

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

SYLLABUS

WORLD HISTORY CULTURES HONORS

Course Overview

This course includes an intense study of World History from the Renaissance to our current times of global interdependence. This high-level 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. The high standards that are set in this class will be the basis for intelligent discussion about how to achieve democratic goals of justice, equality, and social progress. Independent study and research as well as extensive outside readings will extend classroom instruction for all Honors students. Emphasis will be placed upon the development of the skills needed for AP presentations in the junior and senior year.

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

TBD

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 HONORS: 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

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Explain why historians use the term Renaissance for this period.	1. 6.2.12.D.2.a,
2. Compare and contrast the treatments of Renaissance Men & Women in several primary and secondary sources.	6.2.12.D.2.c
3. Utilize LMC Databases and one book to create a Prezi on a key figure from the Renaissance or Reformation.	2. RH.9-10.9
4. Characterize the beliefs of humanism and Christian humanism.	3. WHST.9-10.7
5. Identify major figures from the Renaissance and their contributions to the time period.	4. 6.2.12.A.2.b
6. Create a timeline while reading Modern World History Textbook Ch 1 on Renaissance, showing the impactful events taking place in Italy & the rest of Europe.	5. 6.2.12.D.2.d,
7. Cite specific textual evidence to support analysis of Machiavelli's "The Prince" attending to such features as the date and origin as the information.	6.2.12.A.2.a
8. Provide examples of how the Printing Press shaped European society.	6. RH.9-10.3
9. Relate the geographical location of Italian city-states to the fact that Italy was the center of the Renaissance.	7. RH.9-10.1
10. Compare opposing views on the creation of new Protestant churches as dictated by Henry VIII, Martin Luther, and John Calvin.	8. 6.2.12.D.2.e,
11. Write a historical fiction narrative as a character at the sentencing of Anne Boleyn.	6.2.12.D.2.d
12. Utilize blogs and twitter of notable historians today to support ideas of research as pertaining to Reformation ideas and changes.	9. 6.2.12.B.2.a
13. Trace how Renaissance characteristics lead to the emergence of the Reformation.	10. RH.9-10.6
14. Compare and contrast the beliefs of the Catholic Church against those of the new Protestant sects, and recognize how they spread through Europe.	11. WHST.9-10.3
15. Write a story for the school newspaper highlighting the achievements of a specific Reformation figure for cultural diversity and awareness.	12. WHST.9-10.9
16. Understand the development of modern banking systems in Europe and their impact on the world.	13. 6.2.12.B.2.b
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. WHST.9-10.4
19. Determine the factors that led to the Reformation and the impact on European politics; including Henry VIII Act of Supremacy.	16. 6.2.12.C.2.a
20. Highlight examples in which Martin Luther's complaints in the 95 Theses are seen throughout other secondary accounts in 1500s Europe.	17. LA.9-10.RH.9-10.1
21. Prepare an organized essay addressing changes to the Catholic Church as it relates to the current year; addressing all views and relevant data on this sensitive topic.	18. 6.2.12.D.2.e
	19. 6.2.12.D.2.b
	20. RH.9-10.8
	21. WHST.9-10.1

Inter-Disciplinary Connections:

Language Arts Literacy – Reading and responding to “The Prince” by Machiavelli. Describe the central thesis.

Primary source reflections on Castiglione, “The Book of the Courtier”

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

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

Explain how the “95 Thesis” reflect the societies views of the Catholic Church

Art –Analyze Renaissance masterpieces.

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

Analyze Raphael’s piece, “The School of Athens” explain how it reflects the Renaissance.

Design a Renaissance mural

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

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

Microsoft Word document for reflections of various art pieces. |

Students will engage with the following text:

Modern World History (McDougal-Littell)

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, “MacBeth”

Chaucer, “The Canterbury Tales”

Excerpt from Luther’s: “A Mighty Fortress”

Martin Luther’s Ninety-“Five Theses” -a need for reform

Cervantes, “Don Quixote”

Excerpts from Schellenberg’s “Luther”

Excerpts from Brown’s “Da Vinci Code”

Biographies of Leonardo *da Vinci* and Michelangelo

“Prince of the Humanists” by Quentin Metsys

Sonnets by Petrarch

Humanists sonnets by Michel de Montaigne

Comedies by Francois Rabelias

Stories by Thomas More

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 and Macbeth

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?

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.

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

Resumes: Create a resume on an artist or humanist

Short responses: List 2 characteristics of Michelangelo's art work.

Extended responses: Compare and contrast two pieces of art work Da Vinci to Michelangelo and explain how they reflect the Renaissance time period.

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.

Direct Class Instruction: Power Point Medici Family influences on modern banking.

Cornell Notes:

- On Protestant Reformation
- The Spread of Protestantism
- Renaissance Society

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

Debates:

- Topics-Did attempts to change religion change society?
- Did the invention of the printing press have an influence on religion?

Venn-diagrams: comparing Humanists characteristics to Christian Humanists.

Socratic Seminar: discussion about the invention of the printing press and the impact it had on society

Small-group cooperative learning: create a Renaissance Mural.

Research: research artists using the LMC databases and at least one book from LMC.

DBQ's (Q/A forums) =Analyze the sculpture of Brunelleschi's, the sacrifice of Isaac.

Map activities: Determine why Italy was considered a central location for trade.

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

Venn-Diagram: Erasmus and Martin Luther

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

Determine and display through essay writing- describe how early pieces of Ancient Greek and Roman work can be seen in the lifestyle and art work of the Renaissance.

Reading Suggestions:

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

Writing Suggestions:

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

PART IV: EVIDENCE OF LEARNING

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

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

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

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

**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 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.

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

Socratic Seminars

Debates

Art-recreate a mural

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

<p>exercise of absolute power have on a nation?</p> <p>8. How are governments created, structured, maintained, and changed?</p>	<p>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.</p> <p>8. Governments were created through a belief in a nature process in which natural leaders will rise up in a society. Structure of governments came through the governed or the leader. Ideals adopted through divine right and throne inheritance also gave birth to new leaders.</p>
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Determine the factors that encouraged European exploration.	1. 6.2.12.A.1.a, RH.9-10.4
2. Read an excerpt from "Slave Trade Narratives" and highlight what earlier events caused the African Slave Trade.	2. RH.9-10.3
3. Explain how new inventions and technologies in European culture assisted in the Age of Exploration.	3. 6.2.12.C.1.e
4. Utilize peer editing on turnitin.com when writing a DBQ on the slave trade.	4. WHST.9-10.5
5. Analyze the impact of exploration, colonization, and trade on Africa, Asia, North and South America.	5. 6.2.12.C.1.d, 6.2.12.C.1.b
6. 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.	6. 6.2.12.C.1.a, WHST.9-10.6
7. While reading "The Conquest of New Spain" utilize previous knowledge to describe the purpose of this piece of writing despite challenging vocabulary.	7. RH.9-10.4
8. Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.	8. 6.2.12.C.1.c
9. Write a story for a younger grade level of children simplifying the reasons for the Age of Exploration.	9. WHST.9-10.5
10. Describe the expanding European presence in Africa.	10. 6.2.12.D.1.b
11. Create a timeline while reading through Modern World History textbook which follows the rushing of Africans to the New World.	11. RH.9-10.3
12. Compose an explanatory writing on the Divine Right of Kings.	12. WHST.9-10.2
13. Debate the Atlantic Slave Trade as an act of genocide.	13. 6.2.12.D.1.b
14. After looking at a chart that exemplifies spending and exploration, determine what changes were made or not made based on the text.	14. RH.9-10.7
15. Create an outline on the positive and negative aspects of slavery in the new world as it related to natives, explorers, and Africans.	15. WHST.9-10.1
16. Discuss the ways in which culture is spread and mixed around in the world.	16. 6.2.12.D.1.d
17. Hypothesize how the American, Spanish, and Portuguese colonies would have been without the introduction of slaves.	17. 6.2.12.D.1.c, 6.2.12.D.1.e
18. Assess the impact of the Columbian exchange on Europeans and Native	18. 6.2.12.D.1.a, RH.9-10.7
	19. 6.2.12.B.1.a
	20. 6.2.12.B.1.b
	21. 6.2.12.A.2.c
	22. 6.2.12.A.2.c, RH.9-10.10
	23. WHST.9-10.7
	24. 6.2.12.A.2.c
	25. 6.2.12.A.2.c

<p>Americans.</p> <p>19. Explain major changes in world political boundaries between 1450-1770.</p> <p>20.</p> <p>21. Assess the role of natural resources and climate in European exploration, colonization, and settlement patterns.</p> <p>22. Analyze how Spanish power increased under Philip II.</p> <p>23. Utilize LMC Databases and one book to create a Prezi on various Absolute Monarchs and the changes they instituted during their reigns.</p> <p>24. Evaluate how Henry IV reformed and rebuilt France after the wars of religion.</p> <p>25. Explain the relationship between Parliament and the English monarchy.</p> <p>26. Compare the American and English Bill of Rights.</p> <p>27. Explain how European nations tried to maintain a balance of power.</p> <p>28. Examine how Peter the Great tried to make Russia a modern state.</p>	<p>26. 6.2.12.A.2.a</p> <p>27. 6.2.12.A.2.a</p>
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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. The desire for wealth was a driving force behind the European exploration of the East.

Math and Science—discover the significance early map and cartography, view Magellan's maps, the use of the astrolabe and mathematical calculations to navigate. Identify how Europeans were able to explore faraway lands after they improved their sailing technology, example: Lateen sails.

Philosophy--Primary document of Descartes

Sociology--Absolutism is solving social problems of the time.

Economics-- mercantilism and a rise in imperialistic ideas

Geography -map comparisons: Ottoman Empire, Expansion of Prussia 1720 and Austria 1720, Trace explorer routes using maps

Technology – using www.quizlet.com, developing power points- Explorers/Absolute Rulers, and accessing school data bases. Essay writing using Microsoft Word.

Students will engage with the following text:

Modern World History (McDougal-Littell)

Diary selections of *Christopher Columbus*.

Magellan's "Slave Trade Narratives."

The Reflective essay on "Elizabeth: Golden Age"

Scenes from "Amistad."

King Alfonso, on the slave trade

Dutch trade, on the slave trade

Bartolome de las Casas, from *A Brief Account of the Destruction of the Indies*

Scenes from "Roots."

German tourist on the effects of the missionaries in Latin America

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

Bernal Diaz, "The Conquest of New Spain"

Excerpts on witchcraft, from *Malleus Maleficarum*

Jacques-Benigne Bossuet, on the divine right of kings

Louis XIV, of France, on his desire to be sole ruler

Louis XIV of France, advice to his heir

Elizabeth Charlotte of Bavaria, on life at Versailles

William Shakespeare, from "As You Like it"

Excerpt: *Mutiny on the Bounty*

Excerpt from *Latitude* by Sobel

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:

Primary Source Document Responses: Political Treatise < Jacques-Benigne Bossuet

Dr. Giampalmi writing prompts: Tenochtitlan, Bernal Diaz Why was it in the middle of a lake?

Reflective Journal entry: compare different Rulers: Peter the Great, Louis XIV, Frederick I

Opinion essay: Provide an opinion on what Frederick William the Great Elector's ultimate goal may have been in laying the foundation for a Prussian state

Timed writing assignment: write as many geographical features are in the region of Austria

Picture Prompts: Joseph Werner II Louis XIV as Greek God

Persuasive Letters: In a letter to Louis XIV, explain why he should give up some personal items for the good of his people.

Writers Notebook : reflection from movie scenes

Journal reflections: Compare and contrast the Encomienda System to the Feudal System

Current Event Diaries: reflect on various current events and describe how they relate to world history.

Research Paper: Create a biography on one Absolute ruler.

DBQ responses: From A Relation of the Island of England, trans. Charlotte A Sneyd MLA format

Notes and Essay: After viewing “Elizabeth: The Golden Age” students will write an essay depicting the historical facts displayed in film

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Primary Document Analysis:

--Bernal Diaz, *The Conquest of New Spain*, how does he describe Tenochtitlan?

--Examine the map by Hernan Cortes from 1524. Generalize about what the conquistadors' impression of Tenochtitlan was. Hypothesize why it might have been built in the middle of a lake

Map Activity:

--Locate and label the Central and South America and the bodies of water and countries

--Color code a map of Colonial Latin America shade each European colony a different color

Graphic Organizer: summarize the political, social, and economic characteristics of colonial Latin America.

Graph Interpretation: What are the different ethnic groups of Mexico 2007

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

Socratic Seminars: Does Absolutism solve societies' problems?

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

Facebook project: create a face book from one Absolute ruler

United Streaming videos/Cornell Notes: Rulers that had an impact 1700's

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

Graphs/Charts:

--Create a chart describe the Triangular Trade

--Chart out cultures, new inventions and technologies that were impacted by exploration

Diorama: Create a Diorama about European Expansion

Reading Suggestions:

--While reading excerpts of Bartolome de las Casas, from *A Brief Account of the Destruction of the Indies* identify topic sentences, transitional words, and points of development.

--While reading Castiglione's *The Reflective essay on "Elizabeth: Golden Age"* identify what type of evidence the author uses.

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

Writing Suggestions:

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

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

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

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

PART IV: EVIDENCE OF LEARNING

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



Formative Assessments:

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

1. Guess Who Project
2. Explorers Routes: Map Activity
3. Genealogy Tree

***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 Honors: Age of Enlightenment and Revolution: Unit 3</p>	<p>Unit Summary:</p> <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>
<p>Grade Level(s): 9</p>	<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. 2. Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. 3. Throughout history, economic and social inequalities have at times led certain peoples and groups to revolt against their governments. 4. Questioning during the Scientific Revolution led to the development of the scientific method still in use today, which led to a new understanding of the physical and spiritual world. 5. This period of Revolution led to political, economic and cultural changes that have had a lasting impact. 6. The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. 7. The various freedoms enjoyed in many countries today are a result of Enlightenment thinking. 8. In times of political turmoil, military dictators often seize control of
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How did the principle ideas of the Enlightenment alter political thought in Europe? 2. Why is there political and social conflict? 3. How much influence do individuals have in changing history? 4. How did the Scientific Revolution affect the way humans saw themselves and their physical and spiritual worlds? 5. How did revolutions influence political, social, and economic opportunities and rights? 6. What relationships exist among the agricultural 	

<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

Learning Target	NJCCCS or CCS
1. Interpret the main ideas of the Enlightenment.	1. 6.1.12.A.3.a
2. Enumerate specific reasons in which John Locke supports democracy in excerpts of <i>Two Treatises on Government</i> .	2. RH.9-10.2
3. Compare and contrast the political philosophies of John Locke, Thomas Hobbes, Voltaire, Montesquieu, and Jean Jacques Rousseau.	3. 6.1.12.A.2.a, RH.9-10.8
4. Compose an explanatory writing on the rise and fall of Napoleon	4. WHST.9-10.2
5. Determine the factors that helped Enlightenment ideas spread throughout Europe.	5. 6.2.12.C.1.e
6. Relate the influence of the Enlightenment on the American Revolution.	6. 6.2.12.C.1.e
7. Determine the meaning of words and phrases as they are used in excerpts of <i>The Spirit of the Laws</i> by Montesquieu despite challenging vocabulary.	7. RH.9-10.4
8. Explain how new discoveries in astronomy changed the way people viewed the universe.	8. 6.2.12.C.3.d
9. Analyze the contributions that Newton and other scientists made to the Scientific Revolution.	9. 6.2.12.C.3.d
10. Develop and strengthen writing by pretending to be Locke or Hobbes and arguing in writing with a classmate on the best forms of government.	10. WHST.9-10.5
11. Analyze how the Scientific Revolution affected how humans viewed themselves and their surrounding world.	11. 6.2.12.D.2.d
12. Compare and contrast the treatment of independence in <i>A Declaration of the Rights of Man and of the Citizen</i> and <i>The Declaration of Independence</i> .	12. <i>RH.9-10.9</i>
13. Evaluate the new scientific method and how it developed.	13. 6.2.12.C.3.d
14. Read through <i>A Vindication of the Rights of Woman</i> and chunk Mary Wollstonecraft's points into smaller categories that exemplify key points.	14. RH.9-10.5
15. Explain why religious authorities rejected findings of the scientific Method.	15. 6.2.12.C.3.d
16. Describe the causes of the French Revolution.	16. 6.2.12.A.3.c
17. Compose a thesis on the causes of the French Revolution that is supported by analysis of primary and secondary sources.	17. WHST.9-10.1
18. Visit the Library of Congress website to gather primary source documents related to the Revolutionary period.	18. WHST.9-10.8
19. Explain the key events of the French Revolution.	19. 6.2.12.D.3.a
20. Examine what took place during the radical days of the French Revolution.	20. 6.2.12.D.3.a
21. Characterize the rise and fall of Napoleon.	21. 6.2.12.D.3.a
22. Explain the factors that made the Industrial Revolution possible.	22. 6.2.12.C.3.a, RH.9-10.4
23. Compare and contrast the point of view of two or more authors in both primary and secondary sources via a DBQ on the causes of the French Revolution.	23. RH.9-10.6
24. Identify new inventions and their effects on industry.	24. 6.2.12.D.2.e
25. Characterize how the Industrial Revolution affected people's lives.	25. 6.2.12.D.3.b
26. Describe the factors leading to migration and urbanization during the Industrial Revolution.	26. 6.2.12.B.3.b
27. Compare and contrast economic systems: Laissez-faire v. Socialism	27. 6.2.12.C.3.c
28. Write a historical fiction narrative as a character at the trial of Galileo.	28. WHST.9-10.3

Inter-Disciplinary Connections:

Language Arts Literacy—Analyzing primary source texts, such as From *The Spirit of the Laws* by Montesquieu, From *Treatises on Toleration* by Voltaire and From *The Ignorant Philosopher* by Voltaire

Art—Portraits of Marie Antoinette and the Royal Children and Louis XVI

Technology—LMC Databases and PowerPoint for Revolutions Project

Sociology—The class conflicts that existed amongst the 1st, 2nd and 3rd estates

Science—Highlights Scientific Revolution thinkers, such as Galileo and Bacon and the creation of the Scientific Method

Students will engage with the following text:

World History: Modern Times (McDougal Littell)

-From *Starry Messenger* by Galileo

-From *The Spirit of the Laws* by Montesquieu

-From *Treatises on Toleration* by Voltaire

-From *The Ignorant Philosopher* by Voltaire

-From *Encyclopedia* by Diderot

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

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

-From *Two Treatises on Government* by John Locke

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

-From *The Declaration of Independence* by Thomas Jefferson

-From *The Recantation of Galileo*

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

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

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

-Napoleon's Proclamation at Austerlitz

-Testimonials on Labor Conditions (1832)

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

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

-From *The Wealth of Nations* by Adam Smith

-From *A Tale of Two Cities* by Charles Dickens

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. For the advanced student, supplemental readings, additional project choices and after school support are to be offered.

Students will write:

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

Primary Source Document Responses : From *Starry Messenger* by Galileo, From *The Spirit of the Laws* by Montesquieu, From *Treatises on Toleration* by Voltaire, From *The Ignorant Philosopher* by Voltaire, From *Encyclopedia* by Diderot, From *Discourse on the Origins of the Inequality of Mankind* by Rousseau, From *The Social Contract* by Jean-Jacques Rousseau, From *Two Treatises on Government* by John Locke, From *A Vindication of the Rights of Woman* by Mary Wollstonecraft, From *The Declaration of Independence* by Thomas Jefferson, From *The Recantation of Galileo*, From *A Declaration of the Rights of Man and of the Citizen, La Marseillaise* by Claude-Joseph Rouget de Lisle, From *The Execution of Louis XVI* by Henry Essex Edgeworth de Firmont
-Napoleon's Proclamation at Austerlitz, Testimonials on Labor Conditions (1832), From "The Opening of the Liverpool to Manchester Railway," "Life in a New England Factory" from *Voice of Industry and From The Wealth of Nations* by Adam Smith

Historical Fiction as a character at the trial of Galileo.

Dr. Giampalmi writing prompts, such as, Industrial Revolution+Flip cameras=...

Reflective Journal entry: Imagine yourself as a member of the third estate. Describe the storming of the Bastille

Opinion essay: Do you think you would have been a loyalist or a Patriot during the American Revolutionary War and explain your decision.

DBQ Response on the causes of the French Revolution

Timed writing assignment: How did the ideas of Locke and Hobbes differ?

Picture Prompts: Engraving of *The Sleep of Reason Produces Monsters* with the question, "What is the main idea of this engraving in relation to the Enlightenment?"

Persuasive Letter: In the role of a member of the Third Estate, write a brief speech explaining why the French political system needs to change.

Writers Notebook: What change do you desire to see in your surroundings? Is it possible for any change to occur?

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 choices of sentence starters 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: all units should include lecture to prepare students for college atmosphere.

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

-The rise and fall of Napoleon

Cornell Notes: lectures and readings

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

Socratic Seminar

- Socratic seminar based on Rousseau's Social Contract.

Debates: Suggested topics

Debate the validity of the following statements:

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

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

-Napoleon was a child of the Enlightenment.

Analysis of primary sources:

-From *Starry Messenger* by Galileo

-From *The Spirit of the Laws* by Montesquieu

-From *Treatises on Toleration* by Voltaire

-From *The Ignorant Philosopher* by Voltaire

-From *Encyclopedia* by Diderot

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

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

-From *Two Treatises on Government* by John Locke

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

-From *The Declaration of Independence* by Thomas Jefferson

-From *The Recantation of Galileo*

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

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

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

-Napoleon's Proclamation at Austerlitz

-Testimonials on Labor Conditions (1832)

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

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

-From *The Wealth of Nations* by Adam Smith

Secondary Sources (other than text book):

-From *A Tale of Two Cities* by Charles Dickens

Supplementary materials

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

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

-Three Theories of the Solar System visual

-Revolution Brings Reform and Terror Timeline

-Old Regime chart on the Estates System

-Reasons and strategy of Latin American Revolutions

-Industrialization Case Study: Manchester

Small group cooperative learning:

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

-World History in Caricature and Cartoons, Booklet II: The Age of Revolutions—Industrial Revolution: (includes: *A Fantasy of Industrial Abundance, The “Web” of the Industrial Economy, and The Slums of London*)

DBQ:

-Based on the documents provided and your own outside knowledge, what caused the French Revolution?

Projects:

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

Movies:

-Scenes from *Gulliver’s Travels*

-Scenes from *Les Miserables*

-Scenes from *A Tale of Two Cities*

Writing Suggestions:

-Engage in a writing conference with teacher to expand assigned historical writing assignment.

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

-Write one scene from a storyboard created that illustrates one of the revolutions learned in class. Write the one scene as vivid as possible.

Reading Suggestions:

-While reading, identify topic sentences, transitional words, and points of development in *A Vindication of the Rights of Woman* by Mary Wollstonecraft

-While reading *The Social Contract* by Jean-Jacques Rousseau, relate what was going on during the time period and what background information one possesses that assists in reading the source.

-Identify evidence in *The Wealth of Nations* by Adam Smith.

-Determine two or more central ideas of a *Starry Messenger* and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.

Suggested Accommodations/Modifications for Assignments and Instruction:

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

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

create and provide template for foldable study organizers that will help students review vocabulary terms and main ideas; allow students to view movie clips after school with special education teacher. For the advanced

student, provide supplementary or lengthier readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

PART IV: EVIDENCE OF LEARNING

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

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

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

***these assessments will mostly 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. For the advanced student, provide supplementary or lengthier readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

Summative Assessments:

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

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

Accommodations/Modifications:

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. For the advanced

student, provide supplementary or lengthier readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research.]

Performance Assessments:

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

***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.

For the advanced student, provide supplementary or lengthier readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research.

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 Honors 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. Other causes for that motivated the new imperialism, included: nationalism, economic competition and missionary spirit. 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

Learning Target	NJCCCS or CCS
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 of the Sepoy Mutiny.	8. 6.2.12.D.3.d 9. 6.2.12.B.3.a
9. Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815-1914.	10. 6.2.12.B.3.c 11. WHST.9-10.2, WHST.9-10.4
10. Write explanatory texts to analyze the motives and consequences of European imperialism in Africa and Asia.	12. WHST.9-10.5
11. Plan, produce, and revise a clear and coherent Age of Imperialism DBQ essay in which the style is appropriate to the audience.	13. 6.2.12.C.3.b 14. 6.2.12.C.3.e
12. Analyze how Kipling's "The White Man's Burden" uses structure to emphasize key points.	15. WHST.9-10.7 16. RH.9-10.3
13. Relate the role of geography to the spread of independence movements in Latin America.	17. 6.2.12.C.3.c 18. RH.9-10.9
14. Analyze the interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.	19. 6.2.12.D.3.a 20. 6.2.12.D.3.c, RH.9-10.9
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.	21. 6.2.12.D.3.d 22. RH.9-10.6 23. 6.2.12.D.3.e, WHST.9-10.7
16. Assess the impact of imperialism on economic development in Africa and Asia.	24. RH.9-10.1
17. Analyze in detail a series of interactions between imperial governments and indigenous peoples by evaluating a series of political cartoons representing	25. RH.9-10.5

<p>colonial rule.</p> <ol style="list-style-type: none"> 18. Compare and contrast the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions. 19. Compare and contrast viewpoints on capitalism vs. communism using primary and secondary sources. 20. Explain how individuals and groups promoted revolutionary actions and brought about change during this time period. 21. Compare and contrast China’s and Japan’s views of and responses to imperialism and determine the effects of imperialism on the development and prosperity of each country in the 20th century. 22. Analyze the extent to which racism was both a cause and consequence of imperialism. 23. Compare the point of view of two or more authors for how they engage the topic of imperialism including Mohandas Gandhi, Sita Ram, and Sir Colin Campbell. 24. Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule. 25. Cite specific textual evidence to explain U.S. influence in the Americas and the Pacific. 26. Use technology to produce a graphic organizer comparing and contrasting the life and legacy of Mohandas Gandhi and Martin Luther King, Jr. 	<p>26. WHST.9-10.6</p>
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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 it powers beyond the countries boarder. Determine the impact of the of Steam power.

Students will engage with the following text:

Modern World History (McDougal-Littell)
Primary resources:
 - Miner Betty Harris’s testimony on Mining conditions and Mary Kingsley’s journals from her journey in French Congo
 - 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

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:

- What ifs...? Example- What if the Arab traders were not combative and lowered prices? |

Content Vocabulary Crossword

- Linking Chart-vocabulary building
- Accumulative glossaries
- Summarize the political, economic and social causes of the new Imperialism-draw a chart

Jackdaw Kits-reading and analyzing Primary Documents

DBQ-The Overthrow of the King Louis Philippe- study *Place de la Bastille 1848*

Determine how *Oliver Twist* creates a picture of London during the Industrial Revolution.

Videos- Building of the Panama Canal

Primary Document Analysis from Excerpts regarding working conditions.

Direct class instruction-Introduction to Industrial Revolution and its relationship with Imperialism

Small-group cooperative learning-create cause and effect chart: show how unification led to nationalism

Pair-share-Describe how imperial governments ruled their empires.

Create a cause and effect chart describing the partition of Africa by European imperialists.

United Streaming videos/coupled with Cornell Notes

E-books / read various selections and interpret.

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

Dyna Foldables: Create a layered "Layered Look Book" on the ideologies of the 1800's

Map Activity: study map of Industrial Great Britain: Discuss how the Industrial Revolution impacted urbanization.

Teacher led discussion on Nationalism in the United States

- Students make connection chart displaying the connection of Nationalism in the United States.
- Students will read an excerpt of Mary Shelley's *Frankenstein* and compare it to the *Twilight* series. |

Socratic Seminar: "The Black Man's Burden" by Edward Morel will serve as the guiding document.

Reading Suggestions:

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

Writing Suggestions:

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

this unit.

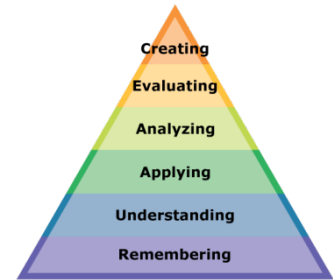
-Utilize turnitin.com to edit peers DBQs on the advantages and disadvantages of imperialism.

-Detail in words what feelings appear prominent in the painting by Eugene Delacroix, "Prisoner of Chillon"

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:

Possible benchmark with essay 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
- 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 Honors — 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. 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
<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 indigenous societies? 5. Why did fascism and communism spread in 	

<p>Europe and Asia?</p> <ol style="list-style-type: none">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?	<p>effort, which led to new opportunities for women; including voting rights in many countries involved with the war.</p> <ol style="list-style-type: none">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

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Summarize the causes, events, and effects of World War I.	1.6.1.12.B.4.a
2. Identify the political and military forces at work in Europe in the late 1800s.	2.6.1.12.A.4.b
3. List the countries that made up the Triple Alliance and the Triple Entente.	3.6.1.12.B.4.a
4. Summarize the events that set World War I in motion.	4.6.1.12.C.3.b
5. Compare and contrast the use of propaganda posters by both sides in World War I.	5.RH.9-10.9
6. Explain how nationalism contributed to unrest in the Balkans leading to WWI.	6.6.1.12.A.3.g,
7. Describe the reaction to Austria’s declaration of war.	RH.9-10.3
8. Summarize military events on the Western front.	7.6.1.12.D.4.a
9. Compose an expository writing on the Battle of Verdun.	8.6.1.12.C.4.c
10. Use evidence from primary sources to explain who won the first day of the Battle of the Somme.	9.WHST.9-20.2
11. Write a letter from the perspective of a World War I soldier.	10. WHST.9-10.1
12. Explain the development of the war on the Eastern front.	11. WHST.9-10.3
13. Analyze the contribution of aviation to the course of World War I.	12. 6.1.12.C.4.c
14. Identify how governments established wartime economies.	13. 6.1.12.C.4.d
15. Summarize the Allies’ push to victory.	14. 6.1.12.D.4.j
16. Explain the effects of the war.	15. 6.1.12.C.4.b
17. Compare the various views of World War I.	16. 6.1.12.D.4.d
18. Explain the effects of the Treaty of Versailles on Europe.	17. 6.1.12.D.4.b,
19. Read through Wilson’s Fourteen Points and chunk key points into smaller categories that exemplify key points.	RH.9-10.9
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.	18. 6.1.12.D.4.d
21. Analyze the evolution of conflict between revolutionaries and nationalists before, during, and after World War I.	19. RH.9-10.6
22. Summarize the Bolshevik Revolution and its outcome.	20. WHST.9-10.5
23. Explain Lenin’s reforms and the rise of Stalin.	21. 6.1.12.A.4.a
24. Describe Stalin’s goal of transforming the Soviet Union into a totalitarian state.	22. 6.1.12.D.4.c
25. Summarize Stalin’s state-controlled economic programs.	23. 6.1.12.C.4.a,
26. Create propaganda for modern day and compare it to propaganda in Stalinist Russia.	6.1.12.D.3.b
27. Examine problems the new Republic of China faced.	24. 6.1.12.C.4.a
28. Analyze the rise of communism in China under Mao Zedong.	25. 6.1.12.C.4.a
29. Hypothesize how the nationalist activity in India would have been different without Gandhi.	26. 6.1.12.D.4.g
30. Summarize Gandhi’s nonviolent tactics.	27. 6.1.12.A.4.b,
31. Explain how Indian self-rule heightened conflicts between Muslims and Hindus.	6.1.12.D.3.d
32. Analyze the economic, political, social, and scientific changes that brought the world to the brink of a second world war.	28. 6.1.12.B.3.a,
33. Explain how the disintegration of the Ottoman Empire and the mandate	6.1.12.D.3.c
	29. 6.1.12.D.4.h,
	6.1.12.D.3.e
	30. 6.1.12.A.4.b,
	6.1.12.D.5.b,

<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:

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

Students will engage with the following text:

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

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, For the advanced student, provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

Students will write:

Cornell Notes: on Lenin’s Russian Revolution and the establishment of a new government.

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: World War I – Assassination of Arch Duke =

Dinah Zike Foldables/Graphic Organizers: Reasons for each country getting into WWI

Reflective Journal entry: How do the new inventions/technologies change the way that wars will be fought forever?

Opinion essay: Which military invention from the WWI era had the largest impact on the world?

Timed writing assignment: Describe the conditions in Germany during the Interwar Years.

Persuasive Letters: Write a telegram back to Germany from Mexico about the positives and negatives of their proposed attack on the United States along with your decision.

Writers Notebook: Write an account of a soldier fighting on the Eastern Front at the Battle of Tannenberg.

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. For the advanced student, use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: on the physical damage done to France and the punishment the Allies wanted to carry out on the Central Powers (Germany specifically).

Cornell Notes:

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

Debates: Suggested topic:

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

Analysis of primary sources:

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

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

--Sinking of the Lusitania news articles

--"Death Comes to Sarajevo"

--"The German Army Marches Through Brussels"

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

--"A Suffolk Farmhand at Gallipoli"

--"The Zimmerman Note"

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

--Harry Truman & Herbert Sulzbach views of the Armistice

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

--"The Fourteen Points"

--"The Treaty of Versailles"

--Mao Zedong and Mohandas Gandhi quotes on Oppressive Governments

--"Bloody Sunday"

--Selections from book "1984" dealing with Totalitarianism

--Josef Stalin speech "The Need for Progress"

--Gandhi quote on Indian Home Rule

--Gandhi's philosophy on nonviolence

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

--"The Death of God"

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

--"An Interview with Charles Lindbergh"

--"German Inflation"

--"Famine in Russia"

--"Kristallnacht"

--Erich Ludendorff letter to President Hindenburg

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

Suggested Movies:

--Scenes from *All Quiet on the Western Front*

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

Reading Suggestions:

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

Writing Suggestions:

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

Suggested Accommodations/Modifications for Assignments and Instruction:

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

PART IV: EVIDENCE OF LEARNING

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



Formative Assessments:

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

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

Accommodations/Modifications:

Suggested Accommodations/Modifications for Assignments and Instruction:

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. For the advanced student, provide supplementary or lengthier readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research.

Summative Assessments:

Midyear Benchmark Assessment/Final Benchmark Assessment

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

Accommodations/Modifications:

Suggested Accommodations/Modifications for Assignments and Instruction:

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 For the advanced student, provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research. For the advanced student, provide supplementary or lengthier readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research.

Performance Assessments:

- Electronic presentation covering the impact of the communist and fascist movements in Europe between WWI and WWII, tracing their beginnings back to the Treaty of Versailles and covering their eventual impact on WWII.

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

Accommodations/Modifications:

Suggested Accommodations/Modifications for Assignments and Instruction:

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.
For the advanced student, provide supplementary or lengthier readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research.

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 Honors — 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> <p>5. How do WWI and WWII compare in terms of technological innovations and social impact?</p> <p>6. What were the short- and long-term demographic, social, economic, and environmental consequences of WWII?</p> <p>7. What role did colonial peoples play in the war efforts of the Allies and Axis Powers in WWII?</p> <p>8. How did world war, depression, and other worldly events contribute to self-rule movements in Africa and Asia?</p> <p>9. How did roles of women change during this time period?</p> <p>10. What was the cultural impact of WWII?</p> <p>11. How did differences in ideologies between the US and USSR result in a cold war?</p> <p>12. What were the goals of the United Nations?</p> <p>13. What were the reasons for the collapse of the Soviet Union?</p> <p>14. What was the impact of the ongoing competition between the US and USSR?</p> <p>15. What are the similarities and differences between capitalism and communism?</p> <p>16. What were the reasons for the growth of communism in China?</p> <p>17. What impact did the European Union have in the world?</p> <p>18. How did television</p>	<p>9. Women were able to shed traditional roles in society to help with the war effort, which led to new opportunities for women.</p> <p>10. The postwar period was one of loss and uncertainty, but also one of invention, creativity, and new ideas.</p> <p>11. Following disagreements between the two superpowers at the conclusion of WWII, the US and USSR grew further apart in political ideology.</p> <p>12. The United Nations was created to maintain global peace while protecting human rights and assisting developing nations.</p> <p>13. Economic conditions, authoritative regimes, and ongoing pressure from democratic nations contributed to the downfall of the Soviet Union.</p> <p>14. The international arms race, the space race, and nuclear proliferation were all results of the competitive nature of world powers.</p> <p>15. The economic systems of communism and capitalism differ in their ideologies, application of economic practices, and their views on personal liberties.</p> <p>16. Political instability, social disorder, and economic struggle led to the shift toward communism in China.</p> <p>17. The European Union led to more political stability, cooperation, and the promise of progress within the continent.</p> <p>18. Television provided cultural and political information worldwide to enable citizens the ability to witness global events.</p>
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influence its viewers?	
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Compile and summarize the events that led to World War II.	1.6.1.12.B.4.a,
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.	WHST.9-10.8 2.WHST.9-10.4
3. Assess the impact of the Fall of France and the Battle of Britain.	3.6.1.12.B.4.b
4. Establish the conflicts in the Mediterranean and on the Eastern Front.	4.6.1.12.B.4.b
5. Evaluate the types of aid provided to the Allies from the United States.	5.6.1.12.C.4.d
6. Explain how Japanese expansionism led to war with the Allies in Asia.	6.6.1.12.D.4.e
7. Describe Japan’s early battle successes throughout Asia.	7.6.1.12.C.4.b
8. Compare Allied battle strategy against the Axis in the East and West.	8.6.1.12.B.4.b
9. Interpret maps of major battles in the Western front.	9.6.1.12.B.4.b
10. Compose and expository writing on the Battle of Stalingrad.	10. WHST.9-10.2
11. Trace the course of the persecution of Jews by the Nazis.	11. 6.1.12.A.4.c
12. Describe the results of the “Final Solution.”	12. 6.1.12.A.4.d,
13. List efforts made by the Allies on the home front.	6.1.12.D.4.i
14. Summarize events that led to the surrender of Germany and of Japan.	13. 6.1.12.C.4.c
15. Describe the North African campaign and the value of international cooperation.	14. 6.1.12.B.4.b, RH.9-10.1
16. Compare and contrast the Battles of Midway and Stalingrad.	15. 6.1.12.B.4.b
17. Describe the conditions in Europe in 1945.	16. 6.1.12.B.4.b
18. Read through Truman’s personal writings in Where the Buck Stops and highlight his reasons for dropping the atomic bomb.	17. 6.1.12.C.4.d
19. Identify the political consequences of the Allied victory in postwar Europe.	18. RH.9-10.5
20. Summarize how defeat and occupation affected political and civic life in Japan.	19. 6.1.12.B.4.d
21. Examine the development of warfare technology.	20. 6.1.12.D.4.l,
22. Examine the growing effects of war on civilians.	6.1.12.C.5.a
23. Compare the events and effects of World War I and World War II.	21. 6.1.12.C.4.b
24. Explain how WWII led to aspirations of self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.	22. 6.1.12.D.4.j, WHST.9-10.8
25. Describe the U.S. – Soviet split following World War II.	23. 6.1.12.D.4.f,
26. Explain how Soviet domination of Eastern Europe developed.	6.1.12.C.4.b
27. Identify the thesis as a class while listening and reading the transcript of Winston Churchill’s “Iron Curtain” speech.	24. 6.1.12.A.5.c, 6.1.12.B.5.c
28. Describe U.S. containment of Communist expansion.	25. 6.1.12.A.5.a
29. Following a reading of President Harry S. Truman speech to Congress in 1947, highlight specific sentences, clauses, and/or words that support the reasons for the Truman Doctrine.	26. 6.1.12.B.5.a
30. Compare and contrast the Truman Doctrine and the Marshall Plan.	27. RH.9-10.2
31. Describe important milestones in the history of space exploration.	28. 6.1.12.C.5.b
32. Assess the impact of the European Union on member nations and other nations.	29. RH.9-10.1
33. Chart major events in the civil war between the Nationalists and the	30. 6.1.12.B.5.e,

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

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

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

Art – WWII Propaganda Poster Re-creations

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

Students will engage with the following text:

Painting of the Battle of Britain

Truman’s “Where the Buck Stops”

Dr. Seuss “Butter Battle Book”

“Berlin Diary”

General Charles de Gaulle quote regarding fighting against the Axis

“Blood, Toil, Tears, and Sweat”

Picture of Russians and Germans at Leningrad

“Japanese Attack Sinks HMS Repulse”

Lieutenant John Spainhower quote on the Bataan Death March

Ralph G. Martin quote on Guadalcanal

Pictures of German soldiers/citizens during Holocaust

M.I. Libau quote on Kristallnacht

“The Diary of a Young Girl”

Elie Wiesel quote from *Night*

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

“Hiroshima”

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

Primo Levi quote describing Genocide

Dr. Tatsuichiro Akizuki quote on the Atomic Bomb in Nagasaki

Laura de Gozdawa Turczynowicz quote on Displaced Persons

Ernest Shephard quote on Trench Warfare

“Iron Curtain” speech by Winston Churchill

President Harry S. Truman speech to Congress 1947

“No Tears for Mao”

“When Heaven and Earth Changed Places”

Quotes from “Peace Without Conquest” by Lyndon B. Johnson

DBQ on America’s involvement in Vietnam

Fidel Castro interview October 27, 1962

“444 Days: The Hostages Remember”

Khrushchev quote on Stalin

Ho Chi Minh quote on Americans in Vietnam

Suggested Accommodations/Modifications for Reading:

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. For the advanced student, provide supplementary or lengthier readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

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. For the advanced student, allow students opportunities to conduct additional

research; provide assignment choices that require more detail and deeper understanding.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: on the causes and the different fighting strategies used in the Vietnam War.

Cornell Notes:

-- On Communist expansion during the Cold War.

Debates: Suggested topic:

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

Socratic Seminar:

Analysis of primary sources:

--Painting of the Battle of Britain

--“Berlin Diary”

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

--“Blood, Toil, Tears, and Sweat”

--Picture of Russians and Germans at Leningrad

--“Japanese Attack Sinks HMS Repulse”

--Lieutenant John Spainhower quote on the Bataan Death March

--Ralph G. Martin quote on Guadalcanal

--Pictures of German soldiers/citizens during Holocaust

--M.I. Libau quote on Kristallnacht

--“The Diary of a Young Girl”

--Elie Wiesel quote from *Night*

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

--“Hiroshima”

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

--Primo Levi quote describing Genocide

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

--Laura de Gozdawa Turczynowicz quote on Displaced Persons

--Ernest Shephard quote on Trench Warfare

--“Iron Curtain” speech by Winston Churchill

--President Harry S. Truman speech to Congress 1947

--“No Tears for Mao”

--“When Heaven and Earth Changed Places”

--Quotes from “Peace Without Conquest” by Lyndon B. Johnson

--Fidel Castro interview October 27, 1962

--“444 Days: The Hostages Remember”

--Khrushchev quote on Stalin

--Ho Chi Minh quote on Americans in Vietnam

Suggested Movies:

--Scenes from *Pearl Harbor*

--Scenes from *Band of Brothers*,

- Scenes from *Pacific*
- Scenes from *Saving Private Ryan*
- America the Story of US: Episode 10 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)*

Reading Suggestions:

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

Writing Suggestions:

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

Suggested Accommodations/Modifications for Assignments and Instruction:

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

PART IV: EVIDENCE OF LEARNING

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



Formative Assessments:

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

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

Accommodations/Modifications:

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

Summative Assessments:

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

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

Accommodations/Modifications:

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. For the advanced student, provide supplementary or lengthier readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research.

Performance Assessments:

- Electronic presentation where presenters analyze the social, economic, and political impact the Cold War had not only on the US and Soviet Union, but also on Europe, Asia, Africa, and the Americas.

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

Accommodations/Modifications:

Provide alternate choices for projects to fit learning style and skills of student such as an original piece of art 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.

For the advanced student, provide supplementary or lengthier readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research.

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 Honors: Contemporary World: Unit 7</p>	<p>Unit Summary: Following World War II, a number of events occurred that have had direct effects on the modern world. The United Nations approved an international convention to prevent and punish genocide after realizations of the Holocaust and other genocide. New nations emerged from the British colony of India. It is important that this history is shared with students given that India today is the largest democracy in the world. Former colonies in Southeast Asia worked to build new governments and economies. Students will recognize the importance of this information since the power and influence of the Pacific Rim nations are likely to expand during the next century. African leaders also threw off colonial rule and created independent countries. Today, many of those independent countries are engaged in political and economic stability.</p>
<p>Grade Level(s): 9</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 transforms themselves into democracy and what struggles nations endured during the nation building process following World War II.</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.D.4.i
2. Chronicle the history of Anti-Semitism in Germany.	2. 6.2.12.A.4.c
3. Connect the Nazi party to anti-Semitism.	3. 6.2.12.A.4.c
4. Identify all victims of the Nazi Holocaust.	4. 6.2.12.A.4.c
5. Visit the Holocaust's Museum online resources to utilize as a resource when researching the Holocaust.	5. WHST.9-10.8
6. Following a reading of an excerpt from <i>The Diary of a Young Girl</i> , highlight specific sentences, clauses, and or words that describe the horrors of the genocide.	6. RH.9-10.1
7. Distinguish between the Armenian massacres of 1894/96 and the genocide of 1915.	7. 6.2.12.A.4.c
8. Interpret the secrecy in which the Armenian genocide was carried out.	8. 6.2.12.A.4.d
9. Create maps showing the location of the Armenians pre-1915 and post 1915.	9. 6.2.12.A.4.c
10. Analyze the role of technology in carrying out the Armenian genocide.	10. 6.2.12.C.4.b
11. Describe the Peace of Paris responses to the Armenian genocide.	11. 6.2.12.D.4.i
12. Describe the post WWI response and denial to the Armenian Genocide.	12. 6.2.12.A.4.d
13. Evaluate opposing websites on the Armenian Genocide and gather reasoning and evidence that each side presents.	13. RH.9-10.8
14. Compare the Holocaust to the Armenian genocide.	14. 6.2.12.A.4.c
15. Summarize in a child friendly book the pyramid of hate and share it with an elementary school during Holocaust Remembrance Month.	15. WHST.9-10.4
16. Relate Pol Pot and Khmer Rouge.	16. 6.2.12.A.4.c
17. Explain why the Killing Fields are an example of genocide.	17. 6.2.12.A.4.c
18. Research the reasons for the hostility between the Tutsi and Hutu groups in Rwanda.	18. 6.2.12.A.5.d, RH.9-10.1
19. Provide examples of the terror that the Arab militias unleashed on the non-Arab villagers of Darfur.	19. 6.2.12.A.5.d
20. Compare and contrast the causes of each of the following genocides: Holocaust, Armenian, Cambodia, Rwanda, and Darfur.	20. 6.2.12.A.5.d, RH.9-10.8
21. Evaluate government responses to each of the following genocides: Holocaust, Armenian, Cambodia, Rwanda, and Darfur.	21. 6.2.12.A.5.d
22. Evaluate what could have been done to prevent certain genocides.	22. 6.2.12.D.4.i
23. Utilizing "Once Again, the World is Silent on Darfur" as a mentor text, address in writing why other genocides were able to progress following the structure of mentor text.	23. WHST.9-10.5
24. Analyze primary source documents to gain first person perspectives of certain genocides.	24. 6.2.12.A.4.c, RH.9-10.9
25. Identify the guilty members of certain genocides.	25. 6.2.12.A.5.d
26. Evaluate world responses to genocides.	26. 6.2.12.A.5.e
27. Compose a narrative detailing a specific stage of genocide and apply it to an assigned genocide.	27. WHST.9-10.2
28. Examine the partition of the British Indian Empire and the effects on India, Pakistan, and Bangladesh.	28. 6.2.12.D.4.h
29. Analyze the post-independence struggles in South Asia.	29. 6.2.12.B.5.d
30. Assess the impact of Gandhi's methods of civil disobedience and determine	30. 6.2.12.D.5.b
	31. 6.2.12.B.4.d
	32. RH.9-10.9
	33. 6.2.12.D.5.a
	34. 6.2.12.B.4.c
	35. 6.2.12.B.4.c
	36. 6.2.12.D.5.a

<p>how his methods were later used by people from other countries.</p> <p>31. Describe and explain the origins of the modern state of Israel.</p> <p>32. Compare and contrast how the authors of <i>We Just Want to Live Here</i> (excerpts) view the Jewish-Arab conflict in Palestine and Israel.</p> <p>33. Evaluate injustices of the apartheid system and how it was dismantled in South Africa.</p> <p>34. Evaluate the origins of the conflict between Israel and the Arab states.</p> <p>35. Identify how issues of peace and war have been decided in the Middle East since the mid 1960's.</p> <p>36. Formulate reasons for the successes and failures of democratic reform movements in Latin America.</p> <p>37. Analyze a series of political cartoons related to democratic reform movements in Latin America to determine the changing attitude toward leaders.</p> <p>38. Determine the meaning of words and phrases as they are used in an excerpt of <i>Long Walk to Freedom</i> by Nelson Mandela despite the challenging text.</p> <p>39. Determine the challenges faced by developing nations in their efforts to compete in a global economy.</p> <p>40. Chronicle the spread of democracy in Africa.</p> <p>41. Assess how communism affected the domestic and international affairs in China since the late 1940's.</p> <p>42. Explain Mao Zedong's policies evaluate his success and failures as a ruler.</p> <p>43. Write a historical narrative as if one was present at the time of Zedong's rise to power.</p>	<p>37. RH.9-10.3</p> <p>38. RH.9-10.4</p> <p>39. 6.2.12.C.5.d</p> <p>40. 6.2.12.D.4.h</p> <p>41. 6.2.12.C.5.e</p> <p>42. 6.2.12.C.5.e</p> <p>43. WHST.9-10.3</p>
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Inter-Disciplinary Connections:

<p>Math—Charts on populations exterminated through certain genocides</p> <p>Language Arts Literacy—Analyzing primary source documents and reading through supplementary texts</p> <p>Technology—Creating multimedia presentations to share knowledge regarding genocides with the class</p>
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Students will engage with the following text:

<p>Modern World History: Patterns of Interaction by McDougal Littell</p> <p>“Wiesel Roughed up During Peace Conference”</p> <p>“Wiesel Urges Students to Resist Cynicism”</p> <p>“Darfur: The Genocide Continues”</p> <p>“Once Again, the World is Silent on Darfur”</p> <p>Anti-Defamation League’s Pyramid of Hate Exercise.</p> <p>Excerpts from <i>Never to Forget: The Jews of the Holocaust</i></p> <p>Excerpt from <i>The Diary of a Young Girl</i></p> <p>Excerpts from <i>Night</i></p> <p>Excerpts from <i>We Just Want to Live Here</i></p> <p>Excerpts from <i>Long Walk to Freedom</i> by Nelson Mandela</p> <p>The Armenian Genocide Reading from Facts on File</p> <p>The Ukraine Famine Reading from Facts on File</p> <p>The Rwanda Genocide Reading from Facts on File</p> <p>The Jewish Holocaust Reading from Facts on File</p> <p>The Darfur Genocide Reading from Facts on File</p>

Suggested Accommodations/Modifications for Reading:

Provide recordings of source readings on audio through SMARTBoard; provide printed Facts on File readings with highlighted or underlined main ideas; 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. For the advanced student, provide supplementary or lengthier readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

Students will write:

Cornell Notes: origins of the conflict between Israel and the Arab states.

Socratic Seminar Topics: Utilize Nuremberg Trials Testimony as the guiding document.

Primary Source Document Responses: Nuremberg Trials Testimony, Kristallnacht images, excerpts from *Never to Forget: The Jews of the Holocaust*, excerpt from *The Diary of a Young Girl* and excerpts from *Night*

Dr. Giampalmi writing prompt: Gahndi+Israel=...

Reflective Journal entry: How do people's attachments to their communities, traditional lands, or religion add to the violence of relocation?

Timed writing assignment: How did the way in which European colonists carved up Africa in the 1900s lead to civil strife in many new African nations?

Persuasive Letter: Write to an elected official demanding that the United States pay more attention to the situation in Darfur

Writers Notebook: Can the past be healed? Is it necessary for forgiveness to take place? Is knowing the truth enough? Would you be able to forgive someone after they admitted to a heinous act?

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. For the advanced student, provide assignment choices that require more detail and deeper understanding.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: on Apartheid in South Africa

Cornell Notes: origins of the conflict between Israel and the Arab states.

Socratic Seminar:

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

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

Analysis of primary sources:

Nuremberg Trials Testimony

Kristallnacht images

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

Excerpt from *The Diary of a Young Girl*

Excerpts from *Night*

Secondary Sources (other than text book):

Excerpts from *We Just Want to Live Here*

Excerpts from *Long Walk to Freedom* by Nelson Mandela

Supplementary materials

The Armenian Genocide Reading from Facts on File

The Ukraine Famine Reading from Facts on File

The Rwanda Genocide Reading from Facts on File

The Jewish Holocaust Reading from Facts on File

The Darfur Genocide Reading from Facts on File

DBQ:

DBQ: Genocide in Darfur: Inaction in the Security Council

Movies:

Swimming in Auschwitz

Scenes from *Anne Frank*

Scenes from *Boy in the Stripped Pajamas*

Scenes from *Schindler’s List*

Scenes from *Hotel Rwanda*

Scenes from *The Pianist*

Scenes from *Uprising*

Scenes from *Gandhi*

United Streaming: Israel and Palestine: The Roots of Conflict

Reading Suggestions:

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

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

Writing Suggestions:

Engage in writing conference with teacher to improve writing.

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

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

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

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

Suggested Accommodations/Modifications for Assignments and Instruction:

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

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

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

PART IV: EVIDENCE OF LEARNING

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



Formative Assessments:

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

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

Accommodations/Modifications:

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. 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 – essay and objective components

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

Accommodations/Modifications:

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. For the advanced student, provide supplementary or lengthier readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

Performance Assessments:

Prepare a PowerPoint explaining an example of genocide. PowerPoint should include: map, causes, perpetrators, victims, survivor stories, statistics, and world response.

***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, original art work or model.

Provide students with a list of approved web sites written at student's reading level.

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.

For the advanced student, provide supplementary or lengthier readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding. |

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

<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. Explain how globalization is affecting economies and societies around the world.	1. 6.2.12.B.6.a
2. Analyze how selections of <i>How Soccer Explains the World: An Unlikely Theory of Globalization</i> uses structure to emphasize key points.	2. RH.9-10.5
3. Determine how international treaties and organizations make global trade possible.	3. 6.2.12.A.6.a
4. Analyze the costs and benefits of global trade, and the effect on everyday life.	4. 6.2.12.C.6.b, RH.9-10.7
5. Trace the increase in worldwide cultural interaction.	5. 6.2.12.D.5.c
6. Hypothesize effects of a reduction in oil production in one country on other countries.	6. 6.2.12.B.6.a
7. Enumerate concerns about effects of pollution, including the greenhouse effect and destruction of the ozone layer.	7. 6.2.12.C.5.g
8. Analyze how the speaker of TED Talk “The 9 Limits of our Planet and How We’ve Raced Past 4 of Them” develops key ideas through her talk by utilizing the transcript.	8. RH.9-10.5
9. Explain the causes and effects of global poverty, disasters, and disease.	9. 6.2.12.C.6.a, RH.9-10.8
10. Determine the central ideas of Time’s “Land of Hope” and highlight specific sentences, clauses, and/or words that provide examples and evidence of how Africa can increase access to clean water.	10. RH.9-10.2
11. Analyze whether the basic human rights of people around the world are being upheld.	11. 6.2.12.A.6.b
12. Compose a speech for the morning news that informs peers of how basic human rights are being denied to some and what actions they can take to assist.	12. WHST.9-10.6
13. Distinguish the environmental challenges that have resulted from industrial development.	13. 6.2.12.A.6.b
14. Compare and elucidate on the interpretation of charts that show data related to the ozone level.	14. RH.9-10.7
15. Prepare an organized essay addressing the causes of famine and migration as it relates to the current year.	15. WHST.9-10.1
16. Utilizing Dr. Seuss’ <i>The Lorax</i> as a mentor text compose a children’s story about a problem related to globalization.	16. WHST.9-10.4
17. Characterize why nuclear, biological, and chemical weapons threaten global security.	17. 6.2.12.C.6.a
18. Analyze the various terrorist groups and why they are becoming more dangerous.	18. 6.2.12.A.6.c
	19. 6.2.12.A.6.c, RH.9-10.2
	20. WHST.9-10.5
	21. WHST.9-10.8
	22. RH.9-10.4
	23. 6.2.12.A.6.d
	24. 6.2.12.C.6.c
	25. 6.2.12.C.6.d
	26. 6.2.12.D.6.a
	27. 6.2.12.D.5.d

19. Critique ways in which the US and other nations have responded to terrorism.
20. Utilizing a class blog, wiki, or other social media, peer edit, self-edit and revise writing responses on how the US and other nations have responded to terrorism.
21. Utilize 9/11 memorial website to gather primary source documents as a reference for research.
22. Determine the meaning of words and phrases as they are used in *Longitudes and Attitudes: Exploring the World After September 11th* by Thomas Friedman by using context clues.
23. Assess the role economics influences stability, globally and locally.
24. Explain how advances in medicine and biotechnology have shaped life today.
25. Weight the effects of globalization on traditional cultures and values.
26. Deduce solutions to population problems, including improving economies, limiting population growth, and improving the status of women.

Inter-Disciplinary Connections:

Math—International casualties of Terrorism charts and graphs

Language Arts Literacy—Reading of articles published in *Time* and analyzing primary source texts.

Technology—Discussions regarding how technology both positively and negatively influences traditional cultures and values

Science—Ozone level visuals

Students will engage with the following text:

World History: Modern Times (McDougal Littell)

Time “I Can’t Think!”

Time “Singularity”

Time “Land of Hope”

Time “Your Data, Yourself”

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

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

Selections from *How Soccer Explains the World: an Unlikely Theory of Globalization* by Franklin Foer

Selections from *Longitudes and Attitudes: Exploring the World After September 11* by Thomas Friedman

The Lorax

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. For the advanced student, provide supplementary or more lengthy

readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research.

Students will write:

Cornell Notes on – lecture on terrorism

Primary Source Document Responses : News video from 9/11, Lester R. Brown's view on how to attain an environmentally sustainable economy excerpt, The Liberty Institute's view on how to strengthen individual rights, rule of law and limited government and free markets

Dr. Giampalmi writing prompts: Africa-famine=...

Reflective Journal entry: What might a society's increasing reliance on computer technology imply about that society's values?

Opinion essay: Is globalization a positive or negative phenomenon? Why?

Timed writing assignment: How have populations, climates and governments affected hunger?

Picture Prompts: Chris Madden political cartoons.

Persuasive Letter: Write a letter to state representative describing the positions you believe the representative should take regarding: free trade, human rights, world poverty, and environmentalism.

Writers Notebook: What piece of technology has had the largest effect on your daily existence?

Writing response: On how the US and other nations have responded to terrorism.

Explanatory essay: Addressing the causes of famine and migration as it relates to the current year.

Children's Story: about a problem related to globalization while following *The Lorax* as a mentor text.

Speech: For the morning news that informs peers of how basic human rights are being denied to some and what actions they can take to assist.

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. For the advanced student, provide students with opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

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

Cornell Notes: lectures and readings on Terrorism

Socratic Seminar:

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

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

Friedman

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

Analysis of primary sources:

News video from 9/11

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

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

Chris Madden political cartoons

Secondary Sources (other than text book):

Time “I Can’t Think!”

Time “Singularity”

Time “Land of Hope”

Time “Your Data, Yourself”

Supplementary materials

“Recycling Symbol”

Webquest: Interactive 9/11 timeline

DBQ: Terrorism Packet

Movies:

Patterns of Interaction Video Series: The Industrial and Electronic Revolutions

Patterns of Interaction Video Series: Trade Connects the World

Scenes from *The Social Network*

Writing Suggestions:

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

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

Reading Suggestions:

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

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

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

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

Suggested Accommodations/Modifications for Assignments and Instruction:

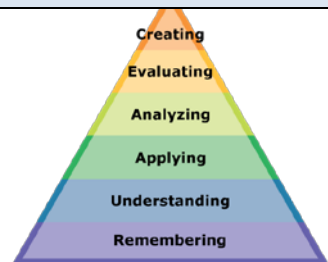
Provide list of LMC databases and codes on how to access these databases from home; provide students with list of approved web-sites close to their reading level to conduct research; provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more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

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

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:

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. For advanced 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 – essay and objective components

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

Accommodations/Modifications:

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 questions on each page. For the advanced student, provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

Performance Assessments:

World History Modern History End of the Year Project where students will research a topic related to target objectives and present findings utilizing any medium they choose, including: a research paper, a Power Point, Relevant Song with lyrics and two paragraph description of connection, relevant video segment with questions, excel sheet showing data, DBQ including four documents and two questions with each document, four page word document that has notes in Cornell format, handout that would have students complete a reading and do academic work, photostory 2 minutes, moviemaker 2 minutes, or Xtranomral skit

Accommodations/Modifications:

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. For the advanced student, provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.