples of the bias in the writing.
- Cite specific textual evidence in *Oliver Twist* excerpts that prove how Charles Dickens desired to illustrate city life.
- Visit the Library of Congress website to gather primary source documents as a reference that relate to primary source documents presented in DBQ.

Writing Suggestions:

- Engage in writing conferences with teacher to evaluate writing and improve it.
- Compose a historical narrative as a person observing or participating in one of the historical events discussed in this unit.
- Utilize turnitin.com to edit peers DBQs on the advantages and disadvantages of imperialism.
- Detail in words what feelings appear prominent in the painting by Eugene Delacroix, “Prisoner of Chillon”

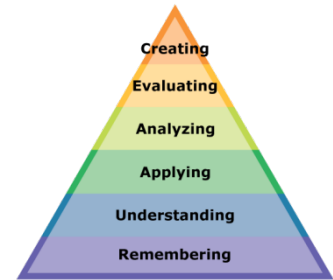
Suggested Accommodations/Modifications for Assignments and Instruction:

Provide list of LMC databases and codes on how to access these databases from home; provide students with list of approved web-sites close to their reading level to conduct research; provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; use graphic organizers; chunk assignments into smaller portions; provide color coded maps and pre-label key areas of maps; create interactive SMARTBoard maps and content activities for students to interact with the SMART Board; Create and provide template for foldable study organizers that will help students review vocabulary terms and main ideas; allow students to view movie clips after school with special education teacher.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quizzes, Homework, Participation, Discussion, Socratic Seminars, Written responses, Mini-projects, Writer's notebook/journal entries

*these assessments will mostly utilize: Remembering, Understanding, Applying, and Analyzing

Accommodations/Modifications:

Suggested for students with 504 plans and IEPs: Provide opportunities for hands-on and technology assessments; students may write directly on test instead of using scantron sheets; divide formative assessments into sections with clear and specific directions than can be read orally to students, reduced number of open-ended questions; provide shorter primary source readings at student's reading level if possible; highlight, underline, or bold key terms; grade content rather than mechanics; provide graphic organizer and writing checklist for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter; put fewer question on each page.

Suggested for gifted & talented students: Provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding

Summative Assessments:

Benchmark and Final Assessment including essay and objective components.

*these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating

Accommodations/Modifications:

Suggested for students with 504 plans and IEPs:

Allow students to write directly on test instead of filling in bubbles on scantron; provide color coded maps; allow student to finish after school with special education teacher; provide oral instructions; provide writer's checklist and graphic organizer for essay portion; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessment into portions; reduced number of open-ended questions; provide shorter primary source readings at student's reading level; increase spacing to reduce visual clutter; put fewer question on each page

Performance Assessments:

- **Guess Who Project**
 - **Explorers Routes: Map Activity**
 - **Genealogy Tree**
 - **Trading Card Project**
- *these assessments will mostly utilize: Analyzing, Evaluating, and Creating.**

Accommodations/Modifications:

Provide alternate choices for projects to fit learning style and skills of student such as creating an original piece of art, a model, writing and performing a skit or producing a video.

Provide students with simple rubrics and planning graphic organizer tailored to project guidelines. Rubric should clearly outline expectations and due dates. Read rubric to students orally and check for understanding.

Rubric should have a section for student to monitor their progress during the project with a parent check off.

Show examples of student projects and rubrics that received As & Bs, etc.

Allow extra time if necessary while providing small group help after school.

Break project down into smaller chunks appropriate for each individual student's needs.

Notify parents and Academic Lab teachers of upcoming projects and due date. |

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| | |
|---|--|
| <p>Course/Unit Title: WH/C College Prep —Unit 5 - World War I & Interwar Years</p> | <p>Unit Summary: Throughout the 19th Century, rivalries between European countries had been building up and intensifying. The causes of these rivalries imperialism in Africa and Asia, rises in industrialization, deep senses of pride growing among nationalities and ethnic groups, and the increase of importance on military strength. As the major powers in Europe sought to acquire new markets and to establish and expand their global empires, competition grew keener. Despite economic prosperity by most of Europe and a belief that the world was improving steadily, in 1914, the assassination of the Arch Duke of Austria-Hungary set into motion the diplomatic moves that ended in the first war of its kind. The war ends with the signing of the Treaty of Versailles; created to maintain peace, restore the governments and economies of Europe and the rest of the world, and ultimately blame Germany for the war. Following WWI, major European countries such as Germany and Italy search for better leadership to help them through the hardships of a struggling global economy and the resulting conditions from the Treaty of Versailles. Meanwhile, in Russia following a successful Communist revolution, leaders V.I. Lenin and Josef Stalin attempt to bring Russia more power and prosperity through a series of policies which progressively allowed them to seize complete control of the country. With the rise of dictatorships across Europe and the growing acts of aggression by these countries to further expand their empires, WWII became increasingly unavoidable.</p> |
| <p>Grade Level(s): 9</p> | <p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Nationalism, Industrialization, Imperialism, Militarism, and an Alliance system throughout Europe in the late nineteenth century lead to the start of WWI in 1914. 2. African and Asian economic development was impacted by European imperialism as a result of the European’s desire to expand their empires. 3. European ideology regarding the indigenous peoples included racist philosophy such as “White Man’s Burden” and Social Darwinism. 4. European governmental policies restricted power within the local societies, denying them self-rule, and inhibiting their ability to succeed as modern countries upon gaining independence. 5. Economic struggle during the global depression allowed Fascist and Communist leaders to raise through the government systems to power. 6. Nationalistic uprisings share common steps taken to unite the people and change the governments in countries such as China, Turkey, and India. |
| <p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How did nationalism, industrialization, imperialism, and other worldwide interaction lead to WWI? 2. What impact did imperialism have on the economic development of Africa and Asia? 3. How was racism a cause of imperialism? 4. What impact did policies of different European colonizers have on | |

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| <p>indigenous societies?</p> <ol style="list-style-type: none"> 5. Why did fascism and communism spread in Europe and Asia? 6. What similarities are present between nationalism movements in Europe and Asia? 7. How did geography impact WWI strategies? 8. How did roles of women change during this time period? 9. How did the Great Depression impact the US government? 10. What was the impact of the Treaty of Versailles on European nations? 11. How did the countries of Europe respond to Hitler's expansion? 12. What role did colonial people play in the war efforts of the Allies and the Central Powers? 13. How did nationalism and propaganda help to mobilize civilian populations during "total war?" 14. How did ideologies change in countries around the world during this time? | <ol style="list-style-type: none"> 7. Locations of allied countries, trenches, and access to natural resources all impacted WWI strategies. 8. Women were able to shed traditional roles in society to help with the war effort, which led to new opportunities for women; including voting rights in many countries involved with the war. 9. Economic policies were developed through Roosevelt's New Deal to alleviate pressure from the struggling classes in America. 10. The Treaty of Versailles left the German government humiliated and angered because of the "War Guilt Clause" and the reparations they were responsible for paying the Allied countries. 11. Hitler's expansion in Europe was met with a policy of appeasement by the French and British governments; eventually ending with the signing of the Munich Pact and the invasion of Poland. 12. Colonies assisted in the war effort by fighting and offering resources to imperial powers. 13. Governments introduced propaganda methods to increase patriotism, recruitment, and morale. 14. Ideologies of countries focused their efforts on creating policies to deal with the effects of the depression, world wars, and nationalistic uprisings. |
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| Learning Target | NJCCCS or CCS |
|---|------------------------------------|
| 1. Summarize the causes, events, and effects of World War I. | 1. 6.1.12.B.4.a |
| 2. Identify the political and military forces at work in Europe in the late 1800s. | 2. 6.1.12.A.4.b |
| 3. List the countries that made up the Triple Alliance and the Triple Entente. | 3. 6.1.12.B.4.a |
| 4. Summarize the events that set World War I in motion. | 4. 6.1.12.C.3.b |
| 5. Compare and contrast the use of propaganda posters by both sides in World War I. | 5. RH.9-10.9 |
| 6. Explain how nationalism contributed to unrest in the Balkans leading to WWI. | 6. 6.1.12.A.3.g, RH.9-10.3 |
| 7. Describe the reaction to Austria's declaration of war. | 7. 6.1.12.D.4.a |
| 8. Summarize military events on the Western front. | 8. 6.1.12.C.4.c |
| 9. Compose an expository writing on the Battle of Verdun. | 9. WHST.9-20.2 |
| 10. Use evidence from primary sources to explain who won the first day of the Battle of the Somme. | 10. WHST.9-10.1 |
| 11. Write a letter from the perspective of a World War I soldier. | 11. WHST.9-10.3 |
| 12. Explain the development of the war on the Eastern front. | 12. 6.1.12.C.4.c |
| 13. Analyze the contribution of aviation to the course of World War I. | 13. 6.1.12.C.4.d |
| 14. Identify how governments established wartime economies. | 14. 6.1.12.D.4.j |
| 15. Summarize the Allies' push to victory. | 15. 6.1.12.C.4.b |
| 16. Explain the effects of the war. | 16. 6.1.12.D.4.d |
| 17. Compare the various views of World War I. | 17. 6.1.12.D.4.b, RH.9-10.9 |
| 18. Explain the effects of the Treaty of Versailles on Europe. | 18. 6.1.12.D.4.d |
| 19. Read through Wilson's Fourteen Points and chunk key points into smaller categories that exemplify key points. | 19. RH.9-10.6 |
| 20. Develop and strengthen writing by arguing in writing with a classmate on whether or not the Treaty of Versailles led to World War II. | 20. WHST.9-10.5 |
| 21. Analyze the evolution of conflict between revolutionaries and nationalists before, during, and after World War I. | 21. 6.1.12.A.4.a |
| 22. Summarize the Bolshevik Revolution and its outcome. | 22. 6.1.12.D.4.c |
| 23. Explain Lenin's reforms and the rise of Stalin. | 23. 6.1.12.C.4.a, 6.1.12.D.3.b |
| 24. Describe Stalin's goal of transforming the Soviet Union into a totalitarian state. | 24. 6.1.12.C.4.a |
| 25. Summarize Stalin's state-controlled economic programs. | 25. 6.1.12.C.4.a |
| 26. Create propaganda for modern day and compare it to propaganda in Stalinist Russia. | 26. 6.1.12.D.4.g |
| 27. Examine problems the new Republic of China faced. | 27. 6.1.12.A.4.b, 6.1.12.D.3.d |
| 28. Analyze the rise of communism in China under Mao Zedong. | 28. 6.1.12.B.3.a, 6.1.12.D.3.c |
| 29. Hypothesize how the nationalist activity in India would have been different without Gandhi. | 29. 6.1.12.D.4.h, 6.1.12.D.3.e |
| 30. Summarize Gandhi's nonviolent tactics. | 30. 6.1.12.A.4.b, 6.1.12.D.5.b, |
| 31. Explain how Indian self-rule heightened conflicts between Muslims and Hindus. | |
| 32. Analyze the economic, political, social, and scientific changes that brought the world to the brink of a second world war. | |
| 33. Explain how the disintegration of the Ottoman Empire and the mandate | |

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| <p>system led to the creation of new nations in the Middle East.</p> <p>34. Chart the changing roles of women and the impact these new roles had on society.</p> <p>35. Analyze how the arts represent the changing values and ideals of society.</p> <p>36. Identify the problems faced by the Weimar Republic.</p> <p>37. Evaluate events that eventually lead to the financial collapse of economies worldwide.</p> <p>38. Analyze the worldwide effects of the Great Depression.</p> <p>39. Compare Mussolini’s creation of a Fascist state in Italy to other governments being created in the past.</p> <p>40. Discuss the rise of Hitler, the Nazis, and extension of Hitler’s power.</p> <p>41. Analyze Japan’s imperialistic actions in Asia and how they cause conflict leading to WWII.</p> <p>42. Compare the moves of different European Fascists during this period in seeking world power.</p> <p>43. Summarize why British and French appeasement and American isolationism failed to stop Fascist aggression.</p> | <p>WHST.9-10.8</p> <p>31. 6.1.12.B.5.d, 6.1.12.D.4.f</p> <p>32. 6.1.12.D.4.l, WHST.9-10.9</p> <p>33. 6.1.12.B.4.c</p> <p>34. 6.1.12.D.4.j, 6.1.12.A.3.f</p> <p>35. 6.1.12.D.4.k</p> <p>36. 6.1.12.C.4.a</p> <p>37. 6.1.12.C.4.a</p> <p>38. 6.1.12.C.4.a</p> <p>39. 6.1.12.D.3.a</p> <p>40. 6.1.12.D.3.a</p> <p>41. 6.1.12.C.3.e</p> <p>42. 6.1.12.D.4.e</p> <p>43. 6.1.12.D.4.e, RH.9-10.3</p> |
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Inter-Disciplinary Connections:

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| <p>Language Arts Literacy—Reading and responding to primary and secondary sources, Writing letters as soldiers/citizens during WWI, Create a WWI international food menu</p> <p>Technology—World War I Country Webquest, PowerPoint Propaganda poster explanation, Creation of Photostory on life during the Depression or the Rise of Dictators, Historic Facebook Page</p> <p>Art – Russian Revolution Egg project, WWI Propaganda Poster Re-creations</p> <p>Math—Analysis and interpretation of charts/graphs (Two Top Fighter Planes: A Comparison, World War I Statistics, Buildup of the Soviet Economy 1928-1938, Stock Prices 1925-1933, Unemployment Rate 1928-1938, World Trade 1929-1933, etc.) and timelines (Formation of the Two Major Alliance Systems, Causes and Effects of Two Russian Revolutions 1917)</p> |
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Students will engage with the following text:

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| <p>Soldier and Civilian Correspondence Letters WWI</p> <p>World War I Propaganda Posters (Communist policies, War Bonds, Women Working, etc.)</p> <p>“Dulce et Decorum Est” regarding a gas attack</p> <p>Sinking of the Lusitania news articles</p> <p>“Death Comes to Sarajevo”</p> <p>“The German Army Marches Through Brussels”</p> <p>Valentine Fleming quote on Trench Warfare in <i>The First World War</i></p> <p>“A Suffolk Farmhand at Gallipoli”</p> <p>“The Zimmerman Note”</p> |
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Shirley Millard quote on Nursing on the Battlefield from *I Saw Them Die*

Harry Truman & Herbert Sulzbach views of the Armistice

Woodrow Wilson quote on asking for a Declaration of War

“The Fourteen Points”

“The Treaty of Versailles”

Mao Zedong and Mohandas Gandhi quotes on Oppressive Governments

“Bloody Sunday”

Selections from book “1984” dealing with Totalitarianism

Josef Stalin speech “The Need for Progress”

Gandhi quote on Indian Home Rule

Gandhi’s philosophy on nonviolence

“The Origin of Nonviolence” quotes on joining movement for independence

“The Death of God”

F. Scott Fitzgerald quotes from *The Great Gatsby*

“An Interview with Charles Lindbergh”

“German Inflation”

“Famine in Russia”

“Kristallnacht”

Erich Ludendorff letter to President Hindenburg

Winston Churchill’s “Speech in the House of Commons”

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas; use Section Audio (a recording of each section of the textbook) to help students learn the content of the textbook. Visit glencoe.com to access the Media Library and enter QuickPass code; provide reading graphic organizers with some pre-labeled sections to help students monitor their comprehension during independent readings; group students to reread the text with partners who can help explain difficult terms; provide a Pronunciation Guide to help students pronounce difficult words in this unit; access Study Central at glencoe.com to provide summaries, interactive games, and online graphic organizers to help students review content; create mental model presentations and graphic organizers for important vocabulary terms and concepts.

Students will write:

Cornell Notes: on the introduction and importance of Trench Warfare on the Western Front.

Primary Source Document Responses: --Soldier and Civilian Correspondence Letters WWI, World War I Propaganda Posters (Communist policies, War Bonds, Women Working, etc.), “Dulce et Decorum Est” regarding a gas attack, Sinking of the Lusitania news articles, “Death Comes to Sarajevo,” “The German Army Marches Through Brussels,” Valentine Fleming quote on Trench Warfare in *The First World War*, “A Suffolk Farmhand at

Gallipoli," "The Zimmerman Note," Shirley Millard quote on Nursing on the Battlefield from *I Saw Them Die*, Harry Truman & Herbert Sulzbach views of the Armistice, Woodrow Wilson quote on asking for a Declaration of War, "The Fourteen Points," "The Treaty of Versailles," Mao Zedong and Mohandas Gandhi quotes on Oppressive Governments, "Bloody Sunday," selections from book "1984" dealing with Totalitarianism, Josef Stalin speech "The Need for Progress," Gandhi quote on Indian Home Rule, Gandhi's philosophy on nonviolence, "The Origin of Nonviolence" quotes on joining movement for independence, "The Death of God," F. Scott Fitzgerald quotes from *The Great Gatsby*, "An Interview with Charles Lindbergh," "German Inflation," "Famine in Russia," "Kristallnacht," Erich Ludendorff letter to President Hindenburg, Winston Churchill's "Speech in the House of Commons"

Dr. Giampalmi writing prompts: Schlieffen Plan – Belgium =

Dinah Zike Foldables/Graphic Organizers: Terms of the Treaty of Versailles

Reflective Journal entry: How did the Treaty of Versailles create a hostile European atmosphere after WWI?

Opinion essay: Were there more positive or negative impacts of World War I on the world? Explain.

Timed writing assignment: Why was Russia forced to leave the war in 1917?

Persuasive Letters: Write a letter to the Russian czar as a concerned citizen regarding the deteriorating conditions in Russia and the drop in morale caused by the military's major losses in the War.

Writers Notebook: Write a historical narrative describing the unrestricted submarine warfare attacks from a German U-boat captain's perspective.

Suggested Accommodations/Modifications for Writing:

Provide students with guided notes or copies of notes; offer students extended time on timed writing assignments; provide guiding questions for written responses; provide writing checklists and step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended responses; provide graphic organizers to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist student with brainstorming ideas for writing; provide extra space and lined paper for student responses for students with poor or large handwriting; provide sentence starters for writer's notebook, writing prompts and journal entries.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: --On the Great Depression and the global economies impacting the European social classes.

--On the physical damage done to France and the punishment the Allies wanted to carry out on the Central Powers (Germany specifically).

Cornell Notes:

--On Lenin's Russian Revolution and the establishment of a new government.

--On the introduction and importance of Trench Warfare on the Western Front.

Debates- Suggested topics:

--Had the Germans defeated the Parisians at the First Battle of the Marne, would the Germans have won the war?

--Should the United States have entered the war prior to 1917? Why or why not?

Analysis of primary sources:

--World War I Propaganda Posters (Communist policies, War Bonds, Women Working, etc.)

--"Dulce et Decorum Est" regarding a gas attack

--Sinking of the Lusitania news articles

--"Death Comes to Sarajevo"

--"The German Army Marches Through Brussels"

--Valentine Fleming quote on Trench Warfare in *The First World War*

--"A Suffolk Farmhand at Gallipoli"

--"The Zimmerman Note"

--Shirley Millard quote on Nursing on the Battlefield from *I Saw Them Die*

--Harry Truman & Herbert Sulzbach views of the Armistice

--Woodrow Wilson quote on asking for a Declaration of War

--"The Fourteen Points"

--"The Treaty of Versailles"

--Mao Zedong and Mohandas Gandhi quotes on Oppressive Governments

--"Bloody Sunday"

--Selections from book "1984" dealing with Totalitarianism

--Josef Stalin speech "The Need for Progress"

--Gandhi quote on Indian Home Rule

--Gandhi's philosophy on nonviolence

--"The Origin of Nonviolence" quotes on joining movement for independence

--"The Death of God"

--F. Scott Fitzgerald quotes from *The Great Gatsby*

--"An Interview with Charles Lindbergh"

--"German Inflation"

--"Famine in Russia"

--"Kristallnacht"

--Erich Ludendorff letter to President Hindenburg

--Winston Churchill's "Speech in the House of Commons"

Suggested Movies:

- Scenes from *All Quiet on the Western Front*
- Scenes from *The Lost Battalion*
- America the Story of US: Episode 8 Boom*
- America the Story of US: Episode 9 Bust*
- Scenes from *Trenches of Hell*
- Scenes from *Warhorse*
- Scenes from *Sgt. York*
- United Streaming videos on Causes of WWI & Trench Warfare

Reading Suggestions:

- While reading sinking of the Lusitania news articles, students will focus on the origin of the article and determine if any bias exists in each article.
- Cite specific textual evidence in Winston Churchill's "Speech in the House of Commons" that he prove how he sought to check the mood of the nation and was making a clear appeal to the United States for assistance.
- Utilize blogs and twitter of notable historians today to support ideas for research and serve as additional resources.
- Reflecting on excerpts of Fitzgerald's *The Great Gatsby*, consider while reading: What was going on during the time period? What background information do you have that helps explain the information found in the source? Why was this source produced at the time it was produced?
- Read through Woodrow Wilson's "Fourteen Points" and chunk the points into smaller categories that exemplify key points.

Writing Suggestions:

- Engage in writing conferences with teacher to evaluate writing and improve it.
- Compose a historical narrative as a person observing or participating in one of the historical events discussed in this unit.

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; provide and use graphic organizers; chunk assignments into smaller portions; provide color coded maps and pre-label key areas of maps; create interactive SMARTBoard maps and content activities for students to interact with the SMARTBoard; create and provide template for foldable study organizers that will help students review vocabulary terms and main ideas; allow students to come after school to review movie and video clips. For the advanced student, provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding. For the advanced student, provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quizzes, Tests, Biographies, Homework, Participation, Discussion, Socratic Seminars, Written responses, Mini-projects, Writer's notebook/journal entries

***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Accommodations/Modifications:

Suggested for students with 504 plans and IEPs: Extended time on assessments; preferential seating; re-take failed assessments at teacher discretion; reduced number of open-ended questions; provide shorter primary source readings; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; provide graphic organizers for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter; put fewer question on each page; allow students to use notes for open-ended questions

Summative Assessments:

Midyear Benchmark Assessment/Final Benchmark Assessment – written and objective components

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Suggested for students with 504 plans and IEPs:

Allow students to write directly on test instead of filling in bubbles on scantron; provide color coded maps; allow student to finish after school; provide oral instructions and read/re-word multiple choice questions; provide writer's checklist and graphic organizer for essay portion; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessment into portions; reduced number of open-ended questions; provide shorter primary source readings at student's reading level; increase spacing to reduce visual clutter; put fewer question on each page

Performance Assessments:

- Poster project highlighting trench warfare, the new technologies and weapons used in this type of fighting, how trench warfare impacted the outcome of the war, and caused a lot more death than battlefield fighting.

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Suggested for students with 504 plans and IEPs: Provide alternate choices for projects to fit learning style and skills of student.

Provide students with simple rubrics and planning graphic organizer tailored to project guidelines. Rubric should clearly outline expectations and due dates. Read rubric to students orally and check for understanding.

Rubric should have a section for student to monitor their progress during the project with a parent check off.

Show examples of student projects and rubrics that received As & Bs, etc.

Allow extra time if necessary while providing small group help after school.

Break project down into smaller chunks appropriate for each individual student's needs.

Provide materials to create 3-D Model and Invention projects.

Provide simple and clear rubric for oral presentation. Allow student to work with an advanced learner during oral presentations and Re-enactments.

Notify parents and Academic Lab teachers of upcoming projects and due date

Suggested for gifted & talented students: Have students create a power point presentation to go along with the poster project and present orally.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| | |
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| <p>Course/Unit Title: WH/C College Prep — World War II & Cold War Unit 6</p> | <p>Unit Summary: As imperialism continued across Europe and Asia and economic depression was spreading globally, countries found themselves searching for solutions. As dictators began challenging other countries, the world moved closer to a second World War.</p> |
| <p>Grade Level(s): 9</p> | <p>Similar to World War I, greater advances in weaponry, battle strategy, and transportation contributed to the competitive global atmosphere and the growing hostilities of countries halfway around the world. Upon the start of the Second World War, the aggressors became known as the Axis Powers and they would be countered by the Allied Powers. The Fascist governments that took power during the Interwar Years and those still harboring ill feelings about World War I and the Treaty of Versailles allied themselves in an effort to gain more land and power. After the Allied policy of appeasement did not hinder their approach, the world was once again in a full scale war.</p> <p>Following WWII, the world entered a period of changing governments and further colonization. Conflicts between communist and capitalist countries, led by the Soviet Union and the United States, began to boil over into wars across Asia and a number of threats elsewhere. The desire to create superior technology fueled this Cold War with weaponry and space travel being two of the areas showing the most significant improvement. As the Cold War tensions died down in the 1980s, governments began open discussions to work together in this new more modern and global setting.</p> |
| <p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What caused WWII? 2. How did geography impact military strategy and major turning points during WWII? 3. How did the disintegration of the Ottoman Empire and the mandate system lead to the creation of new nations in the Middle East? 4. What were the intended and unintended consequences of new national boundaries established by the treaties | <p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. There were economic, political, and social causes of WWII. 2. Geography impacted WWII as seen at Stalingrad, Pearl Harbor, and Normandy. 3. New countries were created from the former Ottoman Empire once they were defeated; establishing the modern Middle Eastern countries. 4. New boundaries were intentionally and unintentionally established by the Yalta, Potsdam, and Tehran conferences. 5. WWI and WWII brought about many changes in society, including changing roles for women and minorities; and revolutionizing technology. 6. WWII had an overarching impact on countries' demographics, political systems, and culture. 7. WWII encompassed cooperation between a nation's home country, colonies, protectorates, and spheres of influence. 8. African and Asian colonies felt a surge of nationalism following World War II that led to independence movements. |

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| <p>that ended WWII?</p> <ol style="list-style-type: none"> 5. How do WWI and WWII compare in terms of technological innovations and social impact? 6. What were the short- and long-term demographic, social, economic, and environmental consequences of WWII? 7. What role did colonial peoples play in the war efforts of the Allies and Axis Powers in WWII? 8. How did world war, depression, and other worldly events contribute to self-rule movements in Africa and Asia? 9. How did roles of women change during this time period? 10. What was the cultural impact of WWII? 11. How did differences in ideologies between the US and USSR result in a cold war? 12. What were the goals of the United Nations? 13. What were the reasons for the collapse of the Soviet Union? 14. What was the impact of the ongoing competition between the US and USSR? 15. What are the similarities and differences between capitalism and communism? 16. What were the reasons for the growth of communism in China? 17. What impact did the European Union have in the world? 18. How did television influence its viewers? | <ol style="list-style-type: none"> 9. Women were able to shed traditional roles in society to help with the war effort, which led to new opportunities for women. 10. The postwar period was one of loss and uncertainty, but also one of invention, creativity, and new ideas. 11. Following disagreements between the two superpowers at the conclusion of WWII, the US and USSR grew further apart in political ideology. 12. The United Nations was created to maintain global peace while protecting human rights and assisting developing nations. 13. Economic conditions, authoritative regimes, and ongoing pressure from democratic nations contributed to the downfall of the Soviet Union. 14. The international arms race, the space race, and nuclear proliferation were all results of the competitive nature of world powers. 15. The economic systems of communism and capitalism differ in their ideologies, application of economic practices, and their views on personal liberties. 16. Political instability, social disorder, and economic struggle led to the shift toward communism in China. 17. The European Union led to more political stability, cooperation, and the promise of progress within the continent. 18. Television provided cultural and political information worldwide to enable citizens the ability to witness global events. |
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| <u>Learning Target</u> | <u>NJCCCS or CCS</u> |
|--|-----------------------------------|
| 1. Compile and summarize the events that led to World War II. | 1. 6.1.12.B.4.a, WHST.9-10.8 |
| 2. Utilizing the Butter Battle Book by Dr. Seuss as a mentor text, create a child’s book that exemplifies the reasons for World War II. | 2. WHST.9-10.4 |
| 3. Assess the impact of the Fall of France and the Battle of Britain. | 3. 6.1.12.B.4.b |
| 4. Establish the conflicts in the Mediterranean and on the Eastern Front. | 4. 6.1.12.B.4.b |
| 5. Evaluate the types of aid provided to the Allies from the United States. | 5. 6.1.12.C.4.d |
| 6. Explain how Japanese expansionism led to war with the Allies in Asia. | 6. 6.1.12.D.4.e |
| 7. Describe Japan’s early battle successes throughout Asia. | 7. 6.1.12.C.4.b |
| 8. Compare Allied battle strategy against the Axis in the East and West. | 8. 6.1.12.B.4.b |
| 9. Interpret maps of major battles in the Western front. | 9. 6.1.12.B.4.b |
| 10. Compose and expository writing on the Battle of Stalingrad. | 10. WHST.9-10.2 |
| 11. Trace the course of the persecution of Jews by the Nazis. | 11. 6.1.12.A.4.c |
| 12. Describe the results of the “Final Solution.” | 12. 6.1.12.A.4.d, |
| 13. List efforts made by the Allies on the home front. | 6.1.12.D.4.i |
| 14. Summarize events that led to the surrender of Germany and of Japan. | 13. 6.1.12.C.4.c |
| 15. Describe the North African campaign and the value of international cooperation. | 14. 6.1.12.B.4.b, RH.9-10.1 |
| 16. Compare and contrast the Battles of Midway and Stalingrad. | 15. 6.1.12.B.4.b |
| 17. Describe the conditions in Europe in 1945. | 16. 6.1.12.B.4.b |
| 18. Read through Truman’s personal writings in Where the Buck Stops and highlight his reasons for dropping the atomic bomb. | 17. 6.1.12.C.4.d |
| 19. Identify the political consequences of the Allied victory in postwar Europe. | 18. RH.9-10.5 |
| 20. Summarize how defeat and occupation affected political and civic life in Japan. | 19. 6.1.12.B.4.d |
| 21. Examine the development of warfare technology. | 20. 6.1.12.D.4.l, |
| 22. Examine the growing effects of war on civilians. | 6.1.12.C.5.a |
| 23. Compare the events and effects of World War I and World War II. | 21. 6.1.12.C.4.b |
| 24. Explain how WWII led to aspirations of self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence. | 22. 6.1.12.D.4.j, WHST.9-10.8 |
| 25. Describe the U.S. – Soviet split following World War II. | 23. 6.1.12.D.4.f, |
| 26. Explain how Soviet domination of Eastern Europe developed. | 6.1.12.C.4.b |
| 27. Identify the thesis as a class while listening and reading the transcript of Winston Churchill’s “Iron Curtain” speech. | 24. 6.1.12.A.5.c, 6.1.12.B.5.c |
| 28. Describe U.S. containment of Communist expansion. | 25. 6.1.12.A.5.a |
| 29. Following a reading of President Harry S. Truman speech to Congress in 1947, highlight specific sentences, clauses, and/or words that support the reasons for the Truman Doctrine. | 26. 6.1.12.B.5.a |
| 30. Compare and contrast the Truman Doctrine and the Marshall Plan. | 27. RH.9-10.2 |
| 31. Describe important milestones in the history of space exploration. | 28. 6.1.12.C.5.b |
| 32. Assess the impact of the European Union on member nations and other nations. | 29. RH.9-10.1 |
| 33. Chart major events in the civil war between the Nationalists and the | 30. 6.1.12.B.5.e, |

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| <p>Communists.</p> <p>34. Explain how China split into two nations.</p> <p>35. Describe how Mao’s Marxist regime transformed China.</p> <p>36. Trace the course and consequences of the Korean War.</p> <p>37. Write a historical narrative as a character at the White House during the Cuban Missile Crisis.</p> <p>38. Utilize LMC database to research possible decisions that could have been made during the Cuban Missile Crisis.</p> <p>39. Summarize the causes of the Vietnam War and describe its aftermath.</p> <p>40. Engage in a DBQ that provides primary and secondary sources on the arguments for and against involvement in Vietnam.</p> <p>41. Compose a DBQ response dictating the reasons for and against involvement in Vietnam7 while referencing various primary and secondary sources.</p> <p>42. Describe conditions in Cambodia during the Cold War.</p> <p>43. Explain how the Cold War affected developing nations.</p> <p>44. Describe superpower confrontations in Latin America after World War II.</p> <p>45. Identify Cold War conflicts in the Middle East.</p> <p>46. Analyze Soviet domination of Eastern Europe and the Soviet Union-China split.</p> <p>47. Trace the origins of détente and its effects on the Cold War.</p> <p>48. Create a timeline on the events of the Iran Hostage situation when reading excerpts of “444 Days: The Hostages Remember”.</p> <p>49. Describe the renewal of Cold War tensions in the 1980s.</p> <p>50. Analyze reasons for the collapse of the Soviet Union and the impact of these events on changing national boundaries in Eastern Europe and Asia.</p> | <p>RH.9-10.5</p> <p>31. 6.1.12.C.5.c</p> <p>32. 6.1.12.C.5.f</p> <p>33. 6.1.12.A.5.b</p> <p>34. 6.1.12.D.4.c,</p> <p>WHST.9-10.9</p> <p>35. 6.1.12.C.5.3</p> <p>36. 6.1.12.A.5.a</p> <p>37. WHST.9-10.3</p> <p>38. WHST.9-10.7</p> <p>39. 6.1.12.A.5.a</p> <p>40. RH.9-10.9</p> <p>41. WHST.9-10.1</p> <p>42. 6.1.12.A.5.d</p> <p>43. 6.1.12.C.5.d,</p> <p>6.1.12.C.5.g</p> <p>44. 6.1.12.D.5.a</p> <p>45. 6.1.12.A.5.a</p> <p>46. 6.1.12.B.5.b</p> <p>47. 6.1.12.D.5.c,</p> <p>WHST.9-10.2</p> <p>48. RH.9-10.3</p> <p>49. 6.1.12.D.5.c</p> <p>50. 6.1.12.B.5.b</p> |
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Inter-Disciplinary Connections:

Language Arts Literacy—Reading and responding to primary and secondary sources, Referral forms for dictators, Poetry & Scrapbooking, Reading and reacting to *The Greatest Generation*, Oral History project for veterans of WWII/Korean/Vietnam, Create a Protest Song for the Cold War Era

Technology—Creation of PowerPoint or XtraNormal video biography on WWII key figures

Art – WWII Propaganda Poster Re-creations

Math—Analysis and interpretation of graphs (Jews Killed Under Nazi Rule, Impact of the Bombing Hiroshima, Costs of World War II: Allies and Axis, Military Casualties, World War I & World War II, etc.) and timelines (Technology of War & Events of World War II) |

Students will engage with the following text:

Painting of the Battle of Britain

Truman’s “Where the Buck Stops”

Dr. Seuss “Butter Battle Book”

“Berlin Diary”

General Charles de Gaulle quote regarding fighting against the Axis
“Blood, Toil, Tears, and Sweat”
Picture of Russians and Germans at Leningrad
“Japanese Attack Sinks HMS Repulse”
Lieutenant John Spainhower quote on the Bataan Death March
Ralph G. Martin quote on Guadalcanal
Pictures of German soldiers/citizens during Holocaust
M.I. Libau quote on Kristallnacht
“The Diary of a Young Girl”
Elie Wiesel quote from *Night*
Propaganda posters (American children/women helping with the war effort, Nazi propaganda, etc.)
“Hiroshima”
Quote from *The Christian Century* regarding the dropping of the bombs on Japan
Primo Levi quote describing Genocide
Dr. Tatsuichiro Akizuki quote on the Atomic Bomb in Nagasaki
Laura de Gozdawa Turczynowicz quote on Displaced Persons
Ernest Shephard quote on Trench Warfare
“Iron Curtain” speech by Winston Churchill
President Harry S. Truman speech to Congress 1947
“No Tears for Mao”
“When Heaven and Earth Changed Places”
Quotes from “Peace Without Conquest” by Lyndon B. Johnson
DBQ on America’s involvement in Vietnam
Fidel Castro interview October 27, 1962
“444 Days: The Hostages Remember”
Khrushchev quote on Stalin
Ho Chi Minh quote on Americans in Vietnam

Suggested Accommodations/Modifications for Reading:

Provide recordings of source readings on audio through SMARTBoard; highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas; use Section Audio (a recording of each section of the textbook) to help students learn the content of the textbook. Visit glencoe.com to access the Media Library and enter QuickPass code; provide reading graphic organizers with some pre-labeled sections to help students monitor their comprehension during independent readings; group students to reread the text with partners who can help explain difficult terms; provide a Pronunciation Guide to help students pronounce difficult words in this unit; access Study Central at glencoe.com to provide summaries, interactive games, and online graphic organizers to help students review content; create mental model presentations and graphic organizers for important vocabulary terms and concepts.

Students will write:

Cornell Notes: on Communist expansion during the Cold War.

Primary Source Document Responses: Painting of the Battle of Britain, "Berlin Diary," General Charles de Gaulle quote regarding fighting against the Axis, "Blood, Toil, Tears, and Sweat," Picture of Russians and Germans at Leningrad, "Japanese Attack Sinks HMS Repulse," Lieutenant John Spainhower quote on the Bataan Death March, Ralph G. Martin quote on Guadalcanal, Pictures of German soldiers/citizens during Holocaust, M.I. Libau quote on Kristallnacht, "The Diary of a Young Girl," Elie Wiesel quote from Night, Propaganda posters (American children/women helping with the war effort, Nazi propaganda, etc.), "Hiroshima," Quote from The Christian Century regarding the dropping of the bombs on Japan, Primo Levi quote describing Genocide, Dr. Tatsuichiro Akizuki quote on the Atomic Bomb in Nagasaki, Laura de Gozdawa Turczynowicz quote on Displaced Persons, Ernest Shephard quote on Trench Warfare, "Iron Curtain" speech by Winston Churchill, President Harry S. Truman speech to Congress 1947, "No Tears for Mao," "When Heaven and Earth Changed Places," Quotes from "Peace Without Conquest" by Lyndon B. Johnson, Fidel Castro interview October 27, 1962, "444 Days: The Hostages Remember," Khrushchev quote on Stalin, Ho Chi Minh quote on Americans in Vietnam

Children's book: Exemplifying the reasons for World War II.

Dr. Giampalmi writing prompts: Axis Powers + Soviet Union as an ally =

Reflective Journal entry: What impact did battle strategy have on the outcomes of WWII, Korea & Vietnam?

Opinion essay: Did the United States have to get involved with Vietnam, why or why not? Explain.

Timed writing assignment: Which side was best suited to win the war, the Allies or Axis? Provide specific examples.

Expository writing assignment: Battle of Stalingrad

Persuasive Letters: Write a letter to the German government trying to get them to stop their invasion of Russia, which has proven most difficult throughout history. Site specific examples from the past.

Writers Notebook: Compare the negative impacts of Stalin, Mao, and Hitler had on their countries.

Historical Narrative: As a character at the White House during the Cuban Missile Crisis.

DBQ Responses: Dictating the reasons for and against involvement in Vietnam while referencing various primary and secondary sources.

Suggested Accommodations/Modifications for Writing:

Provide students with guided Cornell notes or copies of notes; offer students extended time on timed writing assignments; provide guiding questions for written responses; provide writing checklists and step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended responses; provide graphic organizers including a persuasive writing graphic organizer to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist student with brainstorming ideas for writing and provide cluster charts; provide extra space and lined paper for student responses for students with poor or large handwriting; provide sentence starters for writer's notebook, writing prompts and journal entries.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: --On the effectiveness of the blitzkrieg.

--On the causes and the different fighting strategies used in the Vietnam War.

Cornell Notes:

-- On Communist expansion during the Cold War.

-- On Mao Zedong's Communist China.

Debates- Suggested topics:

-- Should the US have dropped the atomic bombs in Japan?

-- Would the Cold War have continued had Reagan not become President?

Analysis of primary sources:

--Painting of the Battle of Britain

--"Berlin Diary"

--General Charles de Gaulle quote regarding fighting against the Axis

--"Blood, Toil, Tears, and Sweat"

--Picture of Russians and Germans at Leningrad

--"Japanese Attack Sinks HMS Repulse"

--Lieutenant John Spainhower quote on the Bataan Death March

--Ralph G. Martin quote on Guadalcanal

--Pictures of German soldiers/citizens during Holocaust

--M.I. Libau quote on Kristallnacht

--"The Diary of a Young Girl"

--Elie Wiesel quote from *Night*

--Propaganda posters (American children/women helping with the war effort, Nazi propaganda, etc.)

--"Hiroshima"

--Quote from *The Christian Century* regarding the dropping of the bombs on Japan

--Primo Levi quote describing Genocide

--Dr. Tatsuichiro Akizuki quote on the Atomic Bomb in Nagasaki

--Laura de Gozdawa Turczynowicz quote on Displaced Persons

--Ernest Shephard quote on Trench Warfare

--"Iron Curtain" speech by Winston Churchill

--President Harry S. Truman speech to Congress 1947

--"No Tears for Mao"

--"When Heaven and Earth Changed Places"

--Quotes from "Peace Without Conquest" by Lyndon B. Johnson

--Fidel Castro interview October 27, 1962

--"444 Days: The Hostages Remember"

--Khrushchev quote on Stalin

--Ho Chi Minh quote on Americans in Vietnam

Suggested Movies:

- Scenes from *Pearl Harbor*
- Scenes from *Band of Brothers*,
- Scenes from *Pacific*
- Scenes from *Saving Private Ryan*
- America the Story of US: Episode 10 WII*
- America the Story of US: Episode 11 Superpower*
- Scenes from *13 Days*
- Scenes from *Rocky IV*
- Scenes from *The Wave*
- Scenes from *Ghost Soldiers (Bataan Death March)*

Reading Suggestions:

- While reading, “Iron Curtain” speech by Winston Churchill, identify topic sentences, transitional words, and points of development.
- While reading *The Greatest Generation*, identify what type of evidence the author uses.
- Determine the meaning of words and phrases as they are used in the “Truman Doctrine” including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Writing Suggestions:

- Engage in writing conferences with teacher to evaluate writing and improve it.
- Compose a fictional writing piece using factual information from the text from the voice of someone they just studied.
- Looking at the painting of the Battle of Battle analyze the document by utilizing geography, historical research, language, and historiography and describe the painting with vivid verbiage in writing.
- Take a position and outline arguments and counterarguments for utilizing atomic bombs during WWII.

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide list of LMC databases and codes on how to access these databases from home; provide students with list of approved web-sites close to their reading level to conduct research; provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; use graphic organizers; chunk assignments into smaller portions; provide color coded maps and pre-label key areas of maps; create interactive SMARTBoard maps and content activities for students to interact with the SMARTBoard; create and provide template for foldable study organizers that will help students review vocabulary terms and main ideas; allow students to view movie clips after school with special education teacher. For the advanced student, provide supplementary or lengthier readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quizzes, Tests, Biographies, Homework, Participation, Discussion, Socratic Seminars, Written responses, Mini-projects, Writer's notebook/journal entries

***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Accommodations/Modifications:

Suggested for students with 504 plans and IEPs: Provide opportunities for hands-on and technology assessments; students may write directly on test instead of using scantron sheets; divide formative assessments into sections with clear and specific directions than can be read orally to students, reduced number of open-ended questions; provide shorter primary source readings at student's reading level if possible; highlight, underline, or bold key terms; grade content rather than mechanics; provide graphic organizer and writing checklist for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter; put fewer question on each page.

Suggested for gifted & talented students: Provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding

Summative Assessments:

Midyear Benchmark Assessment/Final Benchmark Assessment – written and objective components

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Suggested for students with 504 plans and IEPs:

Allow students to write directly on test instead of filling in bubbles on scantron; provide color coded maps; allow student to finish after school with special education teacher; provide oral instructions; provide writer's checklist and graphic organizer for essay portion; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessment into portions; reduced number of open-ended questions; provide shorter primary source readings at student's reading level; increase spacing to reduce visual clutter; put fewer question on each page.

Performance Assessments:

- Poster project illustrating the causes of WWII and the immediate effects of the war; specifically what carried into the Cold War (Korea, Vietnam, and other Communist activity).

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Suggested for students with 504 plans and IEPs

Provide alternate choices for projects to fit learning style and skills of student such as a video, power point or model.

Provide students with simple rubrics and planning graphic organizer tailored to project guidelines. Rubric should clearly outline expectations and due dates. Read rubric to students orally and check for understanding.

Rubric should have a section for student to monitor their progress during the project with a parent check off.

Show examples of student projects and rubrics that received As & Bs, etc.

Allow extra time if necessary while providing small group help after school.

Break project down into smaller chunks appropriate for each individual student's needs.

Notify parents and Academic Lab teachers of upcoming projects and due date. |

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| <p>Course/Unit Title: World History & Cultures College Prep- Unit 7 - Contemporary World</p> | <p>Unit Summary: Following World War II, a number of events occurred that have had direct effects on the modern world. The United Nations approved an international convention to prevent and punish genocide after realizations of the Holocaust and other genocide. New nations emerged from the British colony of India. It is important that this history is shared with students given that India today is the largest democracy in the world. Former colonies in Southeast Asia worked to build new governments and economies. Students will recognize the importance of this information since the power and influence of the Pacific Rim nations are likely to expand during the next century. African leaders also threw off colonial rule and created independent countries. Today, many of those independent countries are engaged in political and economic stability.</p> <p>In the Middle East, however, following World War II, the division of Palestine made the Middle East a hotbed of competing nationalist movements. The conflicts that emerged continue to threaten the stability of the world today.</p> <p>In Latin America, economics problems and authoritative rule delayed democracy, yet by the 1990s, almost all Latin American nations had democratic governments. Democracy was also hindered for a period of time in Nigeria and South Africa because of ethical and racial conflicts. Democracy even began to spread to the Soviet Union in 1985 along with Central and Eastern Europe. In response to contact with the West, China's government has experimented with government, but still continues to reject calls for democracy.</p> <p>Through this unit, students will recognize why authoritative governments may transform themselves into democracy and what struggles nations endured during the nation building process following World War II.</p> |
| <p>Grade Level(s): 9</p> | <p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is genocide? 2. What consequences did World War II have for colonial possessions? 3. How is independence acquired? 4. How does an event in one nation affect other nations? 5. What is a nation? 6. How are the boundaries of nations established? 7. How did the fallout from World War II affect nations differently? 8. What challenges exist for young nations? 9. How does independence <p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Genocide is the calculated and methodical destruction of a national, religious, ethnic, or racial group. 2. World War II led to aspirations for self-determination. 3. Different methods were used by African and Asian countries to achieve independence following World War II. 4. The collapse of the Soviet Union led to a change in national boundaries in Eastern Europe and Asia. 5. Post-independence struggles of South Asia resulted in the partitioning of the subcontinent into India and Pakistan. 6. Boundary disputes and limited national resources sometimes serve as sources of conflict. 7. Western European countries and Japan achieved rapid economic recovery after World War II. 8. The development of stable economies and national identities in Latin America, Africa and Asian nations came at a challenge due to the lingering effects of colonialism. 9. Gandhi's method of civil disobedience and passive resistance in India |

for one nation influence
other controlled lands?

impacted other groups of people who came to adapt his method of
protest.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| Learning Target | NJCCCS or CCS |
|--|-----------------------------|
| 1. Define genocide and give examples of genocide. | 1. 6.2.12.A.4.c, |
| 2. Trace the history of Anti-Semitism in Germany. | WHST.9-10.5 |
| 3. Determine the meaning of words and phrases as they are used in selections of <i>Night</i> despite the challenging vocabulary by utilizing surrounding text. | 2. 6.2.12.A.4.c |
| 4. Differentiate between the Armenian massacres of 1894/96 and the genocide of 1915. | 3. RH.9-10.4 |
| 5. Discuss the secrecy in which the Armenian genocide was carried out. | 4. 6.2.12.A.4.c |
| 6. Compare maps showing the location of the Armenians pre-1915 and post 1915. | 5. 6.2.12.A.4.c |
| 7. Describe the post WWI response and denial to the Armenian Genocide. | 6. 6.2.12.A.4.c |
| 8. Compare the Holocaust to the Armenian genocide. | 7. 6.2.12.A.4.c |
| 9. Compare how the Armenian Genocide is treated by Talaat Pasha's "Official Orders Regarding the Armenian Massacres," to Turkish History Institution President's "Armenians Committed Genocide." | 8. 6.2.12.A.4.d |
| 10. Relate Pol Pot and Khmer Rouge. | 9. RH.9-10.9 |
| 11. Provide examples of the terror that the Arab militias unleashed on the non-Arab villagers of Darfur. | 10. 6.2.12.A.5.d |
| 12. Compare and contrast the causes of each of the following genocides: Holocaust, Armenian, Cambodia, Rwanda, and Darfur. | 11. 6.2.12.A.5.d |
| 13. Investigate government responses to each of the following genocides: Holocaust, Armenian, Cambodia, Rwanda, and Darfur. | 12. 6.2.12.D.4.i, RH.9-10.4 |
| 14. Speculate what could have been done to prevent certain genocides. | 13. 6.2.12.D.4.i, RH.9-10.4 |
| 15. Interpret primary source documents to gain first person perspectives of certain genocides. | 14. 6.2.12.D.4.i |
| 16. Characterize the guilty members of certain genocides. | 15. 6.2.12.D.4.i, RH.9-10.2 |
| 17. Assess world responses to genocides. | 16. 6.2.12.A.5.d |
| 18. Cite specific textual evidence in transcripts of the Nuremburg Trials to support in assessment of world responses to the Holocaust. | 17. 6.2.12.A.5.e |
| 19. Revise, edit, and rewrite essay on world responses to genocides following peer editing on turnitin.com | 18. RH.9-10.1 |
| 20. Utilize LMC databases to create a presentation on one of the genocides presented in class. | 19. WHST.9-10.5 |
| 21. Use technology, namely turnitin.com, to share writing products on genocides and receive comments and feedback from instructor and peers. | 20. WHST.9-10.6 |
| 22. Recreate on a map the partition of the British Indian Empire and the effects on India, Pakistan, and Bangladesh. | 21. WHST.9-10.6 |
| 23. Analyze the post-independence struggles in South Asia. | 22. 6.2.12.D.4.h |
| 24. Appraise the impact of Gandhi's methods of civil disobedience by characterizing how his methods were later used by people from other countries. | 23. 6.2.12.B.5.d |
| 25. Highlight examples in which Gandhi's policy on non-violence is seen in his "On the Eve of Historic Dandi March" speech. | 24. 6.2.12.D.5.b |
| 26. Outline the origins of the modern state of Israel. | 25. RH.9-10.8 |
| 27. Evaluate injustices of the apartheid system and how it was dismantled in South Africa. | 26. 6.2.12.B.4.d |
| | 27. 6.2.12.D.4.i |
| | 28. 6.2.12.B.4.d, RH.9-10.5 |
| | 29. WHST.9-10.9 |
| | 30. 6.2.12.D.5.a |
| | 31. 6.2.12.C.5.d |
| | 32. 6.2.12.D.5.a |
| | 33. RH.9-10.9 |
| | 34. WHST.9-10.1 |

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| <p>28. Give examples of how issues of peace and war have been decided in the Middle East since the mid 1960's.</p> <p>29. Utilize recent published <i>TIME</i>, <i>Washington Post</i>, <i>New York Times</i>, etc. to research recent troubles in the Middle East.</p> <p>30. Chart reasons for the successes and failures of democratic reform movements in Latin America.</p> <p>31. Recognize the challenges developing nations face in their efforts to compete in a global economy.</p> <p>32. Chronicle the spread of democracy in Africa.</p> <p>33. Complete a reading of a DBQ that compares and contrasts the advantages and disadvantages of the spread of democracy in Africa.</p> <p>34. Compose a thesis, and follow up with an outline, to introduce precise claims about the spread of democracy in Africa.</p> <p>35. Determine how communism has affected the domestic and international affairs in China since the late 1940s.</p> <p>36. Identify the thesis and main ideas of <i>Time's</i> vol. 184, no. 4 2014 article "In China's Sights" and then independently summarize the document.</p> | <p>35. 6.2.12.C.5.e</p> <p>36. RH.9-10.2</p> |
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Inter-Disciplinary Connections:

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| <p>Math—Jewish Population in Europe Before and After World War II Chart</p> <p>Language Arts Literacy—Primary source document responses and comprehension of secondary sources</p> <p>Technology—Creating photo story utilizing technology as does LMC databases research for genocide chart.</p> |
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Students will engage with the following text:

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| <p>Modern World History: Modern Times by Glencoe</p> <p>Gandhi's "Civil Disobedience" excerpt</p> <p>Filip Muller, Auschwitz prisoner account</p> <p>French doctor's account of the gas chambers at Auschwitz-Birkenau during the Holocaust</p> <p><i>Rena's Promise: A Story of Sisters in Auschwitz</i> excerpt</p> <p>Excerpt from <i>Nazi Conspiracy and Aggression</i>, vol. 6 regarding SS doctors choosing who to exterminate</p> <p>Excerpt from <i>Night</i></p> <p>Talaat Pasha's "Official Orders Regarding the Armenian Massacres"</p> <p>Turkish History Institution President's "Armenians Comitted Genocide"</p> <p>Excerpt from Nuremburg transcripts</p> |
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Gandhi's "On the Eve of Historic Dandi March" speech
Time's "In China's Sights"

Suggested Accommodations/Modifications for Reading:

Provide recordings of source readings on audio through SMARTBoard; highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas; use Section Audio (a recording of each section of the textbook) to help students learn the content of the textbook. Visit glencoe.com to access the Media Library and enter QuickPass code; provide reading graphic organizers with some pre-labeled sections to help students monitor their comprehension during independent readings; group students to reread the text with partners who can help explain difficult terms; provide a Pronunciation Guide to help students pronounce difficult words in this unit; access Study Central at glencoe.com to provide summaries, interactive games, and online graphic organizers to help students review content; create mental model presentations and graphic organizers for important vocabulary terms and concepts.

Students will write:

Cornell Notes: on how communism has affected the domestic and international affairs in China since the late 1940s.

Primary Source Document Responses: Gandhi's "Civil Disobedience" excerpt, Filip Muller, Auschwitz prisoner account, French doctor's account of the gas chambers at Auschwitz-Birkenau during the Holocaust and photo of Gandhi with the spinning wheel, symbolizing the Indian boycott of British taxes on cloth

Dr. Giampalmi writing prompts: Gandhi+ MLK + telephone conversation=...

Reflective Journal entry: Why was the genocide in the Sudan permitted to happen especially following the other genocides we discussed in class?

Opinion essay: What is attractive about democracy? What challenges does it hold for the country?

Timed writing assignment: Choose an event related to the Middle-East conflict between Israel and Palestine and discuss what effects it had on peace talks.

Persuasive Letters: Pretend to be Gandhi before he begins his fast. Write to his followers urging them to stop the violence and follow his course of civil disobedience

Writers Notebook: Why is it necessary for us to learn about genocides?

Essay: on world responses to genocides following peer editing on turnitin.com

Suggested Accommodations/Modifications for Writing:

Provide audio recordings of Gandhi and Muller's primary source documents; provide students with guided Cornell notes or copies of notes; offer students extended time on timed writing assignments; provide guiding questions for written responses; provide writing checklists and step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended responses; provide graphic organizers including a persuasive writing graphic organizer to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist student with brainstorming ideas for writing and provide cluster charts; provide extra space and lined paper for student responses for students with poor or large handwriting; provide sentence starters for writer's notebook, writing prompts and journal entries.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: -- On the successes and failures of democratic reform movements in Latin America.
--On Apartheid in South Africa.

Cornell Notes: --Determine how communism has affected domestic and international affairs in China since the late 1940s.

--Origins of the conflict between Israel and the Arab states.

Socratic Seminar:

Opening question: "Are Weisel's stories representative of other victims of genocide or crimes against humanity? Why or why not?" Sources that students first must have reviewed are: "Wiesel Roughed up During Peace Conference," "Wiesel Urges Students to Resist Cynicism," "Darfur: The Genocide Continues," "Once Again, the World is Silent on Darfur," and Anti-Defamation League's Pyramid of Hate Exercise.

Debates: --Is it possible to have a world that is free from genocide?

--Are Gandhi's teachings still relevant to modern India's problems?

Analysis of primary sources:

Gandhi's "Civil Disobedience" excerpt

Filip Muller, Auschwitz prisoner account

French doctor's account of the gas chambers at Auschwitz-Birkenau during the Holocaust

Photo of Gandhi with the spinning wheel, symbolizing the Indian boycott of British taxes on cloth

Excerpt from *Night*

Talaat Pasha's "Official Orders Regarding the Armenian Massacres"

Turkish History Institution President's "Armenians Committed Genocide"

Excerpt from Nuremberg transcripts

Gandhi's "On the Eve of Historic Dandi March" speech

Nuremberg Trials Testimony

Kristallnacht images

Excerpts from *Never to Forget: The Jews of the Holocaust*

Excerpt from *The Diary of a Young Girl*

Secondary Sources (other than text book):

Rena's Promise: A Story of Sisters in Auschwitz excerpt

Excerpt from *Nazi Conspiracy and Aggression, vol. 6* regarding SS doctors choosing who to exterminate

Time's "In China's Sights"

Excerpts from *We Just Want to Live Here*

Excerpts from *Long Walk to Freedom* by Nelson Mandela

Supplementary materials

The Armenian Genocide Reading from Facts on File

The Ukraine Famine Reading from Facts on File

The Rwanda Genocide Reading from Facts on File

The Jewish Holocaust Reading from Facts on File

The Darfur Genocide Reading from Facts on File

Movies:

Swimming in Auschwitz

Scenes from *Anne Frank*

Scenes from *Boy in the Striped Pajamas*

Scenes from *Schindler's List*

Scenes from *Hotel Rwanda*

Scenes from *The Pianist*

Scenes from *Uprising*

Scenes from *Gandhi*

United Streaming: Israel and Palestine: The Roots of Conflict

Reading Suggestions:

While reading, identify topic sentences, transitional words, and points of development from *Long Walk to Freedom* by Nelson Mandela

While reading "Once Again, the World is Silent on Darfur" identify what type of evidence the author use?

Writing Suggestions:

Engage in writing conference with teacher to improve writing.

Compose a fictional writing piece using factual information from the text from the voice of someone they just studied.

When creating a multimedia presentation to share knowledge regarding genocides with the class Integrate and evaluate multiple sources of information to include in the presentation.

Compose a fictional writing piece using factual information from the text from the voice of someone they just studied.

Following the creation of a storyboard on the Arab-Israeli conflict, write one scene from a storyboard. Write the one scene as vivid as possible.

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide list of LMC databases and codes on how to access these databases from home; provide students with list of approved web-sites close to their reading level to conduct research; provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; use graphic organizers; chunk assignments into smaller portions; provide color coded maps and pre-label key areas of maps;

create interactive SMARTBoard maps and content activities for students to interact with the SMARTBoard;

create and provide template for foldable study organizers that will help students review vocabulary terms and main ideas; allow students to view movie clips after school with special education teacher. For the advanced student, provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quizzes, Tests, Biographies, Homework, Participation, Discussion, Written responses, Mini-projects, Writer's notebook/journal entries

***these assessments will mostly utilize: Remembering, Understanding, Applying, and Analyzing**

Accommodations/Modifications:

Suggested for students with 504 plans and IEPs: Provide opportunities for hands-on and technology assessments; students may write directly on test instead of using scantron sheets; divide formative assessments into sections with clear and specific directions than can be read orally to students, reduced number of open-ended questions; provide shorter primary source readings at student's reading level if possible; highlight, underline, or bold key terms; grade content rather than mechanics; provide graphic organizer and writing checklist for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter; put fewer question on each page.

Suggested for gifted & talented students: Provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding

Summative Assessments:

Midyear Benchmark Assessment/Final Benchmark Assessment – written and objective components

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Suggested for students with 504 plans and IEPs:

Allow students to write directly on test instead of filling in bubbles on scantron; provide color coded maps; allow student to finish after school with special education teacher; provide oral instructions; provide writer's checklist and graphic organizer for essay portion; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessment into portions; reduced number of open-ended questions; provide shorter primary source readings at student's reading level; increase spacing to reduce visual clutter; put fewer question on each page

Performance Assessments:

Create a cause and effect chart on the following Genocides utilizing LMC databases: Holocaust, Armenian, Cambodian, Bosnia, Darfur and Rwanda

Create a review foldable on the spread of democracy

Create a photo story of images and small captions illustrating a genocide discussed in class.

***these assessments will mostly utilize: Analyzing, Evaluating, and Creating.**

Accommodations/Modifications:

Suggested for students with 504 plans and IEPs

Provide alternate choices for projects to fit learning style and skills of student such as a video, skit, Power Point, Prezi or model.

Provide students with foldable template

Provide students with simple rubrics and planning graphic organizer tailored to project guidelines. Rubric should clearly outline expectations and due dates. Read rubric to students orally and check for understanding.

Rubric should have a section for student to monitor their progress during the project with a parent check off.

Show examples of student projects and rubrics that received As & Bs, etc.

Allow extra time if necessary while providing small group help after school.

Break project down into smaller chunks appropriate for each individual student's needs.

Notify parents and Academic Lab teachers of upcoming projects and due date.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| | |
|--|---|
| <p>Course/Unit Title: Course/Unit Title: World History & Cultures - College Prep/Globalization- Unit 8</p> | <p>Unit Summary: Advances in technology after World War II led to an increased global interaction and improved quality of life. Technology has increased contact among the world's people, changing their cultures. The rapid emergence of new technologies holds promises as well as challenges for people around the world.</p> |
| <p>Grade Level(s): [9]</p> | <p>Technology and industrialization, however, have created environmental challenges that affect the entire world. Today, the economies of the world's nations are so tightly linked that the actions of one nation affect others. Developing nations face a set of economic challenges that must be resolved. Although there are numerous benefits to globalization, nations have had to increase collective security efforts to solve problems. Specifically, terrorism threatens the safety of people all over the world. War, terrorism, and weapons of mass destruction threaten the safety of people all over the world.</p> <p>This unit will be beneficial to the student for multiple reasons. First, advances in science and technology affect the lives of people around the world. Second, new technology touches nearly every aspect of life for many people. Additionally, globalization of culture has changed the ways people live, their perceptions, and their interactions. Moreover, failure to solve environmental problems will threaten the health of the planet. Every individual is affected by the global economy and the environment. Sustainable economic development enables more people to lead productive lives and makes the world more stable. Personal security of the people of the world is tied to security within and between nations. People and nations must work together against the dangers posed by terrorism.</p> |
| <p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. Who can help to solve global issues? 2. What types of relationships exist amongst world nations? 3. What impact have terrorists made? 4. How do governments handle differences in nations? 5. How has globalization changed the earth? 6. How can economic and social inequalities be addressed? 7. How does economics influence the stability of regions? | <p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. International cooperation and multinational organizations can assist in attempting to solve global issues. 2. Tensions may arise between nations in matters such as territory, economic development, use of natural resources, and human rights. 3. Terrorists have profoundly impacted governments, individuals, and societies. 4. Governments have had a range of effectiveness in responding to ethnic, territorial, religious, and/or nationalist differences. 5. Increased population growth, migration, and changes in urban-rural populations have affected natural resources and land uses. 6. Governmental, nongovernmental, and international organization have attempted to address economic imbalances and social inequalities. 7. Government monetary policies, central banks, international investment, and exchange rates play a role in maintain stable regional and global economies. 8. The availability of scientific, technological, and medical advances impacts the quality of life in different countries. 9. Increased globalization has had mixed effects on traditional cultures |

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| <p>8. How is a high quality of life obtained?</p> <p>9. How does globalization affect traditional cultures and values?</p> | <p>and values in certain societies.</p> |
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| <u>Learning Target</u> | <u>NJCCCS or CCS</u> |
|--|-----------------------------|
| 1. Determine what challenges societies face. | 1. 6.2.12.A.6.a |
| 2. Summarize how tensions between nations develop over territory, economic development, use of natural resources, and human rights. | 2. 6.2.12.A.6.b |
| 3. Critique the response of governments and international organizations to terrorist. | 3. 6.2.12.A.6.c |
| 4. Examine a case study of how governments respond to tensions resulting from ethnic territorial, religious and nationalistic differences within a nation. | 4. 6.2.12.A.6.d, RH.9-10.6 |
| 5. Judge the global impact of an increased population growth. | 5. 6.2.12.B.6.a |
| 6. Relate industrialization to the economy and political stability within a nation. | 6. 6.2.12.C.6.b |
| 7. Compare and contrast the advantages and disadvantages of the technological revolution. | 7. 6.2.12.C.6.d |
| 8. Articulate how television, the internet and other forms of electronic communication make an interconnected world. | 8. 6.2.12.D.5.c |
| 9. Give examples of how environmental damage endangers the world's sustainable development. | 9. 6.2.12.A.6.a |
| 10. Compare and contrast documents that address environmental problems that industrialization has caused and how nations have responded to these problems. | 10. RH.9-10.9 |
| 11. Introduce precise claims in writing on how nations have responded to environmental problems that industrialization has caused. | 11. WHST.9-10.1 |
| 12. Write a letter addressing specific environmental problems and possible solutions in local community to share with local town council. | 12. WHST.9-10.4 |
| 13. Assess the extent to which the reasoning and evidence in <i>Understanding the Forecast</i> supports David Archer's claims. | 13. RH.9-10.8 |
| 14. Summarize the role of the petroleum industry in world politics, the global economy, and the environment. | 14. 6.2.12.C.5.g, RH9-10.2 |
| 15. Draw resources from blogs, twitter, and other social media resources of notable environmentalists to support ideas for research. | 15. WHST.9-10.9 |
| 16. Utilize LMC databases to investigate the role of petroleum in world politics, the global economy, and the environment. | 16. WHST.9-10.7 |
| 17. Cite specific textual evidence in Michael Klare's <i>Resource Wars: The New Landscape of Global Conflict</i> that support his arguments. | 17. RH.9-10.1 |
| 18. Examine how poverty, hunger, and civil strife continue to plague many developing nations. | 18. 6.2.12.A.6.a |
| 19. Examine a chart that illustrates poverty and hunger in different areas of the world. | 19. RH.9-10.7 |
| | 20. 6.2.12.A.6.b |
| | 21. 6.2.12.C.6.c |
| | 22. 6.2.12.C.6.a |
| | 23. WHST.9-10.5 |
| | 24. 6.2.12.D.5.d |
| | 25. RH.9-10.5 |
| | 26. 6.2.12.C.6.d |
| | 27. 6.2.12.D.6.a, RH.9-10.9 |

20. Determine why not all nations guarantee their people basic human rights and equality.
21. Relate the role of the economy to the stability of nations.
22. Assess the role of the United Nations and governments in responding to global problems.
23. Take a piece from the United Nations report on global poverty and elaborate as if the author was trying to expand a certain section of writing.
24. Trace the feminist movement across the globe
25. Read through the Universal Declaration of Human Rights and analyze how the text uses structure to emphasize key points.
26. Relate the availability of scientific, technological, and medical advances to availability of a quality life.
27. Correlate the effects of the increased use of technology and traditional cultures and values.

Inter-Disciplinary Connections:

Math—Charts on Lowest Adult Literacy Rates and Communication Around the World,

Language Arts Literacy—Reading of primary source documents and supplemental secondary source books

Art—Analyzing of political cartoons

Technology—Discussions regarding how technology both positively and negatively influences traditional cultures and values. Utilization of photostory and moviemaker for performance assessment.

Science—Determining the connection between culture and technology

Students will engage with the following text:

Universal Declaration of Human Rights, 1948 excerpt and quote from a woman in Brazil regarding equality for women, Domitila Barrios de Chungara

Selections from *Global Warming: Understanding the Forecast* by David Archer

Selections from *Resource Wars: The New Landscape of Global Conflict* by Michael Klare

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas; use Section Audio (a recording of each section of the textbook) to help students learn the content of the textbook. Visit glencoe.com to access the Media Library and enter QuickPass code; provide reading graphic organizers with some pre-labeled sections to help students monitor their comprehension during independent readings; group students to reread the text with partners who can help explain difficult terms; provide a Pronunciation Guide to help students pronounce difficult words in this unit; access Study Central at glencoe.com to provide summaries, interactive games, and online graphic organizers to help students review content; create mental model presentations and graphic organizers for important vocabulary terms and concepts.

Students will write:

Cornell Notes: On the chronology of the feminist movement

Primary Source Document Responses: Universal Declaration of Human Rights, 1948 excerpt and quote from a woman in Brazil regarding equality for women, Domitila Barrios de Chungara

Dr. Giampalmi writing prompts: America-Nuclear Weapons Capability

Reflective Journal entry: How do world affairs affect the United States?

Opinion essay: What piece of technology since you were born has had the biggest impact on your life?

Timed writing assignment: What is the United Nations doing to resolve and prevent conflicts around the world?

Picture Prompts: Global warming political cartoon

Persuasive Letters: Write a letter to your town council suggesting ways to encourage more residents to recycle in your town.

Writers Notebook: Personally, have you noticed changes in prices and income in your neighborhood? What evidence is available that suggests that costs are rising and incomes are shrinking?

Essay: on how nations have responded to environmental problems that industrialization has caused.

Letter: to local town council addressing specific environmental problems and possible solutions within the local community.

Suggested Accommodations/Modifications for Writing:

Provide students with guided notes or copies of notes; offer students extended time on writing assignments; provide guiding questions for written responses; provide writing checklists and step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended responses; provide graphic organizers to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist student with brainstorming ideas for writing; provide extra space and lined paper for student responses for students with poor or large handwriting; provide sentence starters for writer's notebook, writing prompts and journal entries; provide pre-made foldable notes templates including mental models

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: On the relationships between industrialization to the economy and political stability within a nation.

Cornell Notes: --On the chronology of the feminist movement

--Lectures and readings on Terrorism

Socratic Seminar:

What is the nature of globalization? Does it have a positive or negative impact?

Based on selections from *Longitudes and Attitudes: Exploring the World After September 11th* by Thomas Friedman.

Debates - Suggested topics: Is the Patriot Act an intrusion on American liberties?

Does globalization lessen or worsen conflicts between different cultures? Is the US engaging in “cultural imperialism?” Is globalization unfair to poorer nations, while enriching already wealthy ones?

Analysis of primary sources:

Universal Declaration of Human Rights, 1948 excerpt

Quote from a woman in Brazil regarding equality for women, Domitila Barrios de Chungara

News video from 9/11

Lester R. Brown’s view on how to attain an environmentally sustainable economy excerpt

The Liberty Institute’s view on how to strengthen individual rights, rule of law, limited government and free markets

Chris Madden political cartoons

Supplementary materials:

Satellite Photos of the Arctic Ice cap from 1979 and then one from 2010.

Time “I Can’t Think!”

Time “Singularity”

Time “Land of Hope”

Time “Your Data, Yourself”

Supplementary materials

“Recycling Symbol”

Webquest: Interactive 9/11 timeline

Movies:

United Streaming: The Future of the World Hunger: With and Without Genetic Modification

Patterns of Interaction Video Series: The Industrial and Electronic Revolutions

Patterns of Interaction Video Series: Trade Connects the World

Scenes from *An Inconvenient Truth*

Scenes from *The Social Network* |

Writing Suggestions:

Compose an essay providing step by step process that includes sufficient evidence and support on ideas regarding population problems, improving economies, limiting population growth, and improving the status of women. Compose a fictional writing piece using factual information from the text from the voice of someone they just studied.

While writing assigned essays aforementioned, include quotations and specific examples appropriate to the audience’s knowledge of the topic.

Reading Suggestions:

While reading *Time* “I Can’t Think!,” identify topic sentences, transitional words, and points of development.

Engage in writing conferences with teacher to evaluate writing and improve it.

While reading secondary sources, such as *Time* “Singularity” determine the meaning of words and phrases as they are used in a text by utilizing surrounding context words and phrases.

Utilizing Lester R. Brown’s view on how to attain an environmentally sustainable economy excerpt as a mentor text, examine the text with students by asking what the author’s purpose is and what writing techniques the author uses.

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide list of LMC databases and codes on how to access these databases from home; provide students with list of approved web-sites close to their reading level to conduct research; provide students with Socratic questions in

advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; use graphic organizers; chunk assignments into smaller portions; provide color coded maps and pre-label key areas of maps; create interactive SMARTBoard maps and content activities for students to interact with the SMARTBoard; create and provide template for foldable study organizers that will help students review vocabulary terms and main ideas; allow students to view movie clips after school with special education teacher. Provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

ART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Quizzes, Tests, Biographies, Homework, Participation, Discussion, Written responses, Mini-projects, Writer's notebook/journal entries

***these assessments will mostly utilize: Remembering, Understanding, Applying, and Analyzing**

Accommodations/Modifications:

Suggested for students with 504 plans and IEPs: Provide opportunities for hands-on and technology assessments; students may write directly on test instead of using scantron sheets; divide formative assessments into sections with clear and specific directions than can be read orally to students, reduced number of open-ended questions; provide shorter primary source readings at student's reading level if possible; highlight, underline, or bold key terms; grade content rather than mechanics; provide graphic organizer and writing checklist for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter; put fewer question on each page.

Suggested for gifted & talented students: Provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding

Summative Assessments:

Midyear Benchmark Assessment/Final Benchmark Assessment – written and objective components

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Suggested for students with 504 plans and IEPs:

Allow students to write directly on test instead of filling in bubbles on scantron; provide color coded maps; allow student to finish after school with special education teacher; provide oral instructions; provide writer's checklist and graphic organizer for essay portion; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessment into portions; reduced number of open-ended questions; provide shorter primary source readings at student's reading level; increase spacing to reduce visual clutter; put fewer question on each page

Performance Assessments:

- Foldable review assignment to assist in organizing big ideas of the unit.
- Create a two minute photostory or moviemaker of a topic related to globalization.
- ***these assessments will mostly utilize: Analyzing, Evaluating, and Creating.**

Accommodations/Modifications:

Provide alternate choices for projects to fit learning style and skills of student such as writing & performing a skit or creating an original piece of art work representing the topic.

Provide foldable template for review assignment – include mental models.

Provide students with simple rubrics and planning graphic organizer tailored to project guidelines. Rubric should clearly outline expectations and due dates. Read rubric to students orally and check for understanding.

Rubric should have a section for student to monitor their progress during the project with a parent check off.

Show examples of student projects and rubrics that received As & Bs, etc.

Allow extra time if necessary while providing small group help after school.

Break project down into smaller chunks appropriate for each individual student's needs.

Notify parents and Academic Lab teachers of upcoming projects and due date.