

Unit 1: Renaissance, Reformation and Absolutism

Content Area: **Social Studies**
Course(s): **WORLD HISTORY**
Time Period: **Marking Period 1**
Length: **3-4 weeks**
Status: **Published**

Standards

Social Studies Standards

SOC.6.1.12.EconEM.6.a	Determine how supply and demand influenced price and output during the Industrial Revolution.
SOC.6.1.12.EconGE.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
SOC.6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.2	World History: Global Studies
SOC.6.2.1	The Emergence of the First Global Age: Global Interactions and Colonialism
SOC.6.2.2	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)
SOC.6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa.
SOC.6.2.12.CivicsPR.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
SOC.6.2.12.EconGE.1.c	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
SOC.6.2.12.EconGE.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
SOC.6.2.12.GeoHE.1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
SOC.6.2.12.GeoPP.2.a	Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
SOC.6.2.12.GeoSV.1.a	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
SOC.6.2.12.HistoryCC.1.a	Determine the extent to which various technologies (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
SOC.6.2.12.HistoryCC.1.b	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
SOC.6.2.12.HistoryCC.1.c	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.

SOC.6.2.12.HistoryCC.1.d	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
SOC.6.2.12.HistoryCC.1.e	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
SOC.6.2.12.HistoryCC.1.f	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
SOC.6.2.12.HistoryCC.1.g	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
SOC.6.2.12.HistoryCC.2.a	Determine the factors that led to the Reformation and the impact on European politics.
SOC.6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
SOC.6.2.12.HistoryCC.2.b	Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
SOC.6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
SOC.b6.2.12.EconGE.1.a	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
SOC.b6.2.12.EconGE.1.b	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
SOC.K-12.6.1	<p>All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States.</p> <p>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p> <p>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</p> <p>Human settlement activities impact the environmental and cultural characteristics of specific places and regions.</p> <p>Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</p> <p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p> <p>Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</p> <p>Economic globalization affects economic growth, labor markets, rights guarantees, the environment, resource allocation, income distribution, and culture.</p> <p>There are multiple and complex causes and effects of historical events.</p> <p>Geographic data can be used to analyze spatial patterns.</p> <p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p> <p>Chronological sequencing serves as a tool for analyzing past and present events.</p> <p>Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.</p> <p>Complex interacting factors influence people's perspective.</p>

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Life Literacy and Key Skills

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.GCA	Global and Cultural Awareness

Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

With a growth mindset, failure is an important part of success.

Innovative ideas or innovation can lead to career opportunities.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

Transfer Goals

Transfer Goals

SWBAT learn that the Renaissance, Reformation, and the Age of Absolutism greatly changed Europe so that in the long run, they will be able to understand that these ideas led to revolutionary, political, economic, and societal changes in the western world.

Critical Knowledge and Skills

Skills

Students will be able to:

- Analyze primary and secondary sources.
- Analyze social, political, and cultural change.
- Define new vocabulary
- Essay and/or short answer assignments.
- Formulate questions from multiple perspectives.
- Read and Identify nations on a map.
- Read charts/graphs.
- Recognize art/artists/new techniques.
- Take notes.
- Understand how new technology and scientific finding impacted history.

Knowledge

Students will know:

- What IS and what IS NOT Renaissance.
- New developments in Renaissance Art.
- Impact of Renaissance art on the modern world.
- Italy's role in the start and spread of the Renaissance.
- Recognize the need for reform in the Catholic Church by identifying causes for discontent.
- Evaluate the impact the Protestant Reformation had on the rest of Europe.
- New ideas of the Scientific Revolution and the subsequent conflict with the Catholic Church.
- Absolute monarchs from France, Britain, and Russia.
- Political social, economic consequences of absolutism.
- Political stagnation in Europe due to absolutism
- Resulting impact on both the New and Old Worlds.
- Rise of the middle class.
- Technological advances during the time period.

Concepts

Understandings

- A variety of governmental systems and political institutions develop over time.
- Individuals impact society.
- Location affects a society's economy, culture, and development.
- New ideas and conflict between or within societies challenge traditional institutions leading to economical, political, and social reform.
- Technological, economic, and ideological change influences the lives of everyday people.
- The culture of a society is the product of the religions, beliefs, customs, traditions, and government of that society.

Essential Question

- Do the arts reflect or shape culture?
- Does history make the man or does the man make history?
- How and why do beliefs change?
- How are all religions the same?
- How do individuals/ society adapt to change?
- How does new technology affect the economy and society?
- How has religion influenced history?
- How has the experiences of ancient civilizations influenced life in the modern world?
- How much power should a leader have in order to make a government strong and law abiding?
- What causes change?
- What happens when cultures collide?
- What is power? What forms does it take?

Learning Plan / Pacing Guide

HONORS:

Week 1: (short week)

Creating social contract for classroom

Recognizing Bias in current events

9/11

Events leading to Renaissance

Week 2:

Renaissance Art

Savonarola rise of conflict with new ideas

Machiavelli The Prince Is it ever to be loved or feared?

Protestant Reformation

Reformation Dossiers

Week 3:

Venn Diagram Catholics and Protestants

Political Conflict of Reformation Spanish Inquisition

Henry VIII

Shakespeare Slam

Historical Head Project Introduction

Galileo

Mercantilism Enrichment with primary resources

Week 4:

Columbus Trial

Columbian Exchange

Cortes and Pizarro

African Slave Trade

CP/ICR:

Week 1:

Crusades and Black Plague lead to Renaissance

What is and is not Renaissance

Map Study

Renaissance Reading and Questions

SLAP Working Memory Review MA and Renaissance

Medici Family Banking and Trade

Savonarola Video

Essay Writing learned using the Renaissance as a topic

Quiz on Renaissance.

Week 2:

Frayer Model on Reformation

Venn Diagram comparing/contrasting Catholic and Protestantism

Reformation Dossiers Cooperative Learning Activity

Historical Head Project

Lecture on Scientific Revolution

Galileo and the Catholic Church Dialogue on Heliocentrism and Geocentrism

Medici Video

Student made Power Point on the Reformation

Primary/ Secondary Source Quiz

Week 3-4:

Jigsaw on Reconsidering Columbus Day

African Slave Trade

Common Lit on Clash of Cultures

Frayer Model on Absolutism

Discussion on Louis XIV and Versailles, Peter and Catherine the Great

"Europe's most absolute ruler Contest"

Alphabet Soup on Absolutism

Study Guide; Quiz Quiz Trade; Numbered Heads together; ; Kahoot

Unit Test

RC:

Day 1: Venn Diagram comparing the Middle Ages and the Renaissance. Watch the music video on the Black Death <https://www.youtube.com/watch?v=rZy6XilXDZQ>

Day 2: Guided notes on Renaissance art with graphic organizer. Exit slip on changes in art

Day 3: Guided notes on Renaissance art. Renaissance or Not Smartboard Sort

Day 4: Graphic organizer comparing the Medici family to Wealthy families in modern times.

Day 5: Quiz to check for understanding

Day 6: Savonarola video with notes. Stop the video to make sure the students know that the answers are <http://www.youtube.com/watch?v=iBIGkTToI9E&feature=context-shows&list=SL> Start video at 35:00

Day 7: KWL chart on the Reformation and the catholic church

Day 8: Martin Luther story- What did Luther do?

Day 9: Graphic organizer on the similarities and differences in the Catholic and Protestant church.

Day 10: Review key concepts and connect the story

Day 11: Reformation Dossier. 4 people, write the best and worst things their person did. Each student gets their own person and writes in a google doc.

Day 12: Reformation Dossier

Day 13: Henry VIII Meet the Wives online search with graphic organizer

Day 14: Henry VIII Meet the Wives online search with graphic organizer - GC response on which wife had it the worst and why

Day 15: Columbian Exchange- look at a map of the exchange and create a menu containing foods that could not have existed without the trade route

Day 16: Is Columbus a hero stations. 4 points of view, students go to each group and give reasons why each group is to blame for the destruction of the Taino Indians. Write the evidence on a large sheet of paper. The next group will add to the list

Day 17: Columbus stations

Day 18: study guide and review for unit

Day 19: Kahoot or Jeopardy

Day 20: Modified Unit Test

Transfer Goals and Career Ready Practices (Deleted: 07/05/2022 by Kelly, Kirsten)

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Do Now

Discussions

Vocabulary Checklist

Notes Outlines

Flash Cards

Google Assignments

Weekly Assignment Sheets

Study Guides

Homework

Graphic Organizer

Reading Activity (higher order)

Exit Ticket

Quiz

9 word challenge

Alphabet Soup

Sentence completion

Kahoot quiz

Venn Diagram

3 Truths and a Lie

Internet Research

Technology based assessment.

Learn geographic map drawing labeling

Write an open ended response

Colombian Exchange Menu

Map Zap

Map Labeling

Luther "95 Theses": Examine Luther's arguments against Church practices

Machiavelli "The Prince": Evaluate Machiavelli's advice for rulers and predict its effectiveness

Writing assignment: Evaluate the impact of the Printing Revolution on the Protestant Reformation

Graphic Organizer: Themes and techniques of Renaissance artists and writers

News article: Explaining how new thinkers challenged the Catholic Church

School Summative Assessment Plan

Test: Multiple Choice, Matching, Short Answer

Essay

RAFT

Choice Board

Project: Biographical Resume

Historical Head for Renaissance

Primary Resources

"World History Connections to Today: The Modern Era" by Elisabeth Ellis and Anthony Esler

Supplementary Resources

Common Lit

Stanford Education Read Like a Historian

Zinn Education Project

Cellini: "The King Orders a Saltcellar"

Liselotte von der Pfalz: "A Busy Day at the Sun King's Court"

Galileo/Kepler: "Does the Earth Move?"

Prince Shcherbatov: "A Criticism of Catherine the Great"

Machiavelli: "The Prince"

Luther: "95 Theses"

Text Reading: "The Age of Absolutism"

Isabella d'Este: Biography Activity

Comparison: Protestants and Catholics (Readings and Discussion Questions)

RC

Black Death Video <https://www.youtube.com/watch?v=rZy6XilXDZQ>

Martin Luther and Indulgences <https://www.youtube.com/watch?v=WiSCnZ4wSMo>

Savonarola video <http://www.youtube.com/watch?v=iBIGkTTol9E&feature=context-shows&list=SL> Start video at 35:00

Meet the wives of Henry VIII <https://www.thirteen.org/wnet/sixwives/>

The Medicis and Galileo <https://www.youtube.com/watch?v=Wxw34JdSCa0>

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Technology Integration and Differentiated Instruction

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to

explore interests appropriate to their abilities, areas of interest and other courses.

- Within each lesson, the Gift Students are to be given the Enrichment Questions
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.
- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning Intermediate Advanced
- Google Translate
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

- All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)
- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects

Interdisciplinary Connections

MATH -

Advances in mathematics during the Scientific Revolution- example: advances in geometry and the study of trigonometry

Banking and trade with Medici

SCIENCE -

Galileo lessons works with Earth Science Astronomy unit

Pandemics: Black Plague Smallpox Covid Pandemic

Scientific Revolution Galileo, Copernicus, Bacon, Newton

ELA-

Renaissance Literature: Shakespeare, Cervantes, Machiavelli, Sir Thomas Moore

Primary Source Reading: The King Orders a Salt Cellar

Essay Writing: Renaissance

WORLD LANGUAGES -

Reformation Bibles written in languages other than Latin

Aztecs and Incas

Versailles and the Louis XIV

French influence on European culture and Russian royalty/nobility

Inquisition

Peter the Great being influenced by the West

VISUAL/PERFORMING ARTS -

New developments in Renaissance Art

Shakespearean Dramas

Renaissance Masters

APPLIED TECHNOLOGY -

Printing Press impact compared to the impact of internet

Online Research

BUSINESS EDUCATION -

Banking and Trade

GLOBAL AWARENESS -

Beginning of Global Trade: Asia and Europe (Marco Polo and Italian Renaissance Trade)

Age of Exploration Columbian Exchange

Reformation: Catholic v Protestant

Emergence of vast European Anti-Semitism

Unit 2: Enlightenment

Content Area: **Social Studies**
Course(s): **WORLD HISTORY**
Time Period: **Marking Period 1**
Length: **2 weeks**
Status: **Published**

Standards

Social Studies Standards

SOC.6.1.12.CivicsPI.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
SOC.6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
SOC.6.2.3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)
SOC.6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa.
SOC.6.2.12.CivicsPR.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
SOC.6.2.12.CivicsPI.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
SOC.6.2.12.CivicsDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
SOC.6.2.12.CivicsPD.3.a	Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
SOC.6.2.12.CivicsDP.3.b	Use data and evidence to compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
SOC.6.2.12.EconGE.1.c	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
SOC.6.2.12.EconGE.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
SOC.6.2.12.GeoHE.1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
SOC.6.2.12.GeoPP.2.a	Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
SOC.6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

SOC.6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
SOC.6.2.12.HistoryCC.3.a	Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
SOC.b6.2.12.EconGE.1.b	<p>Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p> <p>Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</p> <p>Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</p> <p>Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.</p> <p>Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.</p> <p>Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</p> <p>Economic globalization affects economic growth, labor markets, rights guarantees, the environment, resource allocation, income distribution, and culture.</p> <p>Complex interacting factors influence people’s perspective.</p>

Life Literacy and Key Skills

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
TECH.9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
	Innovative ideas or innovation can lead to career opportunities.

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources

SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Critical Knowledge and Skills

Skills

Students will be able to:

- Analyze primary and secondary sources.
- analyze social, political and cultural change.
- Apply problem solving to develop solutions.
- Define new vocabulary and identify contributions of influential people
- Formulate questions from multiple perspectives.
- Read and identify nations on a map
- Read charts and graphs
- Take notes in a graphic organizer
- Understand how new technology and scientific finding impact history

Knowledge

Students will know:

- Age of reason and the role of salons.
- Completing social and political philosophies.
- Enlightenment thinkers challenged existing ideas about politics, religion, and economics thus sparking reforms.
- European Philosophers laid the ground work for the future experimental French and American governments.
- Key figures of the Enlightenment
- Merchantalism Vs Laissez Faire economics
- Natural Laws apply to all people- not just monarchs and nobles
- Results of the Enlightenment regarding future revolutions

Concepts

Understandings

Student will understand that...

- A variety of political and economic systems develop over time.
- Changes in the economy bring about social and political changes.
- Governments are based upon effective ideals and principles.
- Governments can balance the rights of individuals with the common good.
- People develop systems to manage conflict and create order.
- Political, economic, social, and religious movements change society.
- The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Essential Questions

- Do natural rights apply to all members of society?
- Do natural rights apply to all members of society?
- How can abuse of power be avoided?
- How do past experiences and ideas shape new ones?
- How does the process of supply and demand affect the prices of goods and services?
- How much power should a leader have in order to make a government function?
- Should government regulate the economy?
- Why do we need government?

Transfer Goals

Transfer Goals

SWBAT learn that Enlightenment ideas changed political and economic thought in Europe so that in the long run, they will be able to understand that these ideas lead to revolutions and huge political, economic, and societal changes in the Western World.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Do Now
Discussions
Vocabulary Checklist
Notes Outlines
Flash Cards
Google Assignments
Weekly Assignment Sheets
Homework
Graphic Organizer
Exit Ticket
Quiz
9 word challenge
Alphabet Soup
Sentence completion
kahoot quiz

Venn Diagram

3 Truths and a Lie
Internet Research
Technology based assessment.
Learn geographic map drawing labeling
Write an open ended response

Literary Circle/ Cooperative Learning Activity

Mock Electoral College Election on Enlightenment ideas

Interview of Philosophers Activity

Internet Research on two philosophers: Compare/Contrast and add Student's philosophy

Censorship Debate

Chart: Cause/Effects of the Enlightenment

Ideologies Analysis

Map Identification and Labeling

School Summative Assessment Pan

- Essay on Enlightenment using critical thinking based on the data/ research
- Essay: Enlightenment effects on the US Constitution, Bill of Rights and Declaration of Independence
- Test: Multiple Choice, Matching, Short Answer
- RAFT

Primary Resources

"World History Connections to Today: The Modern Era" by Elisabeth Ellis and Anthony Esler

Voltaire reading

Mary Wollstonecraft on the role of education

Supplementary Resources

Common Lit "Political Society by John Locke"

Rousseau /Wollstonecraft: "Education Views"

US Constitution: "Preamble" and "Declaration of Independence"

Voltaire: "The Best of European Society"

Reading: Voltaire Biography

Smith: "Wealth of Nations"

Marx: "Communist Manifesto"

Hobbes: "The Social Contract"

Thomas Paine: "Common Sense"

Interdisciplinary Connections

MATH -

Economic Enlightenment figures and their beliefs;

then relate current GDP's and per capita incomes to capitalist vs. socialist and communist nations

SCIENCE -

Edward Jenner and Vaccines

Scientific Revolution compared with Enlightenment. Idea of reason and progress applied to government and society.

ELA-

Philosophes

Founding Documents of United States (Preamble, Declaration of Independence, Constitution Bill of Rights)

Vocabulary Checklist

Essay CRP4 CRP2

WORLD LANGUAGES -

Philosophes/ Salons French

Voltaire's quotes in French

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

Laissez Faire: Laws of Supply and Demand; Free Market Economy

Online research

GLOBAL AWARENESS -

Gap between Upper Class (Kings, Nobles, Church Officials) and Peasants/Serfs in Europe

Technology Integration and Differentiated Instruction

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.
- Within each lesson, the Gift Students are to be given the Enrichment Questions

These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.

Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.

Beginning Intermediate Advanced

Google Translate

All assignments will be created/translated in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects

Essential Questions

- Do natural rights apply to all members of society?
- How can abuse of power be avoided?
- How do past experiences and ideas shape new ones?
- How does the process of supply and demand affect the prices

Learning Plan / Pacing Guide

HONORS:

Week 1:

Brianstorm meaning of "Enlightenment; Vocab Checklist; "Why do we need a government?" Jot-Pair-Share

L/D: Laws of Nature; philosophies of Hobbes, Locke, Rousseau, Montesquieu, Voltaire

Chart of Philosophers

Censorship Debate

Mock Interview Group Project

L/D: laissez faire economics and philosophers (Adam Smith "Wealth of Nations")

Week 2:

Quiz

L/D: today's Free market economy

L/D: Age of Reason; Social Pyramid (Nobility v peasants); Enlightened Despots; Britain's growing democracy

Chart: Enlightenment Philosophies as applied to the USA's government

Test/Essay

RAFT: Hobbes, Montesquieu, Locke, Voltaire

CP/ICR:

Week 1:

"Why do we need a government?"

Common Lit John Locke Political Society

Enlightened thinkers chart

4 Corners Enlightened Thinking;

Week 2:

Graphic Organizer

Essay Writing How are the ideas of the Enlightenment used in the creation of the US Govt

Mock Electoral College Election based on Enlightenment ideas

Literary Circles on Student Rights based on Enlightenment ideas

RC:

Day 1: Four Corners Activity on Enlightenment

Day 2: Jot Pair Share on Enlightenment

Day 3-4: Enlightenment Pamphlet and PPT with mini lesson on the Declaration, Constitution and Bill of Rights

Day 5-6: Graphic organizer for Enlightenment essay

Day 7: Outline for Enlightenment Essay

Day 8: Rough Draft of essay

Day 9: Peer Edit essay

Unit 3: French Revolution and Other Revolutions (2018)

Content Area: **Social Studies**
Course(s): **Generic Course, WORLD HISTORY**
Time Period: **Marking Period 1**
Length: **2-3 weeks**
Status: **Published**

Standards

Life Literacies and Key Skills

TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). Media have embedded values and points of view. Innovative ideas or innovation can lead to career opportunities. With a growth mindset, failure is an important part of success.

Section Title

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Social Studies Standards

SOC.6.2.3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the

environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

SOC.6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
SOC.6.2.12.A.3.b	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
SOC.6.2.12.A.3.c	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
SOC.6.2.12.A.3.d	Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
SOC.6.2.12.B.3.b	Relate the role of geography to the spread of independence movements in Latin America.
SOC.6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
SOC.6.2.12.CS3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact: Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. 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. 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.
SOC.6.2.12.CivicsDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
SOC.6.2.12.CivicsPI.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
SOC.6.2.12.CivicsPD.3.a	Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
SOC.6.2.12.CivicsDP.3.b	Use data and evidence to compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
SOC.6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. Complex interacting factors influence people’s perspective. Social and political systems throughout time have promoted and denied civic virtues and democratic principles. Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices. Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles. Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

Critical Knowledge and Skills

Knowledge

Students will know:

- Causes and effects of Latin American Revolutions.
- Causes and effects of the French Revolution.
- Causes and effects of the other European Revolutions.
- Congress of Vienna and its impacts on European revolutions.
- Differentiate between different political philosophies. (Liberals/Conservatives)
- Effects of government on its citizens.
- Effects of nationalism on revolutionary movements.
- Estate system in prerevolutionary France.
- Key figures of the French Revolution.
- Rise and fall of Napoleon.
- Stages of the French Revolution.
- Trace the growth of independence movements and the rejection of colonialism in Latin America.

Skills

Students will be able to:

- Analyze primary and secondary sources.
- Analyze social, political, and cultural change.
- Apply problem solving to develop solutions.
- Define new vocabulary and identify contributions of influential people.
- Do an essay related to the topic.
- Formulating questions with multiple perspectives.
- Read and identify nations on a map.
- Read charts and graphs.
- Take notes in a graphic organizer.

Concepts

Understandings

- Conflicts have wide-ranging and long-term effects.
- Differing views of political and economic theory can result in conflict and change.
- Economic, political, and social reasons cause a people to revolt and seek self-government.
- Individuals impact society.
- Nations build upon both compromise and conflict.
- The American, French, and Latin American revolutions were turning points in global history.

Essential Questions

- Are revolutions inevitable?
- Can fundamental change ever be peaceful?
- Does history make the man or does man make history? (i.e Napoleon)
- How are governments created, structured, maintained, and changed?
- How can abuse of power be avoided?
- How does legacy of earlier groups and individuals influence subsequent generations?
- What causes people to revolt?
- What is a revolution?

Transfer Goals

Transfer Goals

SWBAT learn that abuses of the old regimes and economic standards led to revolutions so that in the long run, they will be able to understand that governments and economic systems can be fair and just.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Do Now
Discussions
Vocabulary Checklist
Notes Outlines
Flash Cards
Google Assignments
Weekly Assignment Sheets

Study Guides
Homework
Graphic Organizer
Exit Ticket
Quiz
9 word challenge
Alphabet Soup
Sentence completion
Kahoot quiz

Venn Diagram

3 Truths and a Lie

Internet Research
Technology based assessment.
Learn geographic map drawing labeling

R.A.F.T. Activity

Write an open ended response

"From the Way I See It" Activity: France's Three Estates

Mock Trial for Louis XVI and Marie Antoinette

Reciprocal Teaching: "French Revolution Activity"

Letter to Louis XVI: Three convincing social reform steps to aid the failing French economy

Timeline Chart: First 3 Stages of the French Revolution

Chart: European and Latin American Revolutions

Cooperative Learning on Latin American Revolutions

School Summative Assessment Pan

Test: Multiple Choice, Matching, Short Answer

Essay

RAFT on French Revolution

How to Plan a Revolution Pamphlet

TIC TAC TOE Choice Board

Primary Resources

"World History Connections to Today: The Modern Era" by Elisabeth Ellis and Anthony Esler

Supplementary Resources

"Declaration of Rights of Man and Citizen"

"Two Views of Napoleon: Madame de Stael and Marshal Michel Ney"

"A Tale of Two Cities" (excerpt) by Charles Dickens"

Common Lit "The Reign of Terror"

Common Lit "Napoleon Bonaparte Revolutionary or Tyrant"

"The French Revolution and Napoleon: An Eyewitness History" excerpt "The Royal Family in Prison" compiled by Joe H. Kirchberger

Primary Source Reading: Thomas Carlyle, "The French Revolution" 1837

Primary Source Reading: Abbe Sieyes "Qu'est-ce que le tiers etat" pamphlet written as an attack on the Clergy and Nobility

Biography Activity: Miguel Hidalgo y Costilla

Belgrano/Bolivar: "Why Latin Americans Wanted Independence"

Film/Discussion Questions: "Napoleon: Biography"

RC

Revolution Video <https://www.youtube.com/watch?v=5pXxoyk5wOo>

Napoleon Cartoon https://www.youtube.com/watch?v=t05O-iVx2R8&disable_polymer=true

Technology Integration and Differentiated Instruction

Napoleon Simulation

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.
- Within each lesson, the Gift Students are to be given the Enrichment Questions
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.
- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning Intermediate Advanced
- Google Translate
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

- Within each lesson, special education students are given choice of topic and resources so that their

materials are within their ability level and high-interest.

- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)
- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects

Learning Plan / Pacing Guide

HONORS:

Week 1:

Vocab Checklist; Chart: Eve of Revolution in France

L/D: France's economic/political/social problems, Bastille

Chart: first 3 stages of the French Revolution

L/D: Napoleon in the French Revolution

Quiz

Week 2:

L/D: Napoleon's successes and failures in France

Reciprocal Reading Activity

Film: Napoleon's Biography

Study Guide and Review

Test

Week 3:

L/D: Congress of Vienna; Liberals v Conservatives; rise of European nationalism and revolutions

Chart: European and Latin American Revolutions

RAFT

CP/ICR:

Week 1:

Close reading "Causes of French Revolution" Create own list of causes

From the way I see it?"

Video French Revolution

Louis XVI Decision Making Simulation

Role Playing French Revolution Events

Week 2-3:

Reign of Terror Simulatio

Interactive Lecture Rise of Napoleon

Give one get one Napoleon's Reforms

Common Lit Napoleon Hero or Tyrant

Congress of Vienna- boiling water metaphor

Liberals v Conservatives

Latin American Revolutions

RC:

Day 1: Causes of the French Revolution Video- stop video to ask questions and check for understanding

Day 2: French Revolution Word Splash and Causes Reading- Highlight the causes

Day 3: French Revolution timeline notes and French Revolution Video

Day 4: Napoleon interactive PPT and graphic organizer

Day 5: Napoleon Interactive PPT and graphic organizer

Day 6: T-chart on the successes and failures of Napoleon

Day 7: grouped reading on Congress of Vienna

Day 8: Napoleon timeline notes, study guide

Day 9: Review game

Day 10: Unit test

Interdisciplinary Connections

MATH -

Research the percentage of the French population that were casualties during the French Revolution and other revolutions

SCIENCE -

Determine new technologies used such as the guillotine and its effectiveness

WORLD LANGUAGES -

Versailles/ Bastille/ Paris

Reign of Terror

French Revolution

Napoleon's domination of Europe and challenge

Latin American Revolution

ELA-

Vocabulary Checklist

Reciprocal Reading: Analyzing and comparing Primary Documents from the French Revolution

Compose a pamphlet "How to Organize a Successful Revolution"

VISUAL/PERFORMING ARTS -

Political Cartoons Three Estates

Political Cartoons Sans-culottes

Paintings of Napoleon/Josephine/Revolution

APPLIED TECHNOLOGY -

Guillotine

Online research

BUSINESS EDUCATION -

Dangers of Deficit Spending and Inflation

GLOBAL AWARENESS -

Differences between the 3 estates in Europe

French Revolution and its impact on future European Revolutions and South American Revolutions and in the unification of Germany

Napoleons Continental System

Louisiana Purchase

Napoleon's downfall in Russia

The effect of the Congress of Vienna on the future of Europe

Unit 4: Industrial Revolution

Content Area: **Social Studies**
Course(s): **WORLD HISTORY**
Time Period: **Marking Period 2**
Length: **3 weeks**
Status: **Published**

Critical Knowledge and Skills

Knowledge

Students will know:

- Agricultural Revolution
- Causes of Western Europe's early industrialism and how this led to world domination
- Different economic philosophies (Laissez Faire Vs Communism)
- Energy Revolution
- Environmental impacts
- Expansion of global markets
- How the industrial revolution impacted society and strengthen the middle class
- Laborers rights
- Medical and scientific developments (inventions)
- Population explosion
- Urbanization

Skills

Students will be able to:

- Analyze primary and secondary sources.
- Analyze social, political, and cultural change.
- Apply problem solving to develop solutions.
- Define new vocabulary and identify contributions of influential people.
- Formulating questions with multiple perspectives.
- Read and Identify nations on a map.
- Read charts/graphs.
- Recognize art/artists/new techniques.
- Take notes.
- Understand how new technology and scientific finding impacted history.

Standards

Life Literacy and Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.GCA.1	<p>Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>Innovative ideas or innovation can lead to career opportunities.</p> <p>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p>With a growth mindset, failure is an important part of success.</p>

Social Studies Standards

SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
SOC.6.2.12.A.3.d	Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
SOC.6.2.12.B.1.b	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
SOC.6.2.12.C.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
SOC.6.2.12.C.3.a	Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.
SOC.6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for

global markets, imperialism, and natural resources.

SOC.6.2.12.C.3.c	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
SOC.6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
SOC.6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
SOC.6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
SOC.6.2.12.CS3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact: Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. 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. 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.
SOC.6.2.12.CivicsDP.3.b	Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
SOC.6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
SOC.6.2.12.EconET.3.b	Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
SOC.6.2.12.EconGE.3.a	Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
SOC.6.2.12.EconGE.3.b	Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
SOC.6.2.12.GeoGI.3.a	Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
SOC.6.2.12.HistoryCC.3.b	<p>Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p> <p>To better understand the historical perspective, one must consider historical context.</p> <p>Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</p> <p>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p> <p>Resources impact what is produced and employment opportunities.</p> <p>Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</p> <p>Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).</p> <p>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p>

Governments around the world support universal human rights to varying degrees.

Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Concepts

Understandings

Students will understand that...

- Advances in science and technology transform national economies, societies, and military systems.
- Changes in the economy often bring about social and political changes.
- Economic philosophies reflect changes in society.
- Industrialism brought about environmental problems.
- Urbanization is a direct result of industrialism.

Essential Questions

- Does industrialism cause or prevent wars?
- How did the Industrial Revolution change economics/society/culture/politics in Europe in the 19th century?
- How does industrialism change politics and the ways politicians seek votes?
- How does industrialization create a need for reform?
- How does industrialization impact society?
- How does new technology affect the economy and society?
- In what ways does industrialism change economics in a society?
- What factors are necessary for industrialization to occur in society?
- Who were the winners and who were the losers of the Industrial Revolution?

- Why was the industrial revolution really a social revolution?

Transfer Goals

Transfer Goals

SWBAT learn that the western worlds Industrial Age and Revolution caused huge economic growth and changes so that in the long run, they will be able to understand that this growth enabled western nations to dominate many areas of the world and sparked social, cultural, economic, and political changes.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Do Now
Discussions
Vocabulary Checklist
Notes Outlines
Flash Cards
Google Assignments
Weekly Assignment Sheets
Homework
Graphic Organizer
Exit Ticket
Quiz
9 word challenge
Alphabet Soup
Sentence completion
kahoot quiz
Venn Diagram
3 Truths and a Lie
Internet Research
Technology based assessment.
Learn geographic map drawing labeling
Write an open ended response

Reciprocal Reading Activity: "Primary Source Activity: Rideing the Liverpool-Manchester Line"

Chart: Britain's Industrial Revolution

Child Labor Debate

Analysis and Comparison: Adam Smith v Karl Marx

Chart: Technology of the Industrial Age

Research data on Internet during a specific time frame: population of industrial cities, number of industrial workers employed, age and salaries of industrial workers

Tic Tac Toe incorporating other disciplines

Cooperative Learning Activity on Industrialism

RC

The Children who built Victorian England https://www.youtube.com/watch?v=_6ByG7q74qg

The Worst Job in Victorian England

https://www.activehistory.co.uk/Miscellaneous/free_stuff/worst_jobs_in_history/frameset.htm?yr9

Wealth in America <https://www.youtube.com/watch?v=QPKKQnijnsM>

School Summative Assessment Plan

Test: Multiple Choice, Matching, Short Answer

Essay: Industrialism - Blessing or Curse?

Digital Project: Choice of Digital Project on Industrial Revolution

Primary Resources

"World History Connections to Today: The Modern Era" by Elisabeth Ellis and Anthony Esler

Primary sources from Spartacus education on the Luddites.

Supplementary Resources

Fanny Kemble: "Riding the Liverpool-Manchester Line"

Thomas Malthus: "Essay on the Principle of Population"

Andre Cuchot: "The People of Paris Earn a Living"

Carlyle/Mendelssohn: "Looking at London in the 1820s"

Biography Activity: "Josiah Wedgwood"

RC

The Children who built Victorian England https://www.youtube.com/watch?v=_6ByG7q74qg

The Worst Job in Victorian England

https://www.activehistory.co.uk/Miscellaneous/free_stuff/worst_jobs_in_history/frameset.htm?yr9

Wealth in America <https://www.youtube.com/watch?v=QPKKQnijnsM>

Technology Integration and Differentiated Instruction

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.
- Within each lesson, the Gift Students are to be given the Enrichment Questions
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.
- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning Intermediate Advanced
- Google Translate

- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)
- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects

Interdisciplinary Connections

MATH -

Population Growth and impact on Industrial Revolution.

Analysis of graphs

Distribution of Wealth

SCIENCE -

Diseases of tenements. Story of John Snow and the Broad St Pump.

Advances in medicine and science including the rise of biology, chemistry, and other science fields

Fossil Fuels impact on environment

Medical Impact on body and growth of child laborers

Discussion of various industrial revolutions and how they impact life (1-4)

ELA-

Adam Smith v Karl Marx

Vocabulary Checklist

Reciprocal Reading: Primary Source readings about Child Labor

Primary Source Reading: the first train and

Communist Manifesto

WORLD LANGUAGES -

Changing immigration patterns and new people groups entering nations with their languages

VISUAL/PERFORMING ARTS -

play about trials for child labor laws

Analyze two works of art and create a "Prediction List" citing why IR is a blessing and curse

19th Century: Romanticism, Realism and Impressionism in art and music

APPLIED TECHNOLOGY -

New inventions: Seed Drill, Steam Power, Electricity, the railroad

Online research

First -4th industrial revolution. The fourth is Artificial intelligence

BUSINESS EDUCATION -

New careers due to new technologies

Discussion of future jobs. Many of the kids will have jobs that don't even exist yet. Focused on the possibilities and whether they will stand by and just use the technology or whether they will be part of creating the technology.

CRP11

CRP10

CRP2

CRP6

GLOBAL AWARENESS -

Global imperialism in search of world markets

Beginning of mass emigration from Europe to the USA

Child Labor Sweat Shops

Social Darwinism and connections to justify later discrimination: the Holocaust, Japanese Internment

Fossil Fuels impact on environment

CRP5

OTHER-

We talked about Maslow's Hierarchy of needs to explain why children were used to work in the factories. How first a family needs to feed and shelter itself before anything else.

CRP5

Learning Plan / Pacing Guide

HONORS:

Week 1:

Vocab Checklist; "Prediction List" as to the effects of the Industrial Revolution

L/D: Agricultural Revolution/Population Explosion/Energy Revolution

Chart: Britain's Industrial Revolution

L/D: Factory work and life in the slums

Quiz

Week 2:

L/D: Marx, Malthus Ricardo (New Ways of Economic Thinking: The Industrial Revolution)

Chart: pros and cons of Industrial Revolution

L/D: Expansion of industry in the 1800s

Chart: Technology of the Industrial Age

L/D: New leaders/energy sources of Industrial Age; societal changes; Social Darwinism

Week 3:

Study guide and Review

Test and Essay

CP/ICR:

Week 1:

"Dawn of the Industrial Age" Close Reading Jot Pair Share

Urban Game Drawing Activity for Tenements

"Children who built Victorian England" Film with primary resources read by children

Debate Team Carousel "Should Children be allowed to work in factories?"

Detail how the Agricultural Revolution help lead to the Industrial Revolution

Week 2:

"Worst Job in Victorian England" interactive Computer game

Read plays on Child Labor

Growth of Cities Interactive Lecture with Nearpod/Google Slides

Pairs brainstorm the good and the bad about city life

2nd Industrial Revolution

Week 3:

American Wealth Upworthy Video; New ways of Thinking

Dice game simulation between capitalism and communism

Utilitarian Dilemmas

Romanticism/ Impressionism

How the Industrial Revolution influenced the arts and sciences

Review

Test

RC:

Day 1: Urbanization game

Day 2: Read pair share on industrialization. Different reading levels and highlight while reading

Day 3: Round table of child labor pics- from the way I see it, copy of notes

Day 4: Reasons why Britain came first Graphic organizer. Worst jobs online interactive, Questionnaire to go with interactive

Day 5: Video to show what children went through to give students a visual, Stations - read 3 personal accounts from children during the revolution and complete reading comp questions to go with reading. Reading can be printed to be highlighted or read online individually or with google read and write https://www.youtube.com/watch?v=_6ByG7q74qg&disable_polymer=true

Day 6: Read a play as a group and complete a card sort about the advantages and disadvantages of the impact of the IR

Day 7: Write Diary entry from the perspective of a child in the Industrial Revolution. Begin with graphic organizer to get idea, then it will be typed to use spell check

Day 8: Dawn of the Ind Age jot pair share, students can use google read and write

Day 9: Debate team carousel “Should children be allowed to work in factories and mines?” compare to present day should children be allowed to work and go to school

Day 10: Socialism, Communism and Capitalism PPT, graphic organizer to take notes

Day 11: New technologies that came out of IR. Time capsule on Nearpod

Day 12: study guide to prepare for test

Day 13: Kahoot or review game

Day 14: Test

Unit 5: Nationalism & Democracy 1815-1914

Content Area: **Social Studies**
Course(s): **WORLD HISTORY**
Time Period: **Marking Period 2**
Length: **3 weeks**
Status: **Published**

Standards

Life Literacies and Key Skills

TECH.9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
With a growth mindset, failure is an important part of success.

Social Studies Standards

SOC.6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.

SOC.6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

SOC.6.2.12.CS4 A Half-Century of Crisis and Achievement: The Era of the Great Wars: Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

SOC.6.2.12.CivicsPI.3.a Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

SOC.6.2.12.CivicsPD.3.a Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).

SOC.6.2.12.CivicsPI.4.a Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.

SOC.6.2.12.EconGE.3.b Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.

SOC.6.2.12.EconGE.3.c	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
SOC.6.2.12.GeoSV.4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
SOC.6.2.12.HistoryCA.4.a	Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
SOC.6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
SOC.6.2.12.HistoryCC.4.c	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
SOC.6.2.12.HistoryCC.5.g	<p>Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.</p> <p>Governments around the world support universal human rights to varying degrees.</p> <p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p> <p>Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.</p> <p>Historical sources and evidence provide an understanding of different points of view about historical events.</p> <p>Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.</p>

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Critical Knowledge and Skills

Knowledge

Students will know:

- 19th Century Russian social structure.
- Compare/contrast opposing governmental and economic systems (ie: socialism, communism, totalitarianism)

- Define democracy with examples.
- Define nationalism, liberals, and conservatives with examples.
- Democratic and social reforms including women/labor rights.
- How nationalism can lead to economic and social reforms as well as new cultural norms (example- Victorian England).
- How nationalism unites and divides countries and society
- Impact of industrialization has on forms of government.
- Impact of nationalism on the breakup of historical empires such as Austria and Ottoman.
- What events occurred to enable Germany and Italy to go from divided to united nations.

Skills

Students will be able to:

- Analyze political, social, and cultural change.
- Analyze primary and secondary sources.
- Apply problem solving to develop solutions.
- Critically think using oral and written skills
- Define new vocabulary
- Formulating questions with multiple perspectives.
- Read and identify nations on a map
- Read charts/ graphs/ diagrams
- Take notes
- Undersand how new technology and scientific finding impacted history.

Concepts

Understandings

- Economic philosophies reflect changes in society.
- National politics is often defined in terms of ideology.
- Nations build upon compromise and conflict

Essential Questions

- Are revolutions inevitable?
- Does nationalism bring a nation together or does it tear it apart?

- Does nationalism have a positive or negative effect of society? Why?
- How do democracies adopt to nationalistic challenges?
- How do differing political philosophies (conservatism, liberalism, nationalism) impact a nation's development?
- How do industrialism and nationalism interact?
- How does nationalism affect the formation of new nations and dissolution of old empires?
- What beliefs and policies make up a democratic nation?
- What causes people to revolt?
- What makes a nation a nation?
- Who were the winners and losers in the Nationalist Era?
- Why has the map of Europe changed over the past two centuries?

Transfer Goals

Transfer Goals

SWBAT learn that political, economic, and social changes due to nationalism and forces in favor or against democracies effected Europe so that in the long run, they will be able to understand that it leads to future global conflicts.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Do Now
Discussions
Vocabulary Checklist
Notes Outlines
Flash Cards
Google Assignments
Weekly Assignment Sheets
Study Guides
Homework
Graphic Organizer
Exit Ticket
Quiz
9 word challenge
Alphabet Soup
Sentence completion
Kahoot quiz
Venn Diagram
3 Truths and a Lie
Internet Research

Technology based assessment
Learn geographic map drawing labeling
Write an open ended response

Political Cartoon- learn to interpret and do one

Create a flow chart: sequence of events that led to German unification

Timeline: Events that led to Italian unification

School Summative Assessment Plan

Age of Nationalism Speeches

RAFT (German Nationalism)

Test: Multiple Choice, Matching, Short Answer

Essay: Evaluate the positive/negative consequences of nationalism in 19th century Europe

Cooperative Activity on Nationalism

Primary Resources

"World History Connections to Today: The Modern Era" by Elisabeth Ellis and Anthony Esler

Supplementary Resources

Feodor Dostoyevsky: "The Execution in Semyonovsky Square"

Henry Mayhew: "The London Street Markets"

Mazzini: "Letter to Sir James Graham"

Seaman and Rich: "Bismarck and His Strategies"

Otto von Bismarck: "Iron and Blood Speech"

Zinn "Hunger on Trial" readings for debate

RC

Grimms Fairy Tales

<http://www.pitt.edu/~dash/grimm026.html><http://www.pitt.edu/~dash/grimm015.html><http://www.pitt.edu/~dash/grimm053.html><http://www.pitt.edu/~dash/grimm021.html>

Russia Land of the Tsars Part 16 https://www.youtube.com/watch?v=rXPP1j1yahg&disable_polymer=true

Russia Land of the Tsars Part 17 https://www.youtube.com/watch?v=8PFQ7Th_rAs

Russia Land of the Tsars Part 18 https://www.youtube.com/watch?v=P-x4VcmHfxU&disable_polymer=true

The Potato Famine reading <http://www.historyplace.com/worldhistory/famine/>

Technology Integration and Differentiated Instruction

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.
- Within each lesson, the Gift Students are to be given the Enrichment Questions
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.
- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning Intermediate Advanced
- Google Translate
- All assignments will be created/translated in the student's native language.

- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)
- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects

Interdisciplinary Connections

MATH -

SCIENCE -

Blight of potato and resulting famine in Ireland

ELA-

Vocabulary Checklist

Grimm's Fairy Tales and German nationalism

Close reading activity for Irish Potato Famine leading to debate and writing assignment

WORLD LANGUAGES -

Creation of Germany through common language and culture

Creation of Italy through common language and culture (links to Italian emigration to the USA and facets of their culture/religion/traditions they brought with them)

VISUAL/PERFORMING ARTS -

Analyze painting of Bismarck and Kaiser Wilhelm I

Political Cartoons Bismarck

APPLIED TECHNOLOGY -

Weaponry and total war (Franco-Prussian War)

Online research

BUSINESS EDUCATION -

Capitalism, Communism, Socialism compare and contrast

GLOBAL AWARENESS -

Napoleon's influence in the rise of Nationalism in Germany/Italy

Potato Famine and genocide of the Irish lead to migration to America

Anti-Semitism increases in Europe and USA

Pogroms lead to migration

Learning Plan / Pacing Guide

HONORS:

Week 1:

Vocab Checklist

L//D: Germany's path to unification and Bismarck's leadership role

Flow Chart: German Unification

Timeline: Italian unification

L/D: Nationalism destroys Austrian and Ottoman empires

Quiz

Week 2:

Map Activity: the new Europe

L/D: Russian Nationalism and Russian Czars

Chart: Reforms in Britain's democracy

L/D: Irish Potato Famine genocide

Week 3:

L/D: French Nationalism and Democracy; anti-semitism increases in Europe

Study guide and review

Cooperative Learning Activity

Test/Essay or RAFT on German Nationalism

CP/ICR:

Week 1:

Map/ Culture Creation of German state

Culture of Italian state

Zap

Europe map interactive

OVB cartoons

OVB Simulation

Week 2:

Rise of Nationalism Choice Board;

Italy Metaphor

Austrian and Ottoman Empires Lecture Discussion and map study

Victorian Age- how nationalism affected culture

Quiz

-

Week 3:

Russian Land of the Tsars 3 Pillars

Common Lit on Bloody Sunday

Coop Learning on Nationalism

Potato Famine Video

Close reading for indictments "Hunger on Trial"; Spider Web Debate; Essay writing on debate experience

RC:

Day 1: How did Germany change reading and chart with a partner, OVB notes and PPT, exit slip

Day 2: OVB vocab break down and review

Day 3: political cartoon picture walk with a partner

Day 4: RAFT on Rise of Germany, conference with each student to make sure they are on the right track,

Day 5: RAFT on Rise of Germany

Day 6: RAFT on Rise of Germany

Day 7: Venn Diagram on Grimm's Fairy Tales to compare culture, online so student can use Google Read and Write

Day 8: Important People in unification of Italy, Heart, Sword, Brain and King metaphor on Edmodo, groups become experts on one person and teach the rest of the class about that person. Students given specific questions to look for in the readings

Day 9: Map and reading, Discussion about pros and cons of Nationalism

Day 10: Video and questions on Russia

Day 11: video and question on Russia- make sure to stop video frequently to make sure student keep up with questions and understand what's happening

Day 12: Russian Society triangle

Day 13: Watch Irish Potato Famine video and chart

Day 14: Study guide and review game

Day 15: Test

Unit 6: Imperialism 1800-1914

Content Area: **Social Studies**
Course(s): **WORLD HISTORY**
Time Period: **Marking Period 3**
Length: **3-4 weeks**
Status: **Published**

Standards

Life Literacies and Key Skills

With a growth mindset, failure is an important part of success.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Social Studies Standards

SOC.6.2.4	Half-Century of Crisis and Achievement: The Era of the Great Wars
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
SOC.6.2.12.A.3.e	Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.
SOC.6.2.12.B.3.a	Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
SOC.6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
SOC.6.2.12.C.3.c	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
SOC.6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
SOC.6.2.12.C.3.e	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
SOC.6.2.12.D.3.c	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.
SOC.6.2.12.D.3.d	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
SOC.6.2.12.D.3.e	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

SOC.6.2.12.CS3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact: Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. 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. 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.
SOC.6.2.12.CivicsDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
SOC.6.2.12.CivicsPI.4.b	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.CivicsHR.6.b	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
SOC.6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
SOC.6.2.12.EconGE.3.b	Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
SOC.6.2.12.EconGE.3.c	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
SOC.6.2.12.GeoGI.3.a	Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
SOC.6.2.12.GeoGI.4.a	Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
SOC.6.2.12.GeoSV.4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
SOC.6.2.12.HistoryUP.3.a	Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
SOC.6.2.12.HistoryCC.3.c	Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.
SOC.6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
SOC.6.2.12.HistoryCC.4.e	Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
SOC.6.2.12.HistoryCC.5.d	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
SOC.6.3.12.HistoryCA.12	<p>Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p> <p>Governments around the world support universal human rights to varying degrees.</p> <p>Human and civil rights support the worth and dignity of the individual.</p> <p>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p> <p>To better understand the historical perspective, one must consider historical context.</p> <p>Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</p>

Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.

Governments around the world support universal human rights to varying degrees.

Resources impact what is produced and employment opportunities.

Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Concepts

Understandings

Students will understand that . .

- A nation's foreign policy changes to ensure that the nation's interests are protected and advanced.
- Cultural values and beliefs affect relations among individuals, groups, institutions, and political states.
- Culture is both a unifying and divisive force in.
- Local, national, and international.
- Nations interact with each other through trade, treaties and the use of force.
- Territorial and economic growth causes change in politics and society.
- The need for resources and markets promotes expansion and may lead to some degree of conflict.

Essential Questions

- How did European technological advancement lead to their domination of new colonies and territories?
- How did the Industrial Age and nationalism interact with imperialism?
- To what extent did industrialization affect European imperialism?
- To what extent do the concepts of justice and human rights differ across time and place?
- What are the political, cultural, economic, and social implications on the mother country of territorial expansion?
- What factors help one nation dominate another region?
- What happens when cultures collide?
- What impact do global trade networks have on world cultures?
- What were the motives of imperialists?
- Who were the winners and losers in the Era of Imperialism?
- what are the long term political, social, and social effects of imperialism?
- what effects did imperialists have on those they subdued?

Transfer Goals

Transfer Goals

SWBAT learn that industrialism created a need for new resources and markets in the form of colonies and control of the seas so that in the long run, they will be able to understand that this competition led to jealousy and eventually global conflicts.

Critical Knowledge and Skills

Knowledge

Students will know:

- A nation's foreign policy changes to ensure that the nation's interests are protected and advanced.
- Boxer Rebellion.
- Challenges to imperial control.
- Cultural values and beliefs affect relations among individuals, groups, institutions, and political states.

- Culture is both a unifying and divisive force in human relations.
- Explain the main patterns of global changes in colonizing Africa, Middle East and Asia.
- Local, national, and international relationships are affected by economic transactions.
- Meiji Restoration.
- Methods of imperial control.
- Nations interact with each other through trade, treaties and the use of force.
- Opium Wars.
- Taiping Rebellion.
- The need for resources and markets promotes expansion and may lead to some degree of conflict.
- The extent to which racism and religion were both a cause and consequence of imperialism and the impact of imperialism from multiple perspectives.

Skills

Students will be able to:

- Analyze political, social, and cultural change.
- Analyze primary and secondary sources.
- Apply problem solving to develop solutions.
- Define new vocabulary.
- Formulating questions with multiple perspectives.
- Read and identify nations on a map.
- Read charts, graphs, diagrams.
- Take notes.
- Understand how new technology and scientific finding impacted history.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Do Now
Discussions
Vocabulary Checklist
Notes Outlines
Flash Cards
Google Assignments
Weekly Assignment Sheets
Homework
Graphic Organizer
Exit Ticket
Quiz
9 word challenge
Alphabet Soup
Sentence completion
kahoot quiz
Venn Diagram
3 Truths and a Lie
Internet Research
Technology based assessment.
Learn geographic map drawing labeling
Write an open ended response

Student-made Jeopardy Grid on Imperialism

Create a Political Cartoon On Imperialism from viewpoint of colony or mother country

Secondary Source Reading and Response to Imperialism

School Summative Assessment Pan

Test: Multiple Choice, Matching, Short Answer Questions

Project: Fact Finding on present day Africa

RAFT

Essay

Cooperative learning Activity

Primary Resources

"World History Connections to Today: The Modern Era" by Elisabeth Ellis and Anthony Esler

Two Views of Imperialism primary sources

Political cartoon analysis

Supplementary Resources

Chamberlain/Hobson: "Two Views of British Imperialism"

Livingstone/Davidson: "Imperialism in Africa"

Kipling: "The Whiteman's Burden"

Marti: "Our America"

Political Cartoon: (Puck Magazine): "The Great Powers Divide China"

Profiles in History: "Commodore Perry and the Opening of Japan"

Film Clips: "The Last Samurai" and "Cry Freedom" and "Guns, Germs and Steel: Part 3"

RC

Map Practice Game <http://www.yourchildlearns.com/online-interactive-maps.htm>

In the Congo <https://www.youtube.com/watch?v=LcF9fmTzqkg>

Guns Germs and Steel https://www.youtube.com/watch?v=opZD8237rJ8&disable_polymer=true

Imperialism in India <https://www.youtube.com/watch?v=6EpQzQWQmgw>

The Caste system today https://www.youtube.com/watch?v=y3XfjwqC_g

Imperialism in Japan <https://www.youtube.com/watch?v=JN-XEH6Gbkc>

High Tea Game <http://hightea.welcomeapps.com/>

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.
- Seterra Map Simulator <https://www.geoguessr.com/seterra/en/vgp/3163>

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st

century learning to occur within every lesson/topic.

●**Link It, Kahoot, Common Lit, Interactive Maps, Nearpod, High Tea Game; Youtube**

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.
- Within each lesson, the Gift Students are to be given the Enrichment Questions
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.
- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning Intermediate Advanced
- Google Translate
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)
- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects

Interdisciplinary Connections

MATH -

Desire for markets for industrial products

Graphs: economic causes/effects of Imperialism

SCIENCE -

Charles Darwin Evolution

Impact of Social Darwinism on indigenous populations

Great Kanto Earthquake

ELA -

Kipling's "White Man's Burden"

Conrad's "Heart of Darkness" readings

WORLD LANGUAGES -

Berlin Conference

Asian Language and culture

VISUAL/PERFORMING ARTS -

Analyze Political Cartoons

APPLIED TECHNOLOGY -

Video Game High Tea for Opium Wars

BUSINESS EDUCATION -

Video Game High Tea for Opium Wars

GLOBAL AWARENESS -

Social Darwinism and Racism/Prejudice

Hinduism and Indian Culture

Global Economy is created through world wide Imperialism

Opium makes debut in the world through British/Chinese trade and war

Learning Plan / Pacing Guide

HONORS:

Week 1:

Vocab Checklist

Chart: Reasons for European Imperialism Political Cartoons

Map: Africa's regions and climates

L/D: Reasons for African imperialism; Berlin Conference; early African colonies

African Rebellions against colonization (Nigeria)

L/D: colonization of India; Sepoy Rebellion

L/D: Chart and map - Ottoman Empire collapses

Week 2:

Quiz

L/D: China and Britain; Opium Wars

Chart: Japan Modernizes

L/D: Japan becomes an Imperialist empire

Week 3:

Political Cartoon Activity: viewpoint from mother country or colony

Chart: Southeast Asia is colonized

L/D: Impacts of Imperialism: good and bad

Week 4:

Study guide and review

Test/Essay

CP/ICR:

Week 1:

INTRO to unit on Imperialism with COLTAN and CONGO stories about cell phones today to pique interest/

King Leopold and the rubber trade

Map Studies Africa/Middle East/ Asia

Blame Game: Motives for Imperialism Illustration and Ranking activity

Scramble for Africa dice activity

Motives at Berlin Conference

Sentence Completion activity;

Week 2:

Caste simulation;

Connections between caste and civil rights movement

Readings/notes traditional India

British in India

Significance of Sepoy Mutiny

Reading with TChart British in India Good or Bad?

Week 3:

Chinese Virtues Readings/Cooperative Learning Discussion of which virtue would be hardest to uphold

Lecture/Discussion of British in India and Opium Wars

Interactive game High Tea on Opium/Tea trade

Unequal Treaties

Readings about Taiping and Boxer Rebellions/ Pairs write a recruitment slogan for both rebellions.

Week 4:

Opening of Japan;

Block Print gallery walk to identify goals of new Meiji government

Jigsaw activity on how Industrialization impacted people of Japan

ME national borders "Sick Man of Europe"

Review;Test

RC:

Day 1: Map Study color and label 3 maps (Africa, Asia and Middle East)

Day 2: Frayer Model to define Imperialism, Poll
Day 3: Draw a symbol to represent each motive of Imperialism, exit slip on which is the most important
Day 4: Picture Walk on Political Cartoons, Which motive goes with which political cartoon
Day 5: Online simulation
Day 6: Online Simulation, cooperative learning, team reflection
Day 7: What is Imperialism reading and questions. Highlights vocab, students can highlight important info and work with a partner to answer the questions
Day 8: carving up africa board game
Day 9: Indian culture simulation, social triangle notes, video on untouchables
Day 10: Indian culture simulation, British in India T-Chart
Day 11: Readings and video on traditions in India and how they changed after Britain took over
Day 12: Traditional China Jigsaw, Exit ticket
Day 13: Notes and guided notes on Imp in China
Day 14: Photo analysis as a group on Opium trade in China
Day 15: High Tea game
Day 16: Guided notes on Taiping and Boxer Rebellion, create songs or recruitment posters for each rebellion
Day 17: Video and guided notes on Meiji Restoration, Picture Walk
Day 18: Jigsaw on how modernization affected certain jobs and people's lives
Day 19: Political cartoon analysis on Sick Man of Europe and "3 truths and a lie" about Imperialism
Day 20: Study Guide and review game
Day 21: Test

Unit 7: WWI & Russian Revolution 1914-1945

Content Area: **Social Studies**
Course(s): **Generic Course, WORLD HISTORY**
Time Period: **Marking Period 3**
Length: **3-4 weeks**
Status: **Published**

Standards

Life Literacies and Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.GCA.1	<p>Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>Media have embedded values and points of view.</p> <p>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p> <p>Innovative ideas or innovation can lead to career opportunities.</p> <p>In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>

Social Studies Standards

SOC.6.2.4	Half-Century of Crisis and Achievement: The Era of the Great Wars
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
SOC.6.2.12.A.4.a	Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.B.4.a	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.

SOC.6.2.12.B.4.c	Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
SOC.6.2.12.C.4.b	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
SOC.6.2.12.C.4.c	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
SOC.6.2.12.C.4.d	Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
SOC.6.2.12.D.4.a	Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
SOC.6.2.12.D.4.b	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
SOC.6.2.12.D.4.c	Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.
SOC.6.2.12.D.4.d	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
SOC.6.2.12.D.4.f	Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
SOC.6.2.12.D.4.g	Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".
SOC.6.2.12.D.4.h	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
SOC.6.2.12.D.4.j	Analyze how the social, economic, and political roles of women were transformed during this time period.
SOC.6.2.12.D.4.k	Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.
SOC.6.2.12.CS4	A Half-Century of Crisis and Achievement: The Era of the Great Wars: Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.
SOC.6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
SOC.6.2.12.CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and

	governments and analyze large-scale atrocities including 20th century massacres in China.
SOC.6.2.12.CivicsPI.4.b	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
SOC.6.2.12.GeoGI.4.a	Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
SOC.6.2.12.GeoSV.4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
SOC.6.2.12.HistoryCC.3.c	Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.
SOC.6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
SOC.6.2.12.HistoryUP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
SOC.6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
SOC.6.2.12.HistoryCC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
SOC.6.2.12.HistoryCC.4.c	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
SOC.6.2.12.HistoryCC.4.e	Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
SOC.6.2.12.HistoryCC.4.f	Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
SOC.6.2.12.HistoryCC.4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
SOC.6.2.12.HistoryCC.4.h	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
	There are multiple and complex causes and effects of historical events.
	Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
	Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
	To better understand the historical perspective, one must consider historical context.
	Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.
	Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Transfer Goals

Transfer Goals

SWBAT learn that political, societal, and economic problems can lead to war or revolution so that in the long run, they will be able to understand that armed conflict can be inevitable despite efforts to create a lasting peace.

Concepts

Essential Questions

- Are revolutions inevitable?
- How does fighting a war/revolution affect the economic prosperity of a country?
- How does technology cause or prevent war?
- How does technology change war?
- How is power gained, used and justified?
- Is world peace possible? And, what is the cost of world peace?
- What are the costs of war?
- What causes do people fight for?
- What causes people to revolt?
- What factors combined to draw the world into WWI?
- What role does the media and government propaganda play in promoting wars?

Understandings

Students will understand that . . .

- Competition for resources and national pride lead to global conflicts.
- Fighting a war comes at great cost in the present and in the future.
- National politics is often defined in terms of ideology and government propaganda.
- Nations build upon both compromise and conflict which cause wide ranging and long-term effects.
- Technological innovations have consequences for society.
- Totalitarian governments threaten world stability.
- World peace is desirable but not achievable.

Critical Knowledge and Skills

Knowledge

Students will know:

- Differences between democracy & totalitarianism and capitalism and communism.
- Life under totalitarian government (Stalin and Lenin).
- Propaganda impacts nationalism and a country's war effort.
- Technology greatly impacted the number of casualties.
- The Bolshevik Revolution was fought for both political & economic reasons.
- The four main causes of WWI.
- Treaty of Versailles led the groundwork for future conflicts.
- Why the US got involved in this war.

Skills

Students will be able to:

- Analyze primary and secondary sources.
- Analyze social, political, and cultural change.
- Apply problem solving to develop solutions.
- Define new vocabulary.
- Formulating questions with multiple perspectives.
- Internet research.
- Read and identify nations on a map.
- Read charts, graphs, and diagrams.
- Take notes.
- critical thinking- relating past events to present day circumstances.
- essay writing.

Assessment and Resources

Essay on Stalin. Hero or Villain

School Formative Assessment Plan (Other Evidence)

Do Now
 Discussions
 Vocabulary Checklist
 Notes Outlines
 Flash Cards
 Google Assignments
 Weekly Assignment Sheets
 Homework
 Graphic Organizer
 Exit Ticket
 Quiz
 9 word challenge
 Alphabet Soup
 Sentence completion
 kahoot quiz
 Venn Diagram
 3 Truths and a Lie
 Internet Research
 Technology based assessment.
 Learn geographic map drawing labeling: WW I Alliances
 Write an open ended response

Diagram: Trenches and WW I Soldier's Equipment

Propaganda Analysis

"Powder Keg" Chart: Causes of WWI

Graph: Costs of WWI

Poster Board Assignment

School Summative Assessment Pan

Test: Multiple Choice, Matching, Short Answer Questions

WWI Station Project

Russian Revolution Choice Board

"Letter from the Trench"

RAFT

Cooperative Learning Activity

Primary Resources

Treaty of Versailles

Soldiers' Experiences

Dekulakization

Gulag primary resources from website

Supplementary Resources

Kathe Kollwitz: "War Diary"

Yevgeny Yevtushenko: "Growing Up in Stalin's Russia"

Kollantai: "Petition to the Provisional Government"

"The Treaty of Versailles"

Evelyn Blucher: "The Home Front - An English Wife in Berlin"

Erich Maria Remarque: "All Quiet on the Western Front"

Captain Charles S. Normington: "A Letter from Paris"

WW I Propaganda Posters

WW I Political Cartoons

Rupert Brooke: "The Soldiers"

Wilfred Owen: "Dulce et Decorum Est"

Metallica: (Lyrics) "One"

Film Clips: "Reds", "Animal Farm", "Dr. Zhivago", "Legends of the Fall", "Joyeux Noel", "Secrets of the Romanov"

RC

Armenian Genocide <http://www.armeniangenocidedebate.com/hitlers-armenian-genocide-quote>

Peter Jennings Report <https://www.youtube.com/watch?v=Xx2l0nQlwaQ>

WWI Stations

Senses <https://www.bl.uk/world-war-one/articles/sensuous-life-in-the-trenches>

Green Fields of France <https://www.youtube.com/watch?v=Kqba0IUdiBk>

<https://www.azlyrics.com/lyrics/dropkickmurphys/thegreenfieldsoffrance.html>

The Christmas Truce https://video.search.yahoo.com/yhs/search?fr=yhs-pty-pty_converter&hsimp=yhs-pty_converter&hspart=pty&p=joyeux+noel+christmas+truce#id=2&vid=b3fb8cb5d4b0154b5e98a32f928331ca&action=view

Shell Shock <http://www.dailymail.co.uk/news/article-2229655/Disturbing-Pathe-footage-World-War-One-reveals-devastating-effects-shell-shock-soldiers-treated-pioneering-Devon-hospital.html><https://www.youtube.com/watch?v=SS1dO0JC2EE>

Gas Attack <http://chemicalweapons.cenmag.org/when-chemicals-became-weapons-of-war/><https://www.youtube.com/watch?v=22w1UVGv71M>

Shrapnel <http://www.bbc.co.uk/guides/zxw42hv>

Animals <https://www.iwm.org.uk/history/15-animals-that-went-to-war>

Influenza <https://www.youtube.com/watch?v=lcR0TmTT6Eo> <http://www.pbs.org/wgbh/americanexperience/films/influenza/>

Tour of the Trenches http://www.bbc.co.uk/history/worldwars/wwone/launch_vt_wwone_trench.shtml

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- Computer Simulation on Lenin
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay

connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● **Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, Nearpod; www.ranker.com; BBC Interactive Our Great War, YouTube**

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.
- Within each lesson, the Gift Students are to be given the Enrichment Questions
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.
- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.

- Beginning Intermediate Advanced
- Google Translate
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)
- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects

Interdisciplinary Connections

MATH -

Contrasting Casualties and Injuries of soldiers and civilians from various nations using graphs during this time period

Graph: Resources of the Allies and Central Powers

Graph: Costs of War for each nation

Chart: number of people killed/displaced during Russian Revolution

SCIENCE -

Flu Epidemic 1918

Chemical Weapons and effects on WW I soldiers

“Letter from the Trench” using 5 senses

ELA -

WW1 Poetry

WW1 Letter writing

Russian Revolution Propaganda analysis

Primary Source Readings: Stalin Gulag

Animal Farm

WORLD LANGUAGES -

Translation of Russian Revolution banners and slogans

Impressionism

Faberge eggs made for the Russian royal family and their French influence

VISUAL/PERFORMING ARTS -

Impact of technology on warfare

Metallica's "one"

Drop Kick Murphy's "Green Fields of France"

APPLIED TECHNOLOGY -

Radio

BUSINESS EDUCATION -

GLOBAL AWARENESS -

Spanish Flu Epidemic 1918

Learning Plan / Pacing Guide

HONORS:

Week 1:

Vocab Checklist

"Powder Keg" Chart: causes of WW I

L/D: Allies v. Central Powers (including map of Europe); strategies of trench warfare

Diagram: Trenches and WW I Soldier's equipment

Chart: New weapons of WW I

Week 2:

Quiz

L/D: USA enters the war; Russia pulls out of War; Armistice

Document: analyze failures of the Treaty of Versailles

Post war problems and cost of war (chart and map)

Study guide and review

Week 3:

Test/Essay: WW I

L/D: reasons for two revolutions in Russia in 1917; Bolsheviks take over; Czar and family murdered

Chart: Original Bolsheviks - Lenin, Trotsky, Krupskaya, Stalin

L/D: Lenin's goals; Russian Civil War

Week 4:

Chart: Stalin succeeds Lenin; Five Year Plans: capitalism v communism

Readings; life under Stalin's USSR

Chart: Communist Totalitarian government

Study guide and review

Test/Essay

CP/ICR:

Week 1-2:

Common Lit Armenian Genocide

MANIA Causes of WW1

Explain how military operations work and the longterm impact

Commonlit Archduke Franz Ferdinand

Political Cartoons on Causes

Weapons Report Card

Station Work

Week 2-3:

Letter from the Trenches

US involvement comic strip

Picture Walk post war Europe

Treaty of Versailles BRAT

Primary Resource on German Reply to Treaty of Versailles

Week 3-4:

Causes of Russian Revolution- readings/rankings/explanations on graphic organizer

Nicholas II simulation on the challenges he faced

Video on fall of tsar and rise of Lenin and communism

What is communism/Lenin's changes to Russian society

Soviet Propaganda; Life Under Stalin/ Tyrant or visionary

Stalin Stations Graphic Organizer

Gulag cooperative learning; Stalin Essay Graphic Organizer Write Essay

Review and test on WW1 and Russian Revolution

Cooperative Learning Activity

RC:

Day 1: Armenian genocide, video and reading venn diagram

Day 2: Chart on Causes of WWI, picture walk

Day 3: Cooperative learning assignment on new Technologies during WWI on a google doc

Day 4: Co-op learning debate, which technology is the best, movie clip to show visual

Day 5: Google Classroom stations, there are ten total and students get a choice of 8 to complete.

Day 6: Write a letter from the trenches. Use the information students learned from the Trench Stations to support what your character experiences in the letter.

Day 7: Video on Spanish Influenza and continue to work on letter from the trenches

Day 8: US involvement in WWI placemat activity, Do Now: what would make you go to war? Exit Ticket: Was it worth the US getting involved?

Day 9: Treaty of Versailles BRAT graphic organizer

Day 10: Study Guide

Day 11: Test

Unit 8: Nationalism & Revolutions 1919-1939

Content Area: **Social Studies**
Course(s): **Generic Course, WORLD HISTORY**
Time Period: **Marking Period 4**
Length: **2-3 weeks**
Status: **Published**

Standards

Social Studies Standards

SOC.6.2.4	Half-Century of Crisis and Achievement: The Era of the Great Wars
SOC.6.2.12.CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
SOC.6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
SOC.6.2.12.CivicsPI.4.b	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.EconEM.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
SOC.6.2.12.EconET.5.a	Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.
SOC.6.2.12.EconET.5.b	Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
SOC.6.2.12.GeoGI.4.a	Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
SOC.6.2.12.GeoSV.4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
SOC.6.2.12.GeoSV.4.b	Determine how geography impacted military strategies and major turning points during World War II.
SOC.6.2.12.HistoryUP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
SOC.6.2.12.HistoryCA.4.a	Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
SOC.6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
SOC.6.2.12.HistoryCC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
SOC.6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
SOC.6.2.12.HistoryCA.4.b	Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
SOC.6.2.12.HistoryCC.4.c	Analyze the extent to which the legacy of World War I, the global depression, ethnic and

	ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
SOC.6.2.12.HistoryUP.4.c	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
SOC.6.2.12.HistoryCA.4.c	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
SOC.6.2.12.HistoryCC.4.d	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
SOC.6.2.12.HistoryCC.4.e	Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
SOC.6.2.12.HistoryCC.4.f	Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
SOC.6.2.12.HistoryCC.4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
SOC.6.2.12.HistoryCC.4.h	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
SOC.6.2.12.HistoryCC.5.a	Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
SOC.6.2.12.HistoryCC.5.g	Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.
	Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
	Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.
	There are multiple and complex causes and effects of historical events.
	Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
	To better understand the historical perspective, one must consider historical context.
	Complex interacting factors influence people’s perspective
	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Transfer Goals

Transfer Goals

SWBAT learn that political, economic and national issues cause revolutions and wars so that in the long run, they will be able to understand that global conflicts are inevitable.

Concepts

Essential Questions

- Are revolutions always violent?
- Does history make the man or does the man make history?
- How and why did Japan become a major economic and military power?
- How can abuse of power be avoided?
- How do economic, political, and social developments lead to a shift in a country's identity?
- How does conflict promote change in a nation's identity?
- How much power should a leader have in order to make a government strong and law abiding?
- What causes people to revolt?
- What makes a nation a nation?
- Why would citizens allow their government to increase its power during poor economic times and how does that impact the future of the nation?

Understandings

- A variety of governmental systems and political institutions develop over time.
- Competition for resources and national pride lead to global conflicts.
- Economic depressions have many causes and multiple effects.
- Economic, political, and social reasons cause a people to revolt and seek self-government.
- Nations build upon both compromise and conflict.
- The actions of individuals, groups and/or institutions affect society through intended and unintended consequences.

Critical Knowledge and Skills

Knowledge

Students will know:

- Definition of nationalism, fascism, totalitarianism.
- Fascism rising in Japan, Italy and Germany.
- Latin America's struggle for change.
- Nationalist struggles in Middle East, India and Africa.
- Process by which China moved from a republic to a communist government.
- Reasons for the failure of the League of Nations and the Treaty of Versailles.

Skills

Students will be able to:

- Analyze primary sources and secondary sources.
- Analyze social, political, and cultural change.
- Map Study
- Apply problem solving to develop solutions.
- Define new vocabulary.
- Formulating questions with multiple perspectives.
- Read and Identify nations on a map.
- Read charts/graphs.
- Take notes.
- Understand how new technology and scientific finding impacted history.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Do Now

Discussions

Vocabulary Checklist

Notes Outlines

Flash Cards

Google Assignments

Weekly Assignment Sheets

Homework

Graphic Organizer

Exit Ticket

Quiz

9 word challenge

Alphabet Soup

Sentence completion

kahoot quiz

Venn Diagram

3 Truths and a Lie

Internet Research

Technology based assessment.

Learn geographic map drawing labeling: WW I Alliances

Write an open ended response

Reading/rewriting meaning of Gandhi quotes

Chart: Evaluating various groups fighting for power in China

Venn Diagram: Comparison of Mussolini and Hitler

Internet to view cultural elements of the Interwar Years

School Summative Assessment Plan

Tests: Multiple Choice, Matching, Short Answer

Essay: Evaluate positive/negative consequences of nationalism after WWI (Gandhi, Mussolini, Mao Zedong)

Cooperative Learning/ Literary Circles Activity

Primary Resources

"World History Connections to Today: The Modern Era" by Elisabeth Ellis and Anthony Esler

Supplementary Resources

Edgar Snow: "The Long March Across China"

Victory Lonturo: "Gandhi - Man of Peace"

Film Clips from: "Gandhi" and "Last Emperor"

RC

Ghandi Armistar Massacre <https://www.youtube.com/watch?v=345aojByoGk>

Ghandi Salt March https://www.youtube.com/watch?v=yrHNig2aIjQ&disable_polymer=true

Ghandi Fasting <https://www.youtube.com/watch?v=M62cOkUF72o>

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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- Seterra map simulaitions <https://www.geoguessr.com/seterra/en/vgp/3007>

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, Nearpod; www.debate.org, YouTube

Differentiated Instruction

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- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.
- Within each lesson, the Gift Students are to be given the Enrichment Questions
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.
- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning Intermediate Advanced
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At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)
- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects

Interdisciplinary Connections

MATH -

Population loss impact of WW1

Reparations

Impact of Great Depression

SCIENCE -

Outlaw chemical weapons

ELA -

Analyze Gandhi quotes

WORLD LANGUAGES -

Exposure to Asian languages

VISUAL/PERFORMING ARTS -

Propaganda posters

Film

Music Jazz Swing

Swing Dancing

APPLIED TECHNOLOGY -

20th Century Propaganda

BUSINESS EDUCATION -

Hyperinflation

Impact of Collapse of Stock Market on Great Depression

GLOBAL AWARENESS -

Impact of media on Gandhi's story of Civil Disobedience/Nonviolent resistance and how world perceived Britain

Mandate system and its impact on how Middle Easterners see westerners today

Learning Plan / Pacing Guide

HONORS:

Week 1:

Vocab Checklist

L/D: Indian nationalism and Gandhi's influence; Civil Disobedience; Indian Independence

Reading: "Gandhi: Man of Peace"

Film Clips: "Gandhi"

L/D: Chinese problems in the early 20th century; Guomindang v Communists

Week 2:

L/D: Great Depression and Japanese aggression in the Pacific

Flow Chart: Mussolini's take over of Italy

Comparison: communism and fascism

Week 3:

Study guide and review

RAFT

CP/ICR:

Week 1:

Interwar Years- political and economic developments

Gandhi and Amritsar Massacre

Civil Disobedience Frayer Model

Gandhi Man of Peace reading

Who Should Rule China? Jigsaw and Cooperative Learning decision

Week 2:

Interwar years- social and cultural developments

Long March

Graphic Organizer on Depression and Impact on Japan

Rape of Nanking Read Like a Historian Primary Resources

Swing Kids

RC:

Day 1: What is Communism PPT and guided notes

Day 2: Stalin Background notes

Day 3: Stalin stations and graphic organizer

Day 4: Create PPT on Stalin's life. Explain whether he is a hero or a villain

Day 5: Civil Disobedience Frayer Model and Ghandi Background

Day 6: Continue Ghandi Background and watch videos that correlate

Day 7: Jigsaw on Who should rule China

Day 8: Read like a historian on Japan

Unit 9: WWII and the Holocaust

Content Area: **Social Studies**
Course(s): **WORLD HISTORY**
Time Period: **Marking Period 4**
Length: **3-4 weeks**
Status: **Published**

Standards

Life Literacies and Key Skills

TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.GCA.1	<p>Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>

Social Studies Standards

Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

SOC.6.1	U.S. History: America in the World
SOC.6.2.4	Half-Century of Crisis and Achievement: The Era of the Great Wars
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
SOC.6.2.12.A.4.a	Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.B.4.b	Determine how geography impacted military strategies and major turning points during World War II.
SOC.6.2.12.B.4.d	Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.

SOC.6.2.12.C.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
SOC.6.2.12.C.4.b	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
SOC.6.2.12.C.4.c	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
SOC.6.2.12.C.4.d	Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
SOC.6.2.12.D.4.d	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
SOC.6.2.12.D.4.f	Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
SOC.6.2.12.D.4.g	Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".
SOC.6.2.12.D.4.h	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
SOC.6.2.12.D.4.j	Analyze how the social, economic, and political roles of women were transformed during this time period.
SOC.6.2.12.D.4.k	Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.
SOC.6.2.12.CS4	A Half-Century of Crisis and Achievement: The Era of the Great Wars: Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.
SOC.6.2.12.CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
SOC.6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
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SOC.6.2.12.GeoSV.4.b	Determine how geography impacted military strategies and major turning points during World War II.
SOC.6.2.12.HistoryCA.4.a	Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
SOC.6.2.12.HistoryUP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
SOC.6.2.12.HistoryCA.4.b	Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
SOC.6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
SOC.6.2.12.HistoryCC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
SOC.6.2.12.HistoryCC.4.c	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
SOC.6.2.12.HistoryCA.4.c	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
SOC.6.2.12.HistoryUP.4.c	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
SOC.6.2.12.HistoryCC.4.d	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
SOC.6.2.12.HistoryCC.4.e	Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
SOC.6.2.12.HistoryCC.4.f	Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
SOC.6.2.12.HistoryCC.4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
SOC.6.2.12.HistoryCC.4.h	<p>Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).</p> <p>Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.</p> <p>Geographic data can be used to analyze spatial patterns.</p> <p>Complex interacting factors influence people’s perspective</p> <p>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p> <p>To better understand the historical perspective, one must consider historical context.</p> <p>Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.</p> <p>Governments around the world support universal human rights to varying degrees.</p> <p>There are multiple and complex causes and effects of historical events.</p>

Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Transfer Goals

Transfer Goals

SWBAT learn that economic depressions can lead to political upheaval, war and genocide so that in the long run, they will be able to understand that there has to be a globally accepted process for lasting peace especially in the Nuclear Age.

Concepts

Essential Questions

- Can persecution and discrimination of minorities be controlled if the government is the perpetrator?
- Does technology help or harm the ability for nations to remain at peace?
- How does conflict promote change in a nation's identity?
- How should guilt be assigned in cases of genocide?
- Is it true that those who don't learn from history are doomed to repeat it?
- Is there a global common good or just the common good of the most powerful?
- Is world peace possible or desirable?

- Must prejudice result in violence?
- Was the USA's decision to drop the atomic bomb a viable option to end the war?
- What is a war crime?
- What is the cost of world peace?
- What role does the media and government propaganda play in promoting wars?
- Why do people fight?
- Why would citizens allow their government to increase its power during poor economic times and how does that impact the future of the nation?

Understandings

Students will understand that . . .

- Both conflict and compromise can result in war.
- Competition for resources and national pride lead to global conflicts.
- Fighting a war comes at great cost in the present and in the future.
- National politics is often defined in terms of ideology and government propaganda.
- Persecution of different races/religions/ethnicities can lead to genocide and long term consequences for all involved.
- Technological innovations have consequences, both intended and unintended, for a society.
- The actions of individuals, groups and/or institutions affect society through intended and unintended consequences.
- Totalitarian governments threaten world stability.
- War changes economies, political institutions, and societies.
- World peace is desirable but not achievable.

Critical Knowledge and Skills

Knowledge

Students will know:

- Definition of genocide and what makes the Holocaust so unique.

- Difference between Communism and Fascism.
- Formation of the United Nations and its purpose in world politics.
- Identify the leaders of WWII: Roosevelt, Churchill, Mussolini, Hitler, Tojo, Stalin, Jiang Jieshi and the reasons the above leaders chose to go to war.
- Technological advancements in weaponry and new battle strategies that result in huge numbers of casualties and deaths including the Atomic Bomb.
- The goals and conflicts of the Axis vs. Allies in WWII.

Skills

Students will be able to:

- Analyze primary sources and secondary sources.
- Analyze social, political, and cultural change.
- Apply problem solving to develop solutions.
- Define new vocabulary.
- Formulating questions with multiple perspectives.
- Read and Identify nations on a map.
- Read charts, graphs, and diagrams.
- Take notes.
- Understand how new technology and scientific finding impacted history.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Do Now
Discussions
Vocabulary Checklist
Notes Outlines
Flash Cards
Google Assignments
Weekly Assignment Sheets

Homework
Graphic Organizer
Exit Ticket
Quiz
9 word challenge
Alphabet Soup
Sentence completion
Kahoot quiz
Venn Diagram
3 Truths and a Lie
Internet Research
Technology based assessment.
Learn geographic map drawing labeling: Allies v Axis; Map of Europe at Beginning of WWII
Write an open ended response

Primary/ Secondary Source Reading with Writing Activity and Reaction

Compare/Contrast: Censorship of the Literature in Nazi Germany to US Fundamentalists' "Harry Potter" (Is Book Burning Protected by Our First Amendment Rights)

Venn Diagram: Comparing/Contrasting communism and fascism

School Summative Assessment Plan

Test: Multiple Choice, Matching, Short Answer Questions

Essay

RAFT

WW2 Project Cooperative Learning Activity

Primary Resources

"World History Connections to Today: The Modern Era" by Elisabeth Ellis and Anthony Esler

Supplementary Resources

Common Lit

Facing History and Ourselves Holocaust Materials

Stanford University Read like a Historian

Reading: "Life in Nazi Germany: Young People" and discussion questions

Hitler's Propaganda Machine: Joseph Goebbels: "Propaganda" and William Shirer: "Berlin Diary"

Biography Activity: "Raoul Wallenberg"

Anne Frank: "Diary of Anne Frank"

Elie Wiesel: "Night"

Telegram from Eisenhower: "German Concentration Camps"

Film Clips: "Life is Beautiful", "Night", "Swing Kids"

Reading: "How the UN Works"

Reading: "The Air was Filled with Hope"

Nazis and Paragraph 175 Impact on LGBTQ community in Berlin

RC

London can take it <https://www.youtube.com/watch?v=bLgfSDtHFt8>

London Blitz Map <http://www.bombsight.org/#11/51.5021/-0.0882>

Narnia and the Blitz <https://www.youtube.com/watch?v=NP2IX1DxRk>

Dunkirk Trailer <https://www.youtube.com/watch?v=9UrQ4VvFO-c>

March Madness Battle Resources <http://historylists.org/events/list-of-10-greatest-battles-of-the-pacific-war.html>

<https://www.ranker.com/list/most-important-battles-of-world-war-2/tyler> <https://10awesome.com/10-of-the-most-important-battles-of-world-war-ii/>

Saving Private Ryan Clip https://www.youtube.com/watch?v=2hjNgjPxY9w&disable_polymer=true

End of WWII in Europe Resources http://www.bbc.co.uk/history/worldwars/wwtwo/how_the_allies_won_01.shtml

<https://www.thoughtco.com/hitler-commits-suicide-1779305>

Hiroshima and Nagasaki <http://www.hiroshima-remembered.com/index.html>

Holocaust Resource <http://www.bbc.co.uk/history/worldwars/>

Holocaust Timeline <http://www.historyplace.com/worldwar2/holocaust/timeline.html>

Holocaust Encyclopedia <https://www.ushmm.org/learn/holocaust-encyclopedia>

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- Computer Simulation on Josef Stalin
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and

see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Smart Board/Notebook; Link It, Kahoot, Common Lit, Interactive Maps, Nearpod; Interactive London Blitz; www.ranker.com;**

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.
- Within each lesson, the Gift Students are to be given the Enrichment Questions
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.
- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning Intermediate Advanced
- Google Translate
- All assignments will be created/translated in the student's native language.

- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)
- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects

Interdisciplinary Connections

MATH -

Contrasting Casualties and Injuries of soldiers and civilians from various nations using graphs during this time period

SCIENCE -

Manhattan Project

Synthetic rubber made in labs

Zyklon B

DDT

Medicine: antibiotics and plasma CRP3

Biology: Aryans are not a separate race nor are Jewish people

"Final Solution" methods of genocide

ELA -

Read and compare: Nuremburg Laws and Jim Crow Laws

Propaganda

Vocabulary Checklist

Primary sources: British who survived London Blitz

Atomic Bomb Debates

Elie Weisel "Perils of Indifference"

WORLD LANGUAGES -

Propaganda from various nations

VISUAL/PERFORMING ARTS -

Analysis of photographs from the Holocaust and Japanese Internment

Popular music from WW II

Guernica

Stolen masters art

animated video on Hiroshima

APPLIED TECHNOLOGY -

Impact of technology on war: tanks, planes, sonar and radar

Chemistry

Online research

CRP11 CRP7

BUSINESS EDUCATION -

UN: The World Bank

GLOBAL AWARENESS -

Genocide: Holocaust

Aerial Bombardment

Hiroshima Nagasaki

Creation of the United Nations

Learning Plan / Pacing Guide

HONORS:

Week 1:

L/D: Axis Alliance: aggression and appeasement in 1930s

Chart: Hitler's rise to power; Germany as a totalitarian state

Activity: Hitler Jugend

L/D: Hitler's policies - economic, political and anti-Jewish; Nuremberg Laws v Jim Crow Laws

Week 2:

Film: "Swing Kids"

L/D: start of WW II; Phony War; new weapons; Axis wins early battles

Week 3:

L/D: Pearl Harbor and USA enters WW II

Three Front War: Russia, Italy, France

L/D: VE Day; beginning of United Nations

L/D: Pacific War; Island Hopping, Hiroshima/Nagasaki, VJ Day

Week 4:

Study guide and review

Test/Essay

Readings: Creation of the United Nations

Chart: UN departments and responsibilities

Quiz

CP/ICR:

Week 1:

Causes of WW2 play and graphic organizer

Appeasement primary resources student responses

Venn Diagram Communism v Fascism

Nazi Soviet Pact Game

Blitzkrieg/Dunkirk/London Blitz powerpoint

Week 2:

WW2 technology

WW2 Choice Project

Why did Japan attack Pearl Harbor? Commonlit Japan Attacks Pearl Harbor

Commonlit FDR's Infamy Speech

March Madness Brackets Battle of WW2

Week 3-4:

Stalingrad

DDay Fall of Berlin end of Hitler

Island Hopping

Decision to use bomb on Hiroshima and Nagasaki

Holocaust/ Nuremburg Laws Card Sort

Commonlit Anti Jewish legislation

Assessing Responsibility for Holocaust

Common Lit Perils of Indifference Elie Weisel

Review; Test

RC:

Day 1-2: Totalitarian Leaders PPT and notes

Day 3-4: Communism Vs Fascism card sort

Day 5: Appeasement Notes

Day 6: Nazi Soviet Pact Game and notes

Day 7: London Blitz notes and videos

Day 8-10: March madness Battle Bracket

Day 11: Notes/video on D-Day, Pearl harbor, Dunkirk

Day 12: Notes on Battle of Stalingrad and Hitler's downfall/ death

Day 13: War in Pacific and Island Hopping

Day 14: Hiroshima and Nagasaki/Manhattan Project Notes/ videos, Pro/Con of dropping the bomb
SmartBoard Sort

Day 15-16: Holocaust notes/ Nuremberg Law Card Sort/ Bystander 4 corner activity/ Holocaust ABC book

Day 17: Review/study guide

Day 18: Review Game

Day 19: Test

Unit 10: Cold War

Content Area: **Social Studies**
Course(s): **WORLD HISTORY**
Time Period: **Marking Period 4**
Length: **1-2 weeks**
Status: **Published**

Standards

Life Literacies and Key Skills

TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.profCR3.a).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Social Studies Standards

SOC.6.2	World History: Global Studies
SOC.6.2.6	Contemporary Issues
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
SOC.6.2.12.A.5.a	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
SOC.6.2.12.A.5.b	Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
SOC.6.2.12.A.5.c	Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
SOC.6.2.12.A.5.d	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
SOC.6.2.12.A.5.e	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
SOC.6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
SOC.6.2.12.B.5.a	Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.

SOC.6.2.12.B.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
SOC.6.2.12.B.5.c	Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
SOC.6.2.12.B.5.d	Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
SOC.6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
SOC.6.2.12.C.5.a	Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
SOC.6.2.12.C.5.b	Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
SOC.6.2.12.C.5.c	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
SOC.6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
SOC.6.2.12.C.5.e	Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
SOC.6.2.12.C.5.f	Assess the impact of the European Union on member nations and other nations.
SOC.6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
SOC.6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
SOC.6.2.12.CS5	The 20th Century Since 1945: Challenges for the Modern World: Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.
SOC.6.2.12.EconET.5.a	Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.
SOC.6.2.12.EconET.5.b	Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
SOC.6.2.12.GeoGI.5.a	Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
SOC.6.2.12.HistoryCC.5.a	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
SOC.6.2.12.HistoryCC.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
SOC.6.2.12.HistoryCC.5.c	Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
SOC.6.2.12.HistoryCC.5.d	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
SOC.6.2.12.HistoryCC.5.e	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

SOC.6.2.12.HistoryCC.5.f	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
SOC.6.2.12.HistoryCC.5.g	Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.
SOC.6.2.12.HistoryCC.5.h	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.
SOC.6.3	<p>Active Citizenship in the 21st Century</p> <p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p> <p>Chronological sequencing serves as a tool for analyzing past and present events.</p> <p>There are multiple and complex causes and effects of historical events.</p> <p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p> <p>Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</p> <p>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p> <p>Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).</p>

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Concepts

Understandings

Students will understand that . . .

- A nation’s foreign policy changes to ensure that the nation’s interests are protected and advanced.
- Both conflict and compromise can result in war.

- Competition between superpowers can divide the world.
- Conflict often erupts over control of resources, land, and people.
- Conflicts impact domestic and international politics.
- Fighting any war comes at great cost in the present and in the future.
- National politics is often defined in terms of ideology and government propaganda.
- Reasons for the emergence of a united Europe. • Technological innovations have consequences, both intended and unintended, for a society.
- Totalitarian governments threaten world stability.

Essential Questions

- Did the Cold War ultimately have a positive or negative impact on the world?
- How do economic and political differences lead to conflict between nations?
- How does fear impact government spending?
- How does technology cause or prevent war?
- Is the emerging European Union a threat to US economic stability? Why or Why not?
- To what extent does the media and propaganda shape world opinion and foreign policy?
- What global problems result from the tension between world powers?

Transfer Goals

Transfer Goals

SWBAT learn that there were many factors that led to the beginning and end of the Cold War so that in the long run, they will be able to understand and assess its significance as a 20th and 21st-century event.

Critical Knowledge and Skills

Knowledge

Students will know:

- Arms race led to mutually assured destruction.
- Causes for the rise of the European Union and its desires.
- Cold War became less hostile during détente.
- Cold War ended but legacy lives on.
- How the “Iron Curtain” divided Europe for 46 years.
- NATO, Warsaw Pact, Marshall Plan, Truman Doctrine.
- Reasons for global economic trends.
- The fall of USSR’s dominance.
- US and USSR became dominant and opposing powers after WWII.
- US tried to contain spread of communism.

Skills

Students will be able to:

- Analyze primary and secondary sources.
- Define new vocabulary.
- Identify contributions of influential people.
- Read and Identify nations on a map.
- Read charts, graphs, and diagrams.
- Recognize art/artists/new techniques.
- Take notes.
- Understand how new technology and scientific finding impacted history.
- write essay and/or short answer responses.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Do Now
Discussions
Vocabulary Checklist
Notes Outlines
Flash Cards
Google Assignments
Weekly Assignment Sheets
Homework
Graphic Organizer
Exit Ticket
Quiz
9 word challenge
Alphabet Soup
Sentence completion
kahoot quiz
Venn Diagram
3 Truths and a Lie
Internet Research
Technology based assessment.
Learn geographic map drawing labeling: NATO v Warsaw Pact countries
Write an open ended response

Gross Domestic Product Graph

School Summative Assessment Plan

Test: Multiple Choice, Matching, Short Answer Questions

"Letter from the Cold War"

Cold War Simile Project

Cold War Storybook Project

I-Search Paper: Cold War in Latin America

Essay

Cooperative Learning Activity

Primary Resources

"World History Connections to Today: The Modern Era" by Elisabeth Ellis and Anthony Esler

Supplementary Resources

Vaclav Havel: "The Power of the Powerless"

Yang Jiang: "Working at the Cadre School"

News article: "A Family in Sarajevo"

Aleksander Solzhenitsyn: "The Gulag Archipelago, 1918-1956"

Dr. Seuss: "Butter Battle Book"

Film Clips: "Thirteen Days", "War Games", "Atomic Cafe"

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Smart Board/Notebook; Link It, Kahoot, Common Lit, Interactive Maps, Nearpod, YouTube, gimkit

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.
- Within each lesson, the Gift Students are to be given the Enrichment Questions
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.
- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning Intermediate Advanced
- Google Translate
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Interdisciplinary Connections

MATH -

Space Race

Massive Retaliation/Missiles Chart

SCIENCE -

Arms Race: Atom bomb v Hydrogen bomb

Sputnik Space Race

Chernobyl

ELA -

Propaganda

Vocab Checklist

Primary Source readings: Stalin and Truman

WORLD LANGUAGES -

Russian Language: phrases/words regarding the Cold War

VISUAL/PERFORMING ARTS -

Propaganda Posters and Political Cartoons

Film Propaganda “Duck and Cover” “How to Spot a Communist”

APPLIED TECHNOLOGY -

Arms Race/Space Race

Espionage

Computers

Online research

BUSINESS EDUCATION -

GLOBAL AWARENESS -

Cuban Missile Crisis and its effects on the world

Genocide in the Balkans

Learning Plan / Pacing Guide

HONORS:

Week 1-2:

Reading: "The Butter Battle Book"

L/D: causes of the Cold War; containment v spread of communism

Chart: US Contianment policies (Truman Doctrine, Marshall Plan, NATO)

Map: Nato v Warsaw Pact

L/D: Division of Germany, Berlin Wall, unification of Germany

Chartt: USA in the Cold Wqr: Korean War; Cuban Missile Crisis; Vietnam

Week 3:

Quiz

L/D: rise and fall of the USSR

Chart: Eastern European Countries: from Communist countries to democracies; Genocide in the Balkans

Study guide and Review

Test

CP/ICR:

Week 1-3:

BEAR Chart Origins of Cold War

L/D- Cold War in Europe and spread around the globe and Fall of Communism

Writing assignment Who Started the Cold War?

Arms Race Duck and Cover

Berlin Wall propaganda

Contrast Life in USA/USSR

The Butter Battle Book; Problems in Soviet Union;

Readings Reasons for Collapse of Soviet Union/Problems since collapse of Soviet Union

Review; Unit Test

RC:

Week 1-3: BEAR chart, Duck and Cover, Butter Battle Book, compare/contrast USA and USSR

Unit 11: Modern World and Global Challenges part one

Content Area: **Social Studies**
Course(s): **Generic Course, WORLD HISTORY**
Time Period: **Marking Period 4**
Length: **1-2 weeks**
Status: **Published**

Standards

Life Literacies and Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

Social Studies Standards

SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
SOC.6.2.12.A.5.b	Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
SOC.6.2.12.A.5.c	Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
SOC.6.2.12.A.5.d	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
SOC.6.2.12.A.5.e	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
SOC.6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
SOC.6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
SOC.6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
SOC.6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

SOC.6.2.12.B.5.c	Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
SOC.6.2.12.B.5.d	Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
SOC.6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
SOC.6.2.12.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
SOC.6.2.12.C.5.c	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
SOC.6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
SOC.6.2.12.C.5.e	Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
SOC.6.2.12.C.5.f	Assess the impact of the European Union on member nations and other nations.
SOC.6.2.12.C.5.g	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
SOC.6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
SOC.6.2.12.C.6.b	Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
SOC.6.2.12.C.6.c	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
SOC.6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
SOC.6.2.12.D.5.a	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
SOC.6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
SOC.6.2.12.D.5.d	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.
SOC.6.2.12.D.6.a	Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.
SOC.6.2.12.CS5	The 20th Century Since 1945: Challenges for the Modern World: Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.
SOC.6.2.12.CS6	Contemporary Issues: Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.
SOC.6.3.12.GeoGI.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental

organizations.

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Transfer Goals

Transfer Goals

SWBAT to learn that political, societal, and economic situations can lead to both new opportunities and conflicts so that in the long run decisions made will better equip them to make the best choices after weighing the consequences.

Concepts

Essential Questions

- How can long term peace be achieved both between competing interests of people and nations as well?
- How can the desire for civil rights and self determination lead to both peaceful and non-peaceful outcomes?
- How do political and economic differences lead to conflicts between nations?
- What causes competing ideologies- both political and social?

Understandings

Students will understand that . . .

- Competing political and economic ideologies can lead to new conflicts.
- Human and civil rights are achieved only after people are proactive in wanting and demanding change.
- Technology has had political, economic, social and cultural consequences both positive and negative.
- That the desire for independence has long term consequences.
- Unity – whether political or social requires a consensus opinion and actions.
- Warfare changes political boundaries and it impacts future developments.

Critical Knowledge and Skills

Knowledge

Students will know:

- Determine the economic and political interdependency in the modern era (OPEC, EU, UN, G8).
- Evaluate the negative impacts on the global community of various genocides and ethnic cleansings, modern terrorism and environmental concerns such as global warming.
- Examine the Arab-Israeli conflicts including the partition of Palestine, creation of Israel, the PLO and Hamas, and the attempts at peace.
- Examine, compare and contrast the impact of Buddhism, Hinduism, Islam, and Judeo-Christian beliefs and their effects on the world.
- Identify the impacts of decolonization in Asia.
- Identify the influences of new technology: nuclear energy and arms, internet, alternative energy sources.

Skills

Students will be able to:

- Analyze primary sources and secondary sources.
- Analyze social, political, and cultural change.
- Apply problem solving to develop solutions.

- Define new vocabulary.
- Formulating questions with multiple perspectives.
- Read and Identify nations on a map.
- Read charts, graphs, and diagrams.
- Take notes.
- Understand how new technology and scientific finding impacted history.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Do Now
Discussions
Vocabulary Checklist
Notes Outlines
Flash Cards
Google Assignments
Weekly Assignment Sheets
Homework
Graphic Organizer
Exit Ticket
Quiz
9 word challenge
Alphabet Soup
Sentence completion
kahoot quiz
Venn Diagram
3 Truths and a Lie
Internet Research
Technology based assessment
Learn geographic map drawing labeling
Write an open ended response

Creative Clothesline

School Summative Assessment Pan

Quiz

Test

Essay

Literary Circles/ Cooperative Learning

Primary Resources

"World History Connections to Today: The Modern Era" by Elisabeth Ellis and Anthony Esler

Supplementary Resources

Film: "Hotel Rwanda"

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

●Smart Board/Notebook; Link It, Kahoot, Common Lit, Interactive Maps, Nearpod, YouTube

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.
- Within each lesson, the Gift Students are to be given the Enrichment Questions
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.
- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning Intermediate Advanced
- Google Translate
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the

bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

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All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects

Interdisciplinary Connections

MATH -

SCIENCE -

Climate Change and politics

ELA -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

Film on Genocide (Cambodia, etc)

APPLIED TECHNOLOGY -

Lack of nutrition and clean water worldwide

BUSINESS EDUCATION -

Racial and Gender achievement gap

Immigrant economic experiences in western nations.

GLOBAL AWARENESS -

Growing concern over genocide worldwide

Refugee issues

Learning Plan / Pacing Guide

HONORS:

Week 1:

L/D: Modern Genocides, Conflicts, and Terrorism

Film: Film on Genocide

CP/ICR:

Week 1: Modern Asia/ Middle East since WW II- rise of Israel, conflicts and peace attempts

Genocides in the Third World

Week 2: Modern Asia/ Middle East- modern terrorism, OPEC, Arab League, etc

Genocides in the Third World

RC:

Week 1: Genocide film

Unit 12: Modern World and Global Challenges Part Two

Content Area: **Social Studies**
Course(s): **Generic Course, WORLD HISTORY**
Time Period: **Marking Period 4**
Length: **1-2 weeks**
Status: **Published**

Standards

Life Literacies and Key Skills

TECH.9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Social Studies Standards

SOC.6.2.12 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

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SOC.6.2.12.CS6	Contemporary Issues: Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.
SOC.6.3.12.EconGE.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
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- Define new vocabulary.
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- Understand how new technology and scientific finding impacted history.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Do Now
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Vocabulary Checklist
Notes Outlines
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Google Assignments
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Exit Ticket
Quiz
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Sentence completion
kahoot quiz
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3 Truths and a Lie
Internet Research
Technology based assessment
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Write an open ended response

Creative Clothesline

School Summative Assessment Pan

Quiz

Test

Essay

Literary Circles/ Cooperative Learning

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Technology Integration

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- Provide grading rubrics
- Model examples for projects

Interdisciplinary Connections

MATH -

SCIENCE -

Climate Change and politics

ELA -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

Film Hotel Rwanda

APPLIED TECHNOLOGY -

Lack of nutrition and clean water worldwide

BUSINESS EDUCATION -

Racial and Gender achievement gap

Immigrant economic experiences in western nations.

GLOBAL AWARENESS -

Growing concern over genocide worldwide

Refugee issues

Learning Plan / Pacing Guide

HONORS:

Week 1-2:

L/D: Genocide in Rwanda and Darfu (Sudan) since decolonization

Film: "Hotel Rwanda"

CP/ICR:

Week 1: Hotel Rwanda; Common Lit Rwandan genocide; Child Soldiers

Africa / Latin America/ Europe (non Cold War events) since WW II (example- decolonization)

Week 2: Africa/ Latin America / Europe (non Cold War events) since WW II

Genocides

RC:

Week 1-2: Hotel Rwanda/ Genocides

