

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

SYLLABUS

WORLD HISTORY CULTURES ACCELERATED

Course Overview

This course includes a study of World History from the Renaissance to our current times of global interdependence. This class will examine 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 Accelerated: 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"> 1. How did principle ideas of the Renaissance alter political thought in Europe? 2. How did geography influence the Renaissance? 3. What divisions of Europeans emerged during the Renaissance and Reformation periods? 4. How did the Renaissance influence modern banking? 5. What effects came about from new technologies developed during this period? 6. What impact did Renaissance Art have? 7. 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"> 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 as a result of the Renaissance. 2. 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. 3. Christianity divided into groups of those who remained Catholic and those that became Protestant. 4. As a result of increased wealth, the Medici family introduced new banking methods that have influenced financial systems in the modern world. 5. 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. 6. Renaissance art portrays the beauty and individuality of human figures in a realistic manner and has influenced modern artists. 7. 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. Explain why historians use the term Renaissance for this period.	1. 6.2.12.D.2.a,
2. Utilize blogs and twitter of notable historians today to support ideas for the changes taking place under new Reformation churches.	6.2.12.D.2.c
3. Characterize the beliefs of humanism and Christian humanism.	2. WHST.9-10.9
4. Read an excerpt from "The Canterbury Tales" and draw a series of cartoons to depict the journey of one selected character.	3. 6.2.12.A.2.b
5. Read through Luther's 95 Theses and chunk the points of emphasis into smaller categories.	4. RH.9-10.3
6. Identify major figures from the Renaissance and their contributions to the time period.	5. RH.9-10.5
7. Utilize turnitin.com to review teacher's comments and revise work on Renaissance figure.	6. 6.2.12.D.2.d,
8. Compose an expository writing on Martin Luther's 95 Theses and its impact on society.	6.2.12.A.2.a
9. Provide examples of how the Printing Press shaped European society.	7. WHST.9-10.6
10. Relate the geographical location of Italian city-states to the fact that Italy was the center of the Renaissance.	8. WHST.9-10.2
11. Write a story for a younger grade level of children simplifying the ways in which art and culture changed during the Renaissance.	9. 6.2.12.D.2.e,
12. Trace how Renaissance characteristics to the emergence of the Reformation.	6.2.12.D.2.d
13. Following a reading of "The Courtier," highlight specific sentences, clauses, and/or words, that would be infuriating to women in current day.	10. 6.2.12.B.2.a
14. Compare and contrast the beliefs of the Catholic Church against those of the new Protestant sects, and recognize how they spread through Europe.	11. WHST.9-10.4
15. Understand the development of modern banking systems in Europe and their impact on the world.	12. 6.2.12.B.2.b
16. While reading "The Prince," enumerate the central ideas and plans that Machiavelli proposes for all leaders to follow.	13. RH.9-10.1
17. Analyze and interpret primary documents from the period; including Machiavelli's "The Prince," etc.	14. 6.2.12.B.2.b
18. Examine how new ideas affected art of this period.	15. 6.2.12.C.2.a
19. Write a historical fiction narrative as a character from the Edict of Worms.	16. RH.9-10.2
20. Determine the factors that led to the Reformation and the impact on European politics; including Henry VIII Act of Supremacy.	17. LA.11-12.RH.11-
21. Complete a reading of a DBQ on the positive and negative effects that the Reformation had on Europe.	12.1
	18. 6.2.12.D.2.e
	19. WHST.9-10.3
	20. 6.2.12.D.2.b
	21. RH.9-10.8

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” describe why it was so important at the time.

Read and analyze #1-10 of Luther’s “95 Thesis.”

Explain how the “95 Thesis” 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, submit assignments on “Turnit.com”

Students will engage with the following text:

Modern World History: Modern Times by Glencoe

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*

LMC Data base-research-biographies of Leonardo da Vinci and Michelangelo

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

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?

Draw a cartoon timeline depicting one selected character’s journey related to “The Canterbury Tales”

Expository writing on the 95 Theses and its impact on society.

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.

Historical Fiction Narrative as a character at the Edict of Worms.

Descriptive writing: What makes up an ideal man according to Humanists?

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 Activities:

Current Event/Springboards:

- CNN Student News – government issues/topics will vary depending on news stories, students will be required to re-state prompts and answer in relation to renaissance ideals, how it would relate to Machiavelli's views of government and how you would deal with it as a Machiavellian ruler?
- Springboard - Find in your textbook any related material that reflects the current event including history of the event, comparable examples, and using that information hypothesize future tie-ins.
- Locate and Label Florence Italy and describe why it would center a hub for trade, how is Florence similar to New York, London, or Hong Kong in today's world?
- Q/A forum with Essential Questions- How did the Medici influence the Renaissance in Florence? Questions will be based on previous independent readings and students will have opportunity to think-pair-share before the class discusses as a whole.

Socratic Seminar: Review the ground rules, procedures, and goals for the activity. Students will be given their Primary Source excerpts as well as be responsible for researching topics independently, then bringing their collective findings to class. Ex: Read selections from Machiavelli's "The Prince" and discuss what makes a great leader, including whether it is better to be feared or loved as a leader; After viewing Renaissance art masterpieces from the Italian greats, discuss and compare these works to those of the Middle Ages; Read, react, and discuss the terms of the 95 Theses and its impact on society & the churchgoers.

Graphic Organizer: Students will be given various organizers: Venn (similarities/differences), What/Why/How chart (determining the events that took place to colonize an area, and what the specific motives were in colonizing), or Spider diagrams (showing how events are connected by similar ideas) to allow them to better understand and keep track of the political, economic and social causes of the new Imperialism-draw as well as creating cause and effect relations describing the: Reasons for Renaissance beginning in Italy, Spread of Protestantism across Europe, Similarities and Differences between Protestant Churches.

Timed writing assignment: Students will be given writing prompt and specific time in order to complete writing assignment based on proper grammar, content, and incorporating information from sources to better prepare for PARCC testing. Example of writing prompt: What was the immediate and future impact that the Protestant Reformation had on Europe and the rest of the world?

Determine and display through essay writing- Read through secondary source material (not from textbook) and express ideas through a quick in-class essay assignment. Students must cite sources & quote source used. Example: Describe how early pieces of Ancient Greek and Roman work can be seen in the lifestyle and art work of the Renaissance.

Direct Class Instruction: Class will be using PowerPoint and other technology on the Smartboard in order to deliver and receive class notes. Students will be responsible for highlighting key focus points on the PowerPoint and using those notes to discuss major themes as a class. Example: Power Point Medici Family influences on modern banking.

Research: Class will be given specific topic to research and analyze over the course of a selected amount of time to bring content and personal opinion on topic to add to class discussion, or small group discussion. Example of

topic selections: Changes within art styles during the age and its impact on society, arguments for and against the Catholic Church, determining the ways in which Renaissance Ideals spread throughout Europe.

Map Activities: Class will be given selected maps which show specific content from the chapter to assist them in learning and remembering the information. Examples: Students shading in maps showing the spread of Protestantism across Europe and the rest of the world, detailing different churches created, when and where; Showing the introduction of new materials across Europe due to increased inventions and spreading culture brought on by the Renaissance. Use these maps to discuss the relationships between religions throughout time, the impact that certain religions have on an area, and how those areas have changed from the 1400s through today.

Cornell Notes: Students will be responsible for taking notes on excerpts from Primary Sources as well as the textbook. They will be required to focus on content vocabulary as well as summarizing the information upon their completion of their reading. Students should be questioning themselves throughout the process in order to gauge their own understanding. Topics for Cornell/Note Taking: the Protestant Reformation, the Spread of Protestantism throughout Europe and its impact on society then and now, and Renaissance society changing as new inventions and ideas came to fruition.

Debates: Suggested topic: Groups will be formed and presented with the information that they must take a stand and argue their point. Students will be given proper time to research, and the use of primary sources is encouraged to back up their findings. Groups will discuss the following: Did attempts to change religion change society? Students will be researching the topics through use of the internet, school databases, and guided by questions to gauge student's opinions on the matters. Did the invention of the printing press have a positive or negative influence on religion? Students will research the history of the printing press and its impact on society, including any potential impacts that they see within the religions of Europe. Sample questions could include: What is the most important effect that the Printing Press has on society? Does the Church benefit from its creation? Does the creation of the printing press motivate society & religions to change for the better, or negatively impact them in society's and historians' eyes?

DBQ & Primary Document Analysis: Classes will receive excerpts/full Primary Sources and be responsible for reading them and interpreting the language used, content vocabulary, and inferring meaning of the authors depending on the period & content. Examples of primary sources include: Castiglione, *The Courtier*; Dante Alighieri, *The Divine Comedy*; Shakespeare, various plays; Chaucer, *The Canterbury Tales*; Luther's: A Mighty Fortress; Martin Luther's Ninety-Five Theses; Cervantes, *Don Quixote*

Historical Movie/Clip Viewing and Analysis: Students will be viewing film during class and answering discussion questions throughout related to historical relevance and accuracy. Students will be responsible for analyzing character development, setting, influence on history, effects on the future, and include a review of the film/clip assessing student opinion on presentation, historiography, and content. Films/clips to be used include: Luther.

Venn-diagrams:

--comparing Humanists characteristics to Christian Humanists. Use notes recorded in class and textbook background stories to assist in creating the diagram, while also expanding on why some ideas were different and against the other group's primary train of thought.

Small-group cooperative learning: --create a Renaissance Mural.

Writer's Notebook responses based on Renaissance texts (The Courtier & The Prince) to compare/contrast characters; create alternate arguments to the writings; summarize the readings, and illuminate conflicts and character types in the real world that relate to those in these Renaissance texts.

Pair-shares, example: after students have taken notes, compare with a partner. Students should always develop

an argument/thought that is backed by historical data either researched or read previously in text, and listen actively to their partner's ideas; debating contrasting ideas or trying to convince their partner to think differently about the topic at hand.

Text/Film Analysis: *The Other Boleyn Girl* read/view segments from the book/film, and put information into Cornell Notes. Students will be responsible for picking out key words dealing with the Reformation in England, asking questions regarding the actions of the monarchy & characters from the text, and summarizing the excerpt to conclude the assignment.

Discovery United Streaming video analysis: Maintain a vocabulary log of words found in context to readings done in the past shown in educational videos on the Renaissance/Reformation, as well as responding in your notebook to debatable elements from the video. Following the video, students should create 3 "quiz questions" and write a brief summary as an exit ticket.

E-book Reading & Writing Workshop: Read from various primary resources and answer questions. Read various works from the Ancient Greeks and Romans and determine how their work is reflected in the Renaissance time period, how their texts help develop ideas, construct characters within, and have students respond to the literature by evaluating characters in relation to real life circumstances.

DBQ's Q/A forums: Students will be given DBQ's of different kinds, including short readings & excerpts of Primary Sources. The students will analyze the language of the text, determining the meaning of words and phrases as they are used in the text, including vocab describing political, social, or economic aspects of the time period being studied as well as today.

Closing Activities:

--Exit survey example: What did I like best about the materials taught today? What would I change? What do I still not completely understand? What part of the lesson do you think best applies to today's world?

-- "Quick-write": write for 2 minutes about a teacher-selected topic related to materials discussed the previous class or during today's class. Students should focus on writing about content, relating these topics to modern events, and expressing opinions on the topics; rather than proper punctuation for this small writing sample.

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, and Q/A forums (pedagogy).

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

**Honors/AP= Remember, recall, evaluation, analyzing, applying and creating.

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

Creation of murals and art work.

Reading and interpretations of various writing from the Renaissance.

Create a lesson plan on one aspect of the Renaissance.

Socratic Seminars

*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 Accelerated: 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. 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. 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>Grade Level(s): 9</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 	<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 obtained through colonization. Economic systems of the imperial nations would grow with an increase of

<p>Africa?</p> <ol style="list-style-type: none">6. How do different economic systems vary in their toleration and encouragement of change?7. What affect did the exercise of absolute power have on a nation?8. How are governments created, structured, maintained, and changed?	<p>natural resources and new markets.</p> <ol style="list-style-type: none">7. Absolute monarchs imposed his or her own desires and goals for good or ill. Social, economic, and religious conflicts place caused by absolute monarchs place hardships on the people, cause bitterness, and led to war.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.
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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. Examine the factors that encouraged European exploration.	1. 6.2.12.A.1.a
2. After looking at the map that exemplifies exploration by country during the 1400-1600s, determine what changes to technology must have occurred to allow this.	2. RH.9-10.7
3. Evaluate how new inventions and technologies in European culture assisted in the Age of Exploration.	3. 6.2.12.C.1.e, RH.9-10.3
4. Highlight examples in which details from the “Slave Trade Narratives” are seen in the film Amistad.	4. RH.9-10.8
5. Compose an expository writing on the St. Bartholomew’s Day Massacre in France.	5. WHST.9-10.2
6. Analyze the impact of exploration, colonization, and trade on Africa, Asia, North and South America.	6. 6.2.12.C.1.d,
7. Complete a reading of a DBQ on the positive and negative effects of exploration and the slave trade on Africa and the New World.	6.2.12.C.1.b
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.	7. RH.9-10.9
9. Determine the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.	8. 6.2.12.C.1.a
10. Analyze the impact of the expanding European presence in Africa.	9. 6.2.12.C.1.c
11. Compare and contrast the Atlantic Slave Trade with acts of genocide.	10. 6.2.12.D.1.b
12. Discuss the ways in which culture is spread and mixed around in the world.	11. 6.2.12.D.1.b,
13. Enumerate specific reasons in which Christopher Columbus espouses excitement and anticipation to his returning journeys to the new world, based on his Journal readings.	WHST.9-10.2
14. Write a story for the school newspaper highlighting the achievements of a specific explorer for multicultural awareness & diversity awareness.	12. 6.2.12.D.1.d
15. Hypothesize how the American, Spanish, and Portuguese colonies would have been without the introduction of slaves.	13. RH.9-10.2
16. Describe the impact of the Columbian exchange on Europeans and Native Americans.	14. WHST.9-10.4
17. Explain major changes in world political boundaries between 1450-1770.	15. 6.2.12.D.1.c,
18. Write a historical fiction narrative as a noble in the court of Louis XIV.	6.2.12.D.1.e
19. Determine the role of natural resources and climate in European exploration, colonization, and settlement patterns.	16. 6.2.12.D.1.a
20. While reading “Elizabeth: Golden Age,” utilize previous knowledge to describe the purpose of this piece of literature despite challenging vocabulary.	17. 6.2.12.B.1.a,
	WHST.9-10.1
	18. WHST.9-10.3
	19. 6.2.12.B.1.b
	20. RH.9-10.4
	21. 6.2.12.A.2.c
	22. WHST.9-10.5
	23. 6.2.12.A.2.c
	24. 6.2.12.A.2.c
	25. 6.2.12.A.2.c
	26. WHST.9-10.1
	27. 6.2.12.A.2.a
	28. 6.2.12.A.2.a

21. Analyze how Spanish power increased under Philip II.
22. Utilize peer editing on turnitin.com when writing a DBQ on Absolutism.
23. Evaluate how Henry IV reformed and rebuilt France after the wars of religion.
24. Explain the relationship between Parliament and the English monarchy.
25. Compare and contrast the American and English Bill of Rights.
26. Create an outline on the positive and negative aspects of Absolute Power in Europe incorporating specific acts of Absolute Monarchs.
27. Explain how European nations tried to maintain a balance of power.
28. Analyze Peter the Great's attempts 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:

- Motives for Europeans to continue the African Slave Trade

Think-pair-share notes:

- Country by country exploration statistics/findings

Primary Source Document Responses:

- How did the “Natives” welcome the Spanish explorers according to the accounts read in class.
- DBQ writing on Absolutism.

Dinah’s Zike Foldable:

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

Trading Cards:

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

Reflective Journal entry:

- If you could have explored for one of the “major” countries during this time, which would it be? Why?

Opinion essay:

- Did the success of the explorers outweigh the murders, enslavement, and destruction of cultures? Explain your opinion as a monarch/explorer/native?

Timed writing assignment:

- How would you have handled the situation with the Aztecs different than Cortes?

Picture Prompts:

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

Persuasive Letters:

- Letters to the king and queen of Spain trying to convince them to let you sail West.

Historical Fiction Narrative:

- as a noble in the court of King Louis XIV.

Graphic organizers:

- Illustrating the triangular trade pattern.

Reaction paper:

- to Bernal Diaz, “The Conquest of New Spain”

Expository Writing:

- on the St. Bartholomew’s Day Massacre.

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 & Relate – Upon entering the class, have the students write something in their notebook that they recall from yesterday's activities & have the students relate it to something in the world today (possible current event tie-in)

--Smart Board Matching & Hypothesizing: Create a Smart Board chart and fill one side with explorer names other side with destination, when students come in they will first slide the name next to destination. Upon completing this task as a class, the class will then hypothesize how parts of the world would have been different had other explorers gone elsewhere. (Ex: What if Cortez has been the one to sail around the world, and someone like Hudson had gone to Mexico?)

Content Vocabulary Crossword: Create a crossword puzzle using the chapter's key terms and relate those terms to content from the chapter or compared to events from today's society.

DBQ & Primary Document Analysis: Classes will receive excerpts/full Primary Sources and be responsible for reading them and interpreting the language used, content vocabulary, and inferring meaning of the authors depending on the period & content. Examples of primary sources include: Bernal Diaz, The Conquest of New Spain, how does he describe Tenochtitlan? -Examine the map by Hernan Cortes from 1524. Generalize about what the conquistadors' impression of Tenochtitlan was. Hypothesize why it might have been built in the middle of a lake.)

Map Activity: Have students become more familiar with reading maps, and also be able to relate the maps used in-class or within the textbook to determine how the areas were impacted by their geography. (Examples: Locate and label the Central and South America and the bodies of water and countries, and research the main imports and exports of the time period; Color code a map of Colonial Latin America, while shading each European colony a different color relating to modern day similarities and differences, Chart progress of European nations and key routes taken during this Age which impacted the world in positive & negative ways.)

Direct Class lecture: Students will be taking notes on a particular section of material focusing on large themes and concepts, historical, social, economic, and political background of the time period, as well as hypothesizing what will happen next as a result of the material being lectured. Class is encouraged to take Cornell style Notes on lecture. Example: the motivations for explorers to go around the world and explore, the divine right of kings and how that impacts the mentality of leaders/society.

Graphic Organizer: Students will be given various organizers: Venn (similarities/differences), What/Why/How chart (determining the events that took place to colonize an area, and what the specific motives were in colonizing), or Spider diagrams (showing how events are connected by similar ideas) to allow them to better understand and keep track of the political, economic and social causes of the new Imperialism-draw as well as creating cause and effect relations describing the: colonial era, including all areas of the world.

Graph Interpretation: Handout or display graphs related to the materials of the chapter (Ex: imports and exports of Africa during Triangle Trade). Questions should revolve around getting the most out of the information given in the graph, as well as interpreting other events from the time period not shown in the graph. Focus the class' insight on how the graph depicts the time period in a certain way, and possibly how it is similar/different to today. (What are the different ethnic groups of Mexico during the 16th century vs 2015?)

United Streaming videos/coupled with Cornell Notes: Students will be viewing a clip detailing Peter the Great's Rise to Power and answering checkpoint questions throughout the clip. In addition to these checking for understanding questions posed by teacher, students will be required to take Cornell Notes on this including in their notes: Vocab specific to the Age of Absolutism, Russian culture, and Saint Petersburg's importance to the world.

Debates: Suggested topic: Groups will be formed and presented with the information that they must take a stand and argue their point. Students will be given proper time to research, and the use of primary sources is encouraged to back up their findings. Groups will discuss the following: Was expansion by Europe a positive or negative for the world? Was the Triangle Trade more positive or negative for the world?

Socratic Seminar: Review of the ground rules, procedures and goals; Centered on analysis of excerpts from the Amistad that allows student engagement in evaluation of characters that help the students better understand the historical severity of this case. (Ex: Scenes may be viewed from Amistad and Roots; Students should focus their thoughts on debating whether or not Slavery was justified/necessary based on their viewing of the material).

Determine and display through essay writing- Read through secondary source material (not from textbook) and express ideas through a quick in-class essay assignment. Students must cite sources & quote source used. Example: Which absolute monarch was the most "absolute" in your opinion? Be sure to reference at least 3 major acts of their absolute power to support your claim.

Research: Class will be given specific topic to research and analyze over the course of a selected amount of time to bring content and personal opinion on topic to add to class discussion, or small group discussion. Example of topic selections: The amount of success that European nations such as Spain and Portugal had during this age compared to the total number of trips that were commissioned. How did new technologies help these figures? What dangers still existed for sailors at the time that would reduce the success rate for explorers/conquistadors?

Timed writing assignment: Students will be given writing prompt and specific time in order to complete writing assignment based on proper grammar, content, and incorporating information from sources to better prepare for PARCC testing. Example of writing prompt: Based on maps detailing the final destinations, which country do you believe made out the best during the Age of Exploration? Use examples from the map to back up your answer.

Suggested closing activities:

--Exit Ticket: Have students write 3 facts 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, not focusing on proper punctuation, but rather getting as much true content down on their paper.

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 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 Accelerated: 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"> How did the principle ideas of the Enlightenment alter political thought in Europe? Why is there political and social conflict? How much influence do individuals have in changing history? How did the Scientific Revolution affect the way humans saw themselves and their physical and spiritual worlds? How did revolutions influence political, social, and economic opportunities and rights? What relationships exist among the agricultural 	Enduring Understanding(s): <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. Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. Throughout history, economic and social inequalities have at times led certain peoples and groups to revolt against their governments. 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. This period of Revolution led to political, economic and cultural changes that have had a lasting impact. 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. The various freedoms enjoyed in many countries today are a result of Enlightenment thinking. In times of political turmoil, military dictators often seize control of

<p>revolution, industrialization and population growth?</p> <p>7. How did revolutions in 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>nations.</p> <p>9. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.</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. Write a historical fiction narrative as a citizen of France during the Reign of Terror.	1. WHST.9-10.3
2. Determine circumstances that led to the Scientific Revolution.	2. 6.2.12.C.3.d
3. Propose why one should become a member of the French Revolution, rather than remaining loyal to the King, and provide convincing reasons in an organized written essay.	3. WHST.9-10.1
4. Identify the thesis as a class of "The Social Contract" and then independently summarize the document along with underlining the main ideas that support the thesis.	4. RH.9-10.2
5. Summarize the development of the heliocentric theory.	5. 6.2.12.C.3.d,
6. Describe the scientific method and explain Newton's law of gravity.	WHST .9-10.7
7. Determine how the developments of the Scientific Revolution and the Scientific Method have impacted current fields of study	6. 6.2.12.D.3.a.
8. Self-edit an essay composed on "Was the Scientific Revolution really a Revolution?" using a writer's checklist.	7. 6.2.12.D.2.d.
9. Contrast the ideas of Hobbes, Locke and other philosophers.	8. WHST.9-10.5
10. Examine the role of women during the Enlightenment.	9. 6.2.12.A.3.a,
11. Read through the "Declaration of Rights of Man" and chunk the points into smaller categories that exemplify the key points.	WHST.9-10.3
12. Conclude how the American government formed after the American Revolution was influenced by Enlightenment ideas.	10. 6.2.12.A.2.b
13. Identify the factors that helped Enlightenment ideas spread throughout Europe.	11. RH.9-10.5
14. Explain the influence of the Enlightenment on the American Revolution.	12. 6.2.12.A.2.a
15. Create a timeline of events while reading through the chapter on French Revolution from Modern World History which follows the events from the beginning through the end of the French Revolution.	13. 6.2.12.A.3.a
16. Describe the causes of the French Revolution.	14. 6.2.12.A.3.c
17. Visit history.com to listen to speeches made by current world leaders on Revolution and relate them to the actions of figures from this Age.	15. RH.9-10.3
	16. 6.2.12.A.3.a
	17. WHST.9-10.8
	18. 6.2.12.A.3.d
	19. 6.2.12.A.3.d
	20. 6.2.12.C.3.a
	21. 6.2.12.C.3.b
	22. RH.9-10.9
	23. 6.2.12.D.3.b
	24. WHST.9-10.7

18. Summarize the political reforms in France and the Reign of Terror.
19. Characterize the rise and fall of Napoleon.
20. Deduce the factors that made the Industrial Revolution possible.
21. Identify new inventions and their effects on industry.
22. Complete a reading of a DBQ on the Scientific and Industrial Revolutions, reflecting on the positive changes on society, economy, and politics of the European countries involved.
23. Characterize how the Industrial Revolution affected people's lives.
24. Utilize LMC databases and one book to create a Prezi on the role of nobility and the monarchy during the French Revolution.
25. Describe the factors leading to migration and urbanization during the Industrial Revolution.
26. Compare and contrast economic systems: Laissez-faire v. Socialism.
27. Write out in words how the Reign of Terror increased numbers of arrests and deaths after looking at a chart of such information.

25. 6.2.12.B.3.b
 26. 6.2.12.C.3.c
 27. RH.9-10.7

Inter-Disciplinary Connections:

Math—Charts regarding numbers killed during French Revolution, production increase during the Industrial Revolution, and arrests/deaths resulting from the Reign of Terror.

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:

Modern World History: Modern Times by Glencoe (Spielvogel)

- From *The Social Contract* by Jean-Jacques Rousseau
- From *Two Treatises on Government* by John Locke
- 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*
- Testimonials on Labor Conditions (1832)
- From "The Opening of the Liverpool to Manchester Railway"

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: Napoleon's rise to, and fall from, power.

Primary Source Document Responses: From *The Social Contract* by Jean-Jacques Rousseau, from *Two Treatises on Government* by John Locke, 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*, Testimonials on Labor Conditions (1832) and from "The Opening of the Liverpool to Manchester Railway."

Dr. Giampalmi writing prompt: French Revolution- guillotine=...

Historical Fiction Narrative as a citizen of France during the Reign of Terror.

Reflective Journal entry: What are some ways people today question accepted beliefs?

Opinion essay:

--Why is it important that every citizen has, and exercises his or her right to vote?

--Was the Scientific Revolution really a Revolution?

Persuasive Essay: on why to join the French Revolution as opposed to remaining loyal to the King.

Timed writing assignment: Why were the new scientific views so Revolutionary? Give specific examples.

Picture Prompt: Third Estate carries the Nobility and Clergy—anonymous; 18th century political cartoon

Persuasive Letters: Write a newspaper article as a member of the Third Estate to the Nobility and Clergy persuading them to accept change in France.

Prezi Presentation on the roles of nobility and monarchy during the French Revolution.

Writers Notebook: What needs reform today in society?

Biographical narrative: On Voltaire, Rousseau, Louis XVI, Marie Antoinette and Newton

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 persuasive writing 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 sentence starter for writing prompt

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: Students will be taking notes on a particular section of material focusing on large themes and concepts, historical, social, economic, and political background of the time period, as well as hypothesizing what will happen next as a result of the material being lectured. Class is encouraged to take Cornell style Notes on

lecture. Example: how the scientific method is based on the ideas of Francis Bacon and Rene Descartes, and its impact on the Scientific Community; The rise and fall of Napoleon.

Determine and display through essay writing- Read through secondary source material (not from textbook) and express ideas through a quick in-class essay assignment. Students must cite sources & quote source used.

Example: Which invention of the Industrial Revolution was the most impactful on Europe at the time?

Cornell Notes: Students will be responsible for taking notes on excerpts from Primary Sources as well as the textbook. They will be required to focus on content vocabulary as well as summarizing the information upon their completion of their reading. Students should be questioning themselves throughout the process in order to gauge their own understanding. Topics for Cornell/Note Taking: The Congress of Vienna goals, actions taken, and legacy; the matter of the Church vs Scientists.

Socratic Seminar: Review the ground rules, procedures, and goals for the activity. Students will be given their Primary Source excerpts as well as be responsible for researching topics independently, then bringing their collective findings to class. Ex: Read the essay "How the Heavens Go," and discuss as a class how it focuses on the relationship between the Catholic Church and science; read biography of Peter the Great and discuss his strengths/weaknesses as a leader based on his successes/failures. Be sure students are participating equally and that it remains student-centered.

Research: Class will be given specific topic to research and analyze over the course of a selected amount of time to bring content and personal opinion on topic to add to class discussion, or small group discussion. Example of topic selections: Key discoveries of the scientists and philosophers during this Age and the impact that their new ideas had on society. Which philosophical idea/governmental ideology that was established during this time do you think created the most problems for Europe? Which discovery was the most impactful?

Map Activities: Class will be given selected maps which show specific content from the chapter to assist them in learning and remembering the information. Examples: Chart the progression of the Industrial Revolution across the world, incorporating the spreading of inventions/tools/materials from one place to the next on the map provided; Chart the progress of Napoleon's forces & France's increasing borders during his time.

Timed writing assignment: Students will be given writing prompt and specific time in order to complete writing assignment based on proper grammar, content, and incorporating information from sources to better prepare for PARCC testing. Example of writing prompt: In your opinion, was the Industrial Revolution more beneficial to Europe or more detrimental to Africa?

Debates: Suggested topic: Groups will be formed and presented with the information that they must take a stand and argue their point. Students will be given proper time to research, and the use of primary sources is encouraged to back up their findings. Groups will discuss the following: Should Napoleon be considered the "Son of the Revolution"?, Was the American Government the strongest government to be established in the world?, Were the church correct in shutting down the remarks of Galileo during this tumultuous time?

DBQ & Primary Document Analysis: Classes will receive excerpts/full Primary Sources and be responsible for reading them and interpreting the language used, content vocabulary, and inferring meaning of the authors depending on the period & content. Examples of primary sources include: *The Social Contract* by Jean-Jacques Rousseau, *Two Treatises on Government* by John Locke, *The Declaration of Independence* by Thomas Jefferson, *The Recantation of Galileo*, *A Declaration of the Rights of Man and of the Citizen*, "The Opening of the Liverpool to Manchester Railway". Students will need to compose their ideas and answers based on information found within the source, and then relate that information to modern day events for class discussion.

Historical Movie/Clip Viewing and Analysis: Students will be viewing film during class and answering discussion questions throughout related to historical relevance and accuracy. Students will be responsible for analyzing

character development, setting, influence on history, effects on the future, and include a review of the film/clip assessing student opinion on presentation, historiography, and content. Films/clips to be used include: *Gulliver's Travels*, *Les Miserables*, *A Tale of Two Cities*; *Count of Monte Cristo*.

Graphic Organizer: Students will be given various organizers: Venn (similarities/differences), What/Why/How chart (determining the events that took place to colonize an area, and what the specific motives were in colonizing), or Spider diagrams (showing how events are connected by similar ideas) to allow them to better understand and keep track of the political, economic and social causes of the new Imperialism-draw as well as creating cause and effect relations describing the: similarities between French & American Revolutions, Impact of Scientific discovery on the world, Impact of new industrial demands on the rest of the world outside of Europe.

Suggested Accommodations/Modifications for Assignments and Instruction:

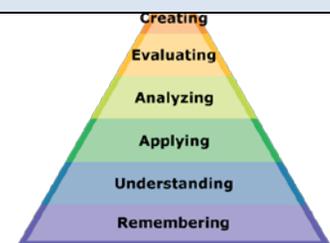
Provide list of LMC databases and codes on how to access these databases from home; provide students with list of approved web-sites close to their reading level to conduct research; provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more 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.

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

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 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:

Mid - Year Benchmark Assessment/End of Year Benchmark Assessment – objective and written 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; 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 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:

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.

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 Accelerated: Unit 4 - Imperialism</p> <p>Grade Level(s): 9</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 national 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>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 areas in 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. Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815-1914.	9. 6.2.12.B.3.a
10. Write explanatory texts to analyze the motives and consequences of European imperialism in Africa and Asia.	10. 6.2.12.B.3.c
11. Plan, produce, and revise a clear and coherent Age of Imperialism DBQ essay in which the style is appropriate to the audience.	11. WHST.9-10.2, WHST.9-10.4
12. Analyze how Kipling's "The White Man's Burden" uses structure to emphasize key points.	12. WHST.9-10.5
13. Relate the role of geography to the spread of independence movements in Latin America.	13. 6.2.12.C.3.b
14. Analyze the interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.	14. 6.2.12.C.3.e
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.	15. WHST.9-10.7
16. Assess the impact of imperialism on economic development in Africa and Asia.	16. RH.9-10.3
17. Analyze in detail a series of interactions between imperial governments and indigenous peoples by evaluating a series of political cartoons representing colonial rule.	17. 6.2.12.C.3.c
18. Compare and contrast the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.	18. RH.9-10.9
	19. 6.2.12.D.3.a
	20. 6.2.12.D.3.c, RH.9-10.9
	21. 6.2.12.D.3.d
	22. RH.9-10.6
	23. 6.2.12.D.3.e, WHST.9-10.7
	24. RH.9-10.1
	25. RH.9-10.5
	26. WHST.9-10.6

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 -- Introduction of Romanticism and Realism

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 to create presentation and research assignments- choose a ruler i.e. Otto Von Bismarck 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-s up's:

--Recall, Review HMWK- What ifs and Revisionist Hypothesis? Students will be responsible for independent reading and answering questions for homework. Class will review answers and discuss examples of how the current material relates to modern day. (Example - What if the Arab traders were not combative and lowered prices?)

--CNN Student News: Students will be given a current event article intended for student-readers. Students will discuss how a current event fits into what we are discussing in class at present time; relating themes, events, wars, etc. to assist in remembering information.

Socratic Seminar: Review the ground rules, procedures, and goals for the activity. Students will be given their Primary Source excerpts as well as be responsible for researching topics independently, then bringing their collective findings to class. Ex: Read part of the "White Man's Burden" and analyze the message, discussing its impact on the Europeans and Africans during this age; Read the description of India's importance and takeover by the British and as a class, discuss the positives/negatives of the takeover of India.

Research: Class will be given specific topic to research and analyze over the course of a selected amount of time to bring content and personal opinion on topic to add to class discussion, or small group discussion. Example of topic selections: Class will look at the spread of new materials and inventions around the world as a result of European countries expanding their empires.

Map Activities: Class will be given selected maps which show specific content from the chapter to assist them in learning and remembering the information. Examples: Class will map the spread of European culture & rule on maps of Africa, Asia, and other parts of the world; Chart the empires as they try to show their dominance within the European continent as countries desire more and more land at home.

Determine and display through essay writing- Read through secondary source material (not from textbook) and express ideas through a quick in-class essay assignment. Students must cite sources & quote source used. Example: Based on readings of European nations inside the borders of African colonies, which European nation would you say was the most hospitable (based on readings/tables).

Timed writing assignment: Students will be given writing prompt and specific time in order to complete writing assignment based on proper grammar, content, and incorporating information from sources to better prepare for PARCC testing. Example of writing prompt: Why was India labeled as England's "Jewel in the Crown", and was this colonization more of a positive or a negative for England in your opinion?

Content Vocabulary: Students will be given various exercises to assist them in remembering/recalling vocabulary including creating crossword puzzles based on definitions and modern day examples, "OWN IT Chart/Mental Models" where students fill in the word, a reminding word, and draw a picture of what that words appears like to you; and Accumulative glossaries where they will collect words all year long and continue to be assessed on them throughout the course of the year.

Graphic Organizer: Students will be given various organizers: Venn (similarities/differences), What/Why/How chart (determining the events that took place to colonize an area, and what the specific motives were in

colonizing), or Spider diagrams (showing how events are connected by similar ideas) to allow them to better understand and keep track of the political, economic and social causes of the new Imperialism—draw as well as creating cause and effect relations describing the: partition of Africa by European imperialists; major causes and effects of European invasion of Africa; spread of cultures of Europe around the world as a result of need for raw materials.

Direct Class instruction: Teacher will use lecture on rule and economies of colonies, which students will be responsible for taking notes based on the major themes, events, and figures from the lecture.

Cornell Notes: Read and take copious notes on the background of African colonies, including vocabulary specific to the content, and creating questions (possible quiz questions) related to the content read in class as well as the questions of what comes in the future.

DBQ & Primary Document Analysis: Using the documents and primary sources provided, students must read and analyze the words and thoughts of the reader, establishing an opinion of what the writer is trying to get across, and collect thoughts to fully answer essay question in preparation for common-core related assessments.

Examples include: The Overthrow of the King Louis Philippe—study *Place de la Bastille 1848*, and determine how *Oliver Twist* creates a picture of London during the Industrial Revolution.

Small-group cooperative learning: Groups will be reading excerpts of content related to chapter and text readings. The students will be responsible for creating cause and effect charts that show how unification led to nationalism during this time period. Small group activities will also allow students to compare readings from the time to those of current day, such as Mary Shelley's *Frankenstein* and comparing it to the *Twilight* series of modern day.

Think-Pair-Share: Students are going to be posed a question in order to have them recall previously discussed materials/content from class and will be responsible for answering. Upon completing the question, students will discuss their answers with a partner and discuss any differences, compare similarities and argue differences based on facts. Example: discuss how imperial governments ruled their empires

Historical Movie/Clip Viewing and Analysis: Students will be viewing film during class and answering discussion questions throughout related to historical relevance and accuracy. Students will be responsible for analyzing character development, setting, influence on history, effects on the future, and include a review of the film/clip assessing student opinion on presentation, historiography, and content. Films/clips to be used include: Scenes from *Gandhi*, Scenes from Youtube documentary on European invasion of Africa.

United Streaming video analysis: Students will be viewing a clip detailing the Road to Imperialism and answering checkpoint questions throughout the clip. In addition to these checking for understanding questions posed by teacher, students will be required to take Cornell Notes on this including in their notes: vocabulary, interpreting the meaning of primary sources being referenced within the video, and comparing events of the video to those of everyday life. Additional example includes: viewing scenes from *Amistad* and *Roots*, and debating the positive/negative impacts of slavery.

Dinah Zike's Foldable: Class will use a sheet of 8 ½ x 11" paper to create mental models detailing events taking place during the 1800s dealing with the Europeans and imperialism. The students should represent the theme/vocabulary term with a mental model that helps them recall the information upon studying the picture, also including important content information and relations to other materials

covered in class. Example: Foldable showing the ideologies of the 1800's

Suggested Accommodations/Modifications for Assignments and Instruction:

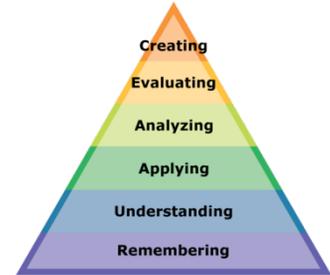
Provide list of LMC databases and codes on how to access these databases from home; provide students with list of approved web-sites close to their reading level to conduct research; provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more 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.

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

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:

- Guess Who Project
- Explorers Routes: Map Activity
- Genealogy Tree
- Trading Card 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: WH/C Accelerated — World War I & Interwar Years - Unit 5</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 	

<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 6.6.1.12.A.3.g,
6. Explain how nationalism contributed to unrest in the Balkans leading to WWI.	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	

<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:

Language Arts Literacy— Reading and responding to primary and secondary sources, Writing letters as soldiers/citizens during WWI, Create a WWI international food menu

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

Art – Russian Revolution Egg project, WWI Propaganda Poster Re-creations

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)

Students will engage with the following text:

World History Modern Times (Glencoe)

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”

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 characteristics of Fascism (or Communism).

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: League of Nations + United States =

Dinah Zike Foldables/Graphic Organizers: Rise of Dictators (Hitler, Mussolini, Stalin, Franco)

Reflective Journal entry: How did trench warfare change the modern tactics of war forever?

Opinion essay: Do you think World War I was avoidable? Use information from the text to support your answer.

Timed writing assignment: Why did the Schlieffen Plan ultimately collapse?

Persuasive Letters: Write a letter to Hoover advocating for more federal assistance in alleviating the troubles of the poor once the depression had hit.

Writers Notebook: Write a historical narrative describing an on-lookers view of a major event in WWI's history.

Suggested Accommodations/Modifications for Writing:

Provide students with guided cornell notes or copies of notes if stated in IEP; 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 as per IEP; reduced number of open-ended responses; provide persuasive writing graphic organizers to help students organize their persuasive letter; 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.

Socratic Seminar: Review the ground rules, procedures, and goals for the activity. Students will be given their Primary Source excerpts as well as be responsible for researching topics independently, then bringing their collective findings to class. Ex: Read the ideals expressed by Lenin for the Communist Revolution and discuss the positives/negatives it had on Russia compared to life under the old regime; Read through selections from Mein Kampf and timelines of the earliest events of the Holocaust & discuss ways in which the European leaders should have dealt with Hitler before WWII.

Research: Class will be given specific topic to research and analyze over the course of a selected amount of time to bring content and personal opinion on topic to add to class discussion, or small group discussion. Example of topic selections: Strengths and weaknesses of major countries involved in WWI which allowed them to succeed against other sides, major military strategies that were successful or not, and new technologies which impacted the war.

Map Activities: Class will be given selected maps which show specific content from the chapter to assist them in learning and remembering the information. Examples: Chart offensives launched by the Central Powers as they marched across Europe and other parts of the world; Map out key locations of key battles won by the Allies.

Timed writing assignment: Students will be given writing prompt and specific time in order to complete writing assignment based on proper grammar, content, and incorporating information from sources to better prepare for PARCC testing. Example of writing prompt: In your opinion, would the Allies have won the War without the assistance of the United States? Back up your answer with data, quotes, or relevant content from primary sources, textbook, or secondary sources.

Direct Class lecture: Students will be taking notes on a particular section of material focusing on large themes and concepts, historical, social, economic, and political background of the time period, as well as hypothesizing what will happen next as a result of the material being lectured. Class is encouraged to take Cornell style Notes on lecture. Example: lecture on the new technologies contributing to the increase in deaths and how these new technologies come about; the rise of Hitler to the top of the German government.

Determine and display through essay writing- Read through secondary source material (not from textbook) and express ideas through a quick in-class essay assignment. Students must cite sources & quote source used. Example: Read through assorted secondary documents of World War I related to causes and reasons for US entering the war and write a well-thought out essay determining whether or not WWI was or was not inevitable.

Cornell Notes: Students will be responsible for taking notes on excerpts from Primary Sources as well as the textbook. They will be required to focus on content vocabulary as well as summarizing the information upon their completion of their reading. Students should be questioning themselves throughout the process in order to gauge their own understanding. Topics for Cornell/Note Taking: the characteristics of Fascism (or Communism); Key Battles of WWI, Causes of WWI.

Debates: Suggested topic: Groups will be formed and presented with the information that they must take a stand and argue their point. Students will be given proper time to research, and the use of primary sources is encouraged to back up their findings. Groups will discuss the following: Would Germany have won the war if the United States not gotten involved? Was Communism the answer for the Russians in 1917?

Graphic Organizer: Students will be given various organizers: Venn (similarities/differences), What/Why/How chart (determining the events that took place to colonize an area, and what the specific motives were in colonizing), or Spider diagrams (showing how events are connected by similar ideas) to allow them to better understand and keep track of the political, economic and social causes of the new Imperialism-draw as well as creating cause and effect relations describing the: Causes of WWI,

DBQ & Primary Document Analysis: Classes will receive excerpts/full Primary Sources and be responsible for reading them and interpreting the language used, content vocabulary, and inferring meaning of the authors depending on the period & content. Examples of primary sources include: 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”

Historical Movie/Clip Viewing and Analysis: Students will be viewing film during class and answering discussion questions throughout related to historical relevance and accuracy. Students will be responsible for analyzing character development, setting, influence on history, effects on the future, and include a review of the film/clip assessing student opinion on presentation, historiography, and content. Films/clips to be used include: 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

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; 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.

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

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

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 – objective and written 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:

- Presentation which requires students to select one of the warring countries and explaining the propaganda posters used during WWI, reasons why specific countries got involved in the conflict, what that country hoped to achieve, and what they got at the end of WWI.

***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 WWI propaganda poster 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?

<p>Course/Unit Title: WH/C Accelerated — 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.

<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

Learning Target	NJCCCS or CCS
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,
16. Compare and contrast the Battles of Midway and Stalingrad.	15. RH.9-10.1
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.B.4.b
19. Identify the political consequences of the Allied victory in postwar Europe.	18. 6.1.12.C.4.d
20. Summarize how defeat and occupation affected political and civic life in Japan.	19. RH.9-10.5
21. Examine the development of warfare technology.	20. 6.1.12.B.4.d
22. Examine the growing effects of war on civilians.	21. 6.1.12.D.4.I,
23. Compare the events and effects of World War I and World War II.	6.1.12.C.5.a
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.C.4.b 23. 6.1.12.D.4.j, WHST.9-10.8
25. Describe the U.S. – Soviet split following World War II.	24. 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.	25. 6.1.12.A.5.c, 6.1.12.B.5.c
28. Describe U.S. containment of Communist expansion.	26. 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.	27. 6.1.12.B.5.a
30. Compare and contrast the Truman Doctrine and the Marshall Plan.	28. RH.9-10.2
31. Describe important milestones in the history of space exploration.	29. 6.1.12.C.5.b
32. Assess the impact of the European Union on member nations and other nations.	30. RH.9-10.1
33. Chart major events in the civil war between the Nationalists and the	31. 6.1.12.B.5.e,

Communists.	32. RH.9-10.5
34. Explain how China split into two nations.	33. 6.1.12.C.5.c
35. Describe how Mao’s Marxist regime transformed China.	34. 6.1.12.C.5.f
36. Trace the course and consequences of the Korean War.	35. 6.1.12.A.5.b
37. Write a historical narrative as a character at the White House during the Cuban Missile Crisis.	36. 6.1.12.D.4.c, WHST.9-10.9
38. Utilize LMC database to research possible decisions that could have been made during the Cuban Missile Crisis.	37. 6.1.12.C.5.3
39. Summarize the causes of the Vietnam War and describe its aftermath.	38. 6.1.12.A.5.a
40. Engage in a DBQ that provides primary and secondary sources on the arguments for and against involvement in Vietnam.	39. WHST.9-10.3
41. Compose a DBQ response dictating the reasons for and against involvement in Vietnam7 while referencing various primary and secondary sources.	40. WHST.9-10.7
42. Describe conditions in Cambodia during the Cold War.	41. 6.1.12.A.5.a
43. Explain how the Cold War affected developing nations.	42. RH.9-10.9
44. Describe superpower confrontations in Latin America after World War II.	43. WHST.9-10.1
45. Identify Cold War conflicts in the Middle East.	44. 6.1.12.A.5.d
46. Analyze Soviet domination of Eastern Europe and the Soviet Union-China split.	45. 6.1.12.C.5.d, 6.1.12.C.5.g
47. Trace the origins of détente and its effects on the Cold War.	46. 6.1.12.D.5.a
48. Create a timeline on the events of the Iran Hostage situation when reading excerpts of “444 Days: The Hostages Remember”.	47. 6.1.12.A.5.a
49. Describe the renewal of Cold War tensions in the 1980s.	48. 6.1.12.B.5.b
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.	49. 6.1.12.D.5.c, WHST.9-10.2
	50. RH.9-10.3
	51. 6.1.12.D.5.c
	52. 6.1.12.B.5.b

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:

World History Modern Times (Glencoe)

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:

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.

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DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: Students will be taking notes on a particular section of material focusing on large themes and concepts, historical, social, economic, and political background of the time period, as well as hypothesizing what will happen next as a result of the material being lectured. Class is encouraged to take Cornell style Notes on lecture. Example: On Hitler's early victories, the events leading up to and following Pearl Harbor, the Manhattan Project.

Socratic Seminar: Review the ground rules, procedures, and goals for the activity. Students will be given their Primary Source excerpts as well as be responsible for researching topics independently, then bringing their collective findings to class. Ex: Class will discuss the Marshall Plan & Truman Doctrine and determine the strength of America's stance against the other major powers of the world.

Research: Class will be given specific topic to research and analyze over the course of a selected amount of time to bring content and personal opinion on topic to add to class discussion, or small group discussion. Example of topic selections: Research the progress completed during the Space Race and the technological advances made during the Arms Race of the Cold War.

Map Activities: Class will be given selected maps which show specific content from the chapter to assist them in learning and remembering the information. Examples: Chart major events which took place during the Cold War involving the Americans and Soviets: U2 Spy Plane, Cuban Missile Crisis, Berlin Wall being constructed, etc.; Map out offensives and progress during the wars in Korea & Vietnam.

Cornell Notes: Students will be responsible for taking notes on excerpts from Primary Sources as well as the textbook. They will be required to focus on content vocabulary as well as summarizing the information upon their completion of their reading. Students should be questioning themselves throughout the process in order to gauge their own understanding. Topics for Cornell/Note Taking: on the Allies advance.

Debates: Suggested topic: Groups will be formed and presented with the information that they must take a stand and argue their point. Students will be given proper time to research, and the use of primary sources is encouraged to back up their findings. Groups will discuss the following: Should the US have entered into WWII? Was the dropping of the atomic bombs necessary? Should the US have gone to war with the Soviets?

Timed writing assignment: Students will be given writing prompt and specific time in order to complete writing assignment based on proper grammar, content, and incorporating information from sources to better prepare for PARCC testing. Example of writing prompt: With the knowledge that we have now, how would you have dealt with Adolf Hitler if you were Neville Chamberlain/Winston Churchill? Explain your answer and back it up with data & source information from primary documents.

Determine and display through essay writing- Read through secondary source material (not from textbook) and express ideas through a quick in-class essay assignment. Students must cite sources & quote source used. Example: After reading through documents dealing with events where the US & Soviets threatened one another back and forth, determine the impact that Cuban Missile Crisis had on the world. Was this event blown out of proportion? Was this a positive or negative event for the Americans/Soviets? Explain.

DBQ & Primary Document Analysis: Classes will receive excerpts/full Primary Sources and be responsible for reading them and interpreting the language used, content vocabulary, and inferring meaning of the authors

depending on the period & content. Examples of primary sources include: 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

Historical Movie/Clip Viewing and Analysis: Students will be viewing film during class and answering discussion questions throughout related to historical relevance and accuracy. Students will be responsible for analyzing character development, setting, influence on history, effects on the future, and include a review of the film/clip assessing student opinion on presentation, historiography, and content. Films/clips to be used include: Scenes from *Pearl Harbor*; Scenes from *Band of Brothers*; Scenes from *Pacific*; Scenes from *Saving Private Ryan*; *America the Story of US: Episode 10 WWII*; *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)*

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.

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

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 –objective and written 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 different styles of fighting in the West and East and how the Allies were able to defeat the Axis forces in both areas leading to an Allied victory.

***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 power point presentation, model/diorama or 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: World History & Cultures Accelerated - Contemporary World: Unit 7</p>	<p>Unit Summary:</p> <p>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.	1. 6.2.12.A.4.c
2. Trace the history of Anti-Semitism in Germany and identify all victims of the Nazi Holocaust.	2. 6.2.12.A.4.c
3. Following a reading of excerpts from <i>We are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust</i> , highlight specific sentences, clauses, and/or words that illustrate the hatred of the Holocaust.	3. RH.9-10.1
4. Determine the central ideas of Elie Wiesel’s “The Perils of Indifference” by underlining the main ideas and the thesis.	4. RH.9-10.2
5. Differentiate Distinguish between the Armenian massacres of 1894/96 and the genocide of 1915.	5. 6.2.12.A.4.c
6. Discuss the secrecy in which the Armenian genocide was carried out.	6. 6.2.12.A.4.c
7. Examine maps showing the location of the Armenians pre-1915 and post 1915. Distinguish between European and Anatolian Turkey and map the same.	7. 6.2.12.A.4.c
8. Describe the post WWI response and denial to the Armenian Genocide.	8. 6.2.12.A.4.c
9. Compare the Holocaust to the Armenian genocide.	9. 6.2.12.A.4.d
10. Relate Pol Pot and Khmer Rouge.	10. 6.2.12.A.5.d
11. Provide examples of the terror that the Arab militias unleashed on the non-Arab villagers of Darfur.	11. 6.2.12.A.5.d
12. Compare and contrast the causes of each of the following genocides: Holocaust, Armenian, Cambodia, Rwanda, and Darfur.	12. 6.2.12.D.4.i, RH.9-
13. Investigate government responses to each of the following genocides: Holocaust, Armenian, Cambodia, Rwanda, and Darfur.	10.4
14. Speculate what could have been done to prevent certain genocides.	13. 6.2.12.D.4.i, RH.9-
15. Create an outline on the steps that could have been taken to prevent the Darfur genocide.	10.4
16. Interpret primary source documents to gain first person perspectives of certain genocides.	14. 6.2.12.D.4.i
17. Write a letter to Alter Wiener detailing what parts of <i>A Name to A Number: A Holocaust Survivor’s Autobiography</i> were most influential.	15. WHST.9-10.1
18. Identify the guilty members of certain genocides.	16. 6.2.12.D.4.i, RH.9-
19. Assess world responses to genocides.	10.2
20. Recreate on a map the partition of the British Indian Empire and the effects on India, Pakistan, and Bangladesh.	17. WHST.9-10.4
21. Analyze the post-independence struggles in South Asia.	18. 6.2.12.A.5.d
22. Judge the impact of Gandhi’s methods of civil disobedience and determine how his methods were later used by people from other countries.	19. 6.2.12.A.5.e
23. Chronicle the origins of the modern state of Israel.	20. 6.2.12.D.4.h
24. Evaluate injustices of the apartheid system and how it was dismantled in South Africa.	21. 6.2.12.B.5.d
25. Identify how issues of peace and war have been decided in the Middle East since the mid 1960’s.	22. 6.2.12.D.5.b
26. Compare and contrast the treatment of the Arab-Israeli conflict in several primary and secondary sources via a DBQ.	23. 6.2.12.B.4.d
27. Verbalize how a chart illustrates the deaths of conflicting sides in the Arab-Israeli conflict.	24. 6.2.12.D.4.i
	25. 6.2.12.B.4.d, RH.9-
	10.5
	26. RH.9-10.9
	27. RH.9-10.7
	28. RH.9-10.8
	29. 6.2.12.D.5.a
	30. WHST.9-10.6
	31. 6.2.12.C.5.d
	32. 6.2.12.D.5.a
	33. WHST.9-10.2
	34. WHST.9-10.8
	35. 6.2.12.C.5.e

28. Through a close reading of excerpts from *Palestine: Peace Not Apartheid* by Jimmy Carter highlight pieces of evidence provided that support Carter's argument.
29. Illustrate reasons for the successes and failures of democratic reform movements in Latin America.
30. Utilize turnitin.com to review teacher's comments and revise work on short written responses completed in class.
31. Distinguish the challenges developing nations face in their efforts to compete in a global economy.
32. Chronicle the spread of democracy in Africa.
33. Compose an explanatory writing on the spread of democracy in Africa.
34. Visit history.com to listen to Nelson Mandela's inauguration speech to gather relevant information from an authoritative digital source.
35. Determine how communism has affected the domestic and international affairs in China since the late 1940's.

Inter-Disciplinary Connections:

Math—Charts on populations exterminated through certain genocides

Language Arts Literacy—Analyzing primary source documents and reading through supplementary texts

Technology—Utilizing Google Earth presentations to share knowledge regarding genocides and democracy movements with the class

Students will engage with the following text:

Modern World History: Modern Times by Glencoe

Excerpts from *A Name to A Number: A Holocaust Survivor's Autobiography* by Alter Wiener

Excerpts from *Darfur: A 21st Century Genocide, Third Edition (Crises in World Politics)* by Gérard Prunier

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 the spread of democracy in Africa.

Primary Source Document Responses: Nuremberg Trials Testimony, Kristallnacht images, Excerpts from *We Are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust* by Jacob Boas and excerpts from *Hidden Child of the Holocaust* by Stacy Cretzmeyer

Dr. Giampalmi writing prompts: Nelson Mandela + youtube=...

Reflective Journal entry: What characteristics did Mandela and Gandhi have in common that made them effective leaders? Can these two be compared to any modern leaders?

Timed writing assignment: What were the effects of the Tiananmen Square demonstration?

Persuasive Letters: Write a newspaper article for your school newspaper encouraging support for those in Sudan.

Writers Notebook: What makes people fail to act?

Letter: to Alter Wiener detailing what parts of *A Name to a Number: A Holocaust Survivor's Autobiography* were most influential.

Explanatory essay: on the spread of democracy in Africa.

Suggested Accommodations/Modifications for Writing:

Provide audio recordings of 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: Students will be taking notes on a particular section of material focusing on large themes and concepts, historical, social, economic, and political background of the time period, as well as hypothesizing what will happen next as a result of the material being lectured. Class is encouraged to take Cornell style Notes on lecture. Example: on the origins of the modern state of Israel, the treatment of minorities in the Middle East.

Cornell Notes: Students will be responsible for taking notes on excerpts from Primary Sources as well as the textbook. They will be required to focus on content vocabulary as well as summarizing the information upon their completion of their reading. Students should be questioning themselves throughout the process in order to gauge their own understanding. Topics for Cornell/Note Taking: on the spread of democracy in Africa, the rise of diseases in third world countries, the exponential rise in technology around the world.

Socratic Seminar: Review the ground rules, procedures, and goals for the activity. Students will be given their Primary Source excerpts as well as be responsible for researching topics independently, then bringing their collective findings to class. Ex: Text to be used: Elie Wiesel- "The Perils of Indifference." *Opening Question:* Whenever a historian reads a primary document, the first question they must ask themselves is: Who is the author's audience and purpose? Who is Wiesel's audience and why is he giving this speech? *Core Questions:* What is the central concept of his speech? How does he feel about indifference? Positively/Negatively/Sometimes it's Necessary?

Research: Class will be given specific topic to research and analyze over the course of a selected amount of time to bring content and personal opinion on topic to add to class discussion, or small group discussion. Example of topic selections: The causes and backgrounds of modern day genocides, as well as the support systems that were used in order to help the victims of these events.

Map Activities: Class will be given selected maps which show specific content from the chapter to assist them in learning and remembering the information. Examples: Chart modern day independence movements which take place in the later half of the 20th century, and research background information on these.

Debates: Suggested topic: Groups will be formed and presented with the information that they must take a stand and argue their point. Students will be given proper time to research, and the use of primary sources is encouraged to back up their findings. Groups will discuss the following: Are Gandhi's teachings still relevant to modern India's problems/the world's problems?

DBQ & Primary Document Analysis: Classes will receive excerpts/full Primary Sources and be responsible for reading them and interpreting the language used, content vocabulary, and inferring meaning of the authors depending on the period & content. Examples of primary sources include: Nuremberg Trials Testimony; Kristallnacht images; Excerpts from *We Are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust*: by Jacob Boas; Excerpts from *Hidden Child of the Holocaust* by Stacy Cretzmeyer; Israel defended itself against Arabs in three major wars (1948, 1967, and 1973) which continued to expand the size of Israel and diminish the territory held by Egypt, Jordan and Syria. Never-the-less, "Land for Peace" plans are strongly proposed by the international community. Cite at least seven documents to discuss Israel's prospects for peace with the Palestinians.

Determine and display through essay writing- Read through secondary source material (not from textbook) and express ideas through a quick in-class essay assignment. Students must cite sources & quote source used. Example: Read through various secondary sources and determine, in your opinion, what is the most significant issue in the world today? Explain your answer and back up using source material from at least 3 secondary sources. How should these problems be solved with modern day technology? Examples of Secondary & Supplementary Sources/Materials are listed below:

Secondary Sources:

Excerpts from Kaffir Boy: An Autobiography--The True Story of a Black Youth's Coming of Age in Apartheid South Africa

Palestine: Peace Not Apartheid by Jimmy Carter

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

Terrorism in the Modern World

Timed writing assignment: Students will be given writing prompt and specific time in order to complete writing assignment based on proper grammar, content, and incorporating information from sources to better prepare for PARCC testing. Example of writing prompt: When in your opinion do you think that World Powers should get involved when other countries ask for assistance? (Genocides, Civil Wars, Impoverished Nations, etc.)

Historical Movie/Clip Viewing and Analysis: Students will be viewing film during class and answering discussion questions throughout related to historical relevance and accuracy. Students will be responsible for analyzing character development, setting, influence on history, effects on the future, and include a review of the film/clip assessing student opinion on presentation, historiography, and content. Films/clips to be used include: *Swimming in Auschwitz*; Scenes from *Anne Frank*; Scenes from *Hotel Rwanda*; *Return to Rwanda*, Scenes from *Uprising*; Scenes from *Gandhi*; *United Streaming: Israel and Palestine: The Roots of Conflict*

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.

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

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 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 – objective and written 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:

Using Google Earth, create an electronic travel agenda highlighting major sights discussed in this unit: Concentration camp locations, the route of Gandhi's Salt Walk and South Africa could all be included in the tour.
***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 a video, skit, power point, Prezi 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.

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 Accelerated - 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. 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>Grade Level(s): 9</p>	<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
<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>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 the effects of expanding global communication.	1. 6.2.12.D.6.a, RH.9-10.4
2. Evaluate effects of advances in health care, medicine, and agriculture.	2. 6.2.12.C.6.d
3. Discuss the effects of technology on the world economy.	3. 6.2.12.C.6.c
4. Create an outline on the positive and negative aspects of globalization.	4. WHST.9-10.1
5. Compose an explanatory writing on the positive and negative aspects of globalization.	5. WHST.9-10.2
6. Self-edit explanatory writing piece on positive and negative aspects of globalization using a writer's checklist.	6. WHST.9-10.5
7. Synthesize multiple sources on globalization in writing on the effects of globalization.	7. WHST.9-10.7
8. Describe the environmental impact of global development.	8. 6.2.12.A.6.a, RH.9-10.0
9. Determine ways nations deal with issues of war and peace.	9. 6.2.12.A.6.d
10. Give examples of human rights issues and world health issues.	10. 6.2.12.A.6.b
11. Explain the increase in migration and discuss its worldwide effects.	11. 6.2.12.B.6.a
12. Define modern terrorism and give examples from around the world.	12. 6.2.12A.6.c
13. Evaluate recent terror attacks and government responses to these attacks.	13. 6.2.12A.6.c
14. Compare the point of view of two or more authors for how they treat the response of the US government to 9/11.	14. RH.9-10.6
15. Determine through documents related to 9/11 and chunk the points of the author into smaller categories that exemplify key points.	15. RH.9-10.4
16. Trace the increase in worldwide cultural interaction.	16. 6.2.12.D.5.c, RH.9-10.3
17. Research ways that recent technologies have influenced workplaces and cultures around the world.	17. 6.2.12.D.5.c, RH.9-10.7
18. Enumerate concerns about effects of pollution, including the greenhouse effect and destruction of the ozone layer.	18. 6.2.12.C.5.g
19. Write to the superintendent of the district regarding practical actions to create a greener school.	19. WHST.9-10.4
20. Articulate a discussion on the depletion of natural resources, including rain forests and water.	20. 6.2.12.C.5.g
21. Explore issues raised by energy usage.	21. 6.2.12.C.5.g
22. Compare and contrast the treatment of environmentalism in William Wade Keye's <i>Southern Loggin' Times</i> and in Edward O. Wilson's article in <i>The Washington Post</i> .	22. RH.9-10.9
23. Investigate the natural and human-made causes of world hunger.	23. 6.2.12.C.6.b
24. Describe advances and difficulties in food production.	24. 6.2.12.C.6.b
25. Deduce solutions to population problems, including improving economies,	25. 6.2.12.D.5.d
26. Describe advances and difficulties in food production.	26. 6.2.12.C.6.a
27. Deduce solutions to population problems, including improving economies,	27. 6.2.12.A.6.b, RH.9-10.2
28. Deduce solutions to population problems, including improving economies,	28. 6.2.12.A.6.b, RH.9-10.2

<p>limiting population growth, and improving the status of women.</p> <p>26. Discuss ways to promote economic growth in less-developed countries</p> <p>27. Describe the Universal Declaration of Human rights and cite human rights violations from around the world.</p> <p>28. Assess the extent to which the author’s claims in the transcript of a TED Talk “Let’s Refugees Thrive” are supported by reasoning and evidence.</p> <p>29. Deduce how refugee numbers correlate to events that were occurring in surrounding era.</p>	<p>28. RH.9-10.8</p> <p>29. RH.9-10.7</p>
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Inter-Disciplinary Connections:

<p>Math—Chart of percentage of population with access to internet. Forecast for population growth chart</p> <p>Language Arts Literacy—Reading of primary source documents and supplemental secondary source books</p> <p>Art—Analyzing of political cartoons</p> <p>Technology—Discussions regarding how technology both positively and negatively influences traditional cultures and values</p> <p>Science—Determining the connection between culture and technology</p>

Students will engage with the following text:

<p>World History: Modern Times by Glencoe</p> <p>Comparison of William Wade Key from <i>Southern Loggin’ Times</i> versus Edward O. Wilson, from <i>The Washington Post</i> on economics versus environmentalism.</p> <p>Selections from <i>Universal Human Rights in Theory and Practice</i> by Jack Donnelly</p> <p>Selections from <i>Freakonomics</i> by Steven D. Levitt and Stephen J. Dubner</p> <p>September 11th DBQ</p> <p><i>Time’s</i> “Why the 9/11 Conspiracy Theories Won’t Go Away”</p> <p>Transcript of a TED Talk “Let’s Refugees Thrive”</p>
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Suggested Accommodations/Modifications for Reading:

<p>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.</p>

Students will write:

- **Cornell Notes:** advances and difficulties in food production in the world
- **Primary Source Document Responses:** comparison of William Wade Key from *Southern Loggin' Times* versus Edward O. Wilson, from *The Washington Post* on economics versus environmentalism.
- **Dr. Giampalmi writing prompts:** ?+?=less greenhouse emissions
- **Reflective Journal entry:** Should governments establish policies to reduce population growth? Why or why not?
- **Opinion essay:** What could be done within this high school to create a “greener” school?
- **Timed writing assignment:** Based on this unit, which groups in society do you think need the most help in obtaining human rights and why?
- **Picture Prompts:** Globalization political cartoons
- **Persuasive Letters:** Compose a letter to the principal offering ideas on how to make this high school more environmentally friendly.
- **DBQ Response:** September 11th DBQ
- **Writers Notebook:** Has terrorism affected your daily existence as a student?
- **Explanatory essay:** On the positive and negative effects of globalization.

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: Students will be taking notes on a particular section of material focusing on large themes and concepts, historical, social, economic, and political background of the time period, as well as hypothesizing what will happen next as a result of the material being lectured. Class is encouraged to take Cornell style Notes on lecture. Example: Universal Declaration of Human rights, terrorism around the world through the 21st Century.

Cornell Notes: Students will be responsible for taking notes on excerpts from Primary Sources as well as the textbook. They will be required to focus on content vocabulary as well as summarizing the information upon their completion of their reading. Students should be questioning themselves throughout the process in order to gauge their own understanding. Topics for Cornell/Note Taking: Advances and difficulties in food production in the world, the introduction and strengths/weaknesses of outsourcing.

Socratic Seminar: Review the ground rules, procedures, and goals for the activity. Students will be given their Primary Source excerpts as well as be responsible for researching topics independently, then bringing their collective findings to class. Ex: Why are some people poor and some people rich from <http://academics.uww.edu/cni/degrees/secnded/ss/plan/index.htm>; After reading selections from Nelson Mandela's speeches, discuss how it impacted South Africa and how these policies may positively impact the world.

Research: Class will be given specific topic to research and analyze over the course of a selected amount of time to bring content and personal opinion on topic to add to class discussion, or small group discussion. Example of topic selections: Class will research solutions to modern day issues around the world, specifically feeding hungry in Africa, vaccinating mass populations in third world countries, and clean water projects to third world nations, women's rights in certain nations.

Map Activities: Class will be given selected maps which show specific content from the chapter to assist them in learning and remembering the information. Examples: Receive maps of modern day issues and determine whether or not geographical environment/temperature/surroundings add to these problems.

Timed writing assignment: Students will be given writing prompt and specific time in order to complete writing assignment based on proper grammar, content, and incorporating information from sources to better prepare for PARCC testing. Example of writing prompt: Explain how globalization has been both a positive and negative for the world, while citing 2 specific examples to support each claim.

Debates: Suggested topic: Groups will be formed and presented with the information that they must take a stand and argue their point. Students will be given proper time to research, and the use of primary sources is encouraged to back up their findings. Groups will discuss the following: Does America have a responsibility to help third world countries? Was America justified in going into Iraq?

Determine and display through essay writing- Read through secondary source material (not from textbook) and express ideas through a quick in-class essay assignment. Students must cite sources & quote source used. Example: Read through secondary materials from current events and describe how countries like the United States and China continue to push ahead in the modern age while other countries are in danger of falling farther behind technologically.

DBQ & Primary Document Analysis: Classes will receive excerpts/full Primary Sources and be responsible for reading them and interpreting the language used, content vocabulary, and inferring meaning of the authors depending on the period & content. Examples of primary sources include: Comparison of William Wade Keye from *Southern Loggin' Times* versus Edward O. Wilson, from *The Washington Post* on economics versus environmentalism. Nuclear Weapons and Terrorism available at <http://teachablemoment.org/high/dbq2.html>

Historical Movie/Clip Viewing and Analysis: Students will be viewing film during class and answering discussion questions throughout related to historical relevance and accuracy. Students will be responsible for analyzing character development, setting, influence on history, effects on the future, and include a review of the film/clip assessing student opinion on presentation, historiography, and content. Films/clips to be used include: United Streaming: The Global Economy; Scenes from *An Inconvenient Truth*; Scenes from *The Social Network*

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

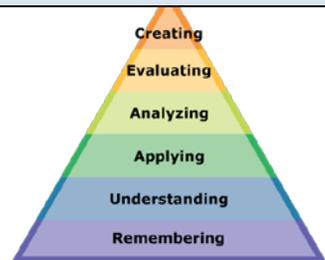
multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; use graphic organizers; chunk assignments into smaller portions; provide color coded maps and pre-label key areas of maps; create interactive SMARTBoard 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.

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

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 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 – objective and written 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 Prezi presentation on prezi.com or an online collage on <http://edu.glogster.com/> that highlights an issue explored in this unit. Suggestions include: health care, globalization, pollution, famine, world poverty, free trade, women's rights.
- ***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 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.