



Curriculum Guide
Social Studies
Grade 9/ Global Studies

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Content Area:	Global Studies	Grade(s)	9
Unit Plan Title:	Early Civilizations Unit 1		
College and Career Readiness Standards			
<p>CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>			
Overview/Rationale			
<p>Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.</p>			
Standard(s)			
<p>6.2.8.A.1.a-Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</p> <p>6.2.8.B.1.a-Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.</p> <p>6.2.8.C.1.a-Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.</p> <p>6.2.8.C.1.b-Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p> <p>6.2.8.D.1.a-Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</p> <p>6.2.8.D.1.b -Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p> <p>6.2.8.D.1.c -Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p>			
Technology Standard(s)		Interdisciplinary Standard(s)	
<p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p>		<p>R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	

8.1.12.A.3

Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

8.1.12.C.1

Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time

frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Essential Question(s)

Chapter 1

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
- What is civilization and how does it form?

Chapter 2

- How does geography affect the development of civilizations?

Chapter 3

- How were empires of the ancient Near East governed?
- In what ways do civilizations influence each other?
- How do empires rise, how are they maintained, and what causes them to fall?

Chapter 4

- How can geography influence political organization?
- How can cultural and political differences lead to conflict and change?

Chapter 5

- How was early Indian culture influenced by religion and social structure?
- How did ideas and events during the Mauryan and Gupta Empires affect India's development?

Enduring Understandings

Early humans were nomadic hunter-gatherers, but as they developed agricultural skills, they settled and formed the first civilizations along fertile river valleys.

As new techniques in agriculture, tool making, and weaponry spread, early civilizations in Africa, Asia, and the Americas developed unique cultures with complex political, artistic, and philosophical traditions.

Strong leaders and militaries established and expanded empires in the ancient Near East, many of which benefited from codified laws, efficient administration, improved communication, and trade.

In a time when it was considered unusual for a woman to govern, Hatshepsut ruled Egypt as a queen in her own right, although her official statues sometimes show her clothed like a king and wearing a beard.

The geography of Greece and the rise of city-states resulted in political ideas and culture that influenced the ancient world and future civilizations.

Hinduism and Buddhism influenced Indian philosophies, culture, and government.

In this unit plan, the following 21st Century themes and skills are addressed.

21st Century Skills

Creativity & Innovation (Activities that utilize this skill listed below)

- Use a wide range of idea creation techniques (such as brainstorming)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Collaboration (Activities that utilize this skill listed below)

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

Communication (Activities that utilize this skill listed below)

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

Critical Thinking & Problem Solving (Activities that utilize this skill listed below)

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- **Activities in the curriculum

Listed activities below represent implementation of 21st Century Skills

1. Students make a Venn diagram to compare and contrast the roles of men and women in the Paleolithic Age. Communication, Collaboration, Critical Thinking, Teacher's Edition, Page 7
2. Students discuss how the six characteristics of civilizations influenced and depended on each other. Communication, Collaboration, Critical Thinking, Teacher's Edition, Page 13
3. Students write a personal narrative from the point of view of someone living as a young artisan in Catalhuyuk. Communication, Collaboration, Critical Thinking, Creativity & Innovation, Teacher's Edition, Page 11
4. Students evaluate the reasons behind the strong point of view that is held that the Neolithic Revolution was the single most important development in human history. Communication, Critical Thinking, Teacher's Edition, Page 9
5. Students consider why the specialization of labor was important to the growth of complex societies. Communication, Collaboration, Critical Thinking, Teacher's Edition, Page 11
6. Students identify why each of the six characteristics of civilizations developed at the end of the Neolithic Age. Communication, Collaboration, Critical Thinking, Teacher's Edition, Page 12
7. Students consider why scribes had an important role in Sumerian society. Communication, Collaboration, Critical Thinking, Teacher's Edition, Page 17
8. Students write a report comparing the Neolithic farming to the Sumerian City. Communication, Collaboration, Critical Thinking, Creativity & Innovation, Teacher's Edition, Page 16
9. Students construct a PiktoChart to illustrate the evolution of a Sumerian invention still in use today. Communication, Collaboration, Critical Thinking, Creativity & Innovation, Teacher's Edition, Page 17.
10. Student groups construct pyramid graphs showing the different classes of ancient Egyptian society. Communication, Collaboration, Critical Thinking, Creativity & Innovation, Teacher's Edition, Page 29
11. Students contrast obeying a pharaoh with obeying laws passed by a legislature. Communication, Collaboration,
12. Students construct a diary entry for a day when the rains begin in June in northeast India. Communication, Collaboration, Critical Thinking, Creativity & Innovation, Teacher's Edition, Page 36
13. Students theorize about Mesopotamian society based on the Code of Hammurabi. Communication, Collaboration, Critical Thinking, Creativity & Innovation, Teacher's Edition, Page 57
14. Students conduct research and construct an essay about the growing trade that arose after the Greeks established new colonies around the eastern Mediterranean. Communication, Collaboration, Critical Thinking, Creativity & Innovation, Teacher's Edition, Page 82
15. Students construct a digital timeline of events in Athens from 700 B.C. to 508 B.C. Communication, Collaboration, Critical Thinking, Creativity & Innovation, Teacher's Edition, Page 84
16. Students construct a Prezi or Google presentation about the art and architecture in classical Greece. Communication, Collaboration, Critical Thinking, Creativity & Innovation, Teacher's Edition, Page 91.
17. Students develop a report on one of the early Olympiads in ancient Greece. Communication, Collaboration, Critical Thinking, Creativity & Innovation, Teacher's Edition, Page 90
18. Students analyze why Greek tragedies are still enjoyed by audiences today. Communication, Collaboration, Critical Thinking, Teacher's Edition, Page 92.
19. Students conduct research and construct a profile of Pythagoras. Communication, Collaboration, Critical Thinking, Teacher's Edition, Page 93
20. Students engage in a discussion about the relationship between religion and caste. Communication, Collaboration, Critical Thinking, Teacher's Edition, Page 109
21. Students construct a paragraph that explains the relationship of reincarnation and karma. Communication, Collaboration, Critical Thinking, Creativity & Innovation, Teacher's Edition, Page 110
22. Students construct dharmachakras and share them with the class. Communication, Collaboration, Critical Thinking, Creativity & Innovation, Teacher's Edition, Page 114
23. Students engage in discussion as to why Siddhartha gave up his privileged life to search for the mean of life. Communication, Collaboration, Critical Thinking, Teacher's Edition, Page 112.
24. Students evaluate the effect Siddhartha's teachings on other religious leaders. Communication, Collaboration, Critical Thinking, Teacher's Edition, Page 113
25. Students identify the long-term effects of Confucius' teachings. Communication, Collaboration, Critical

Thinking, Teacher's Edition, Page 130

26. Students construct a short response supporting their argument on whether the teachings of Confucius are a religion. Communication, Collaboration, Critical Thinking, Creativity & Innovation, Teacher's Edition, Page 131
27. Students work in pairs to interpret key information about Confucius. Communication, Collaboration, Critical Thinking, Teacher's Edition, Page 130
28. Students construct a response detailing the importance of Qin Shihuangdi's terra-cotta army. Communication, Collaboration, Critical Thinking, Teacher's Edition, Page 135
29. Students identify the structure of China's central government under Qin Shihuangdi. Communication, Collaboration, Critical Thinking, Teacher's Edition, Page 137
30. Students analyze a map of the Punic Wars. Communication, Collaboration, Critical Thinking, VS, Teacher's Edition, Page 151

31. Students analyze Hannibal's route to Rome and discuss how Rome succeeded in defeating him. Communication, Collaboration, Critical Thinking, Teacher's Edition, Page 155

32. Students differentiate between patricians and plebeians in ancient Rome. Communication, Collaboration, Critical Thinking, Teacher's Edition, Page 153
33. Students analyze a passage by Sallust and construct it in their own words. Communication, Collaboration, Critical Thinking, Teacher's Edition, Page 159
34. Students analyze and evaluate the disparity between rich and poor in Rome. Communication, Collaboration, Critical Thinking, Teacher's Edition, Page 158
35. Students make inferences about Caesar's actions and the conspiracy that followed. Communication, Collaboration, Critical Thinking, Teacher's Edition, Page 160
36. Students use a scholarly search engine to research the source and mean of the phrase "Et tu, Brute?" Communication, Collaboration, Critical Thinking, TE, Page 160

Student Learning Targets/Objectives

Analyze maps of trade routes (i.e., Silk Road) and excerpts from Marco Polo's book (The Travels of Marco Polo) to explain the role of geographic location (i.e., Italian city-states, Asia, Europe) in the development of trade and economic activity during the Renaissance.

Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Mughal, with Spanish and Ottoman) maintained control and expanded their economies by examining the role of government, regulation of trade, and farming practices.

Gather relevant information from multiple authoritative print and digital sources to determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia, provided the necessary tools for European exploration and conquest.

Conduct short research to answer the question to what extent did Greek, Roman, Asian, and Islamic civilizations influence political, social, and cultural changes in Europe.

Assessments

Pre and Formative Assessments

- Do Now's (Bell Ringers) 1st page for each chapter and section in Teacher's Edition and can be found online at www.connected.mcgraw-hill.com
- Online Self-Check Quizzes are located on www.connected.mcgraw-hill.com
- Lesson Reviews which are found on the last page of each section in both Student Edition n & Teacher's Edition.
- Responses to Interactive Whiteboard Activities which can be found on www.connected.mcgraw-hill.com

Summative Assessments

- Online Summative Assessments- www.connected.mcgraw-hill.com

Chapter Assessments

- Chapter One Assessment, Page 21-22
- Chapter Two Assessment, Page 51-52
- Chapter Three Assessment, Page 71-72
- Chapter Four Assessment, Page 103-104
- Chapter Five Assessment, Page 125-126
- Chapter Six Assessment, Page 145-146
- Chapter Seven Assessment, Page 173-174

Authentic Assessments

- Students will individually develop a map illustrating the spread of the Greek Empire throughout the various periods in Greek History. Also, have students label other topographic features (water, mountains, etc.) Minoan Period, Mycenaean Period, Hellenic Period, Hellenistic Period without using supports.
- Students must construct a persuasive essay in which they must explain and defend which city-state that they would rather reside.
- Student groups will develop multimedia presentations to learn what life was like in early civilizations.
- Students will construct a cause-and-effect chart about the characteristics of an ancient civilization. Student groups will research an assigned civilization from the chapter and then create the cause-and-effect chart with that information. Groups will research visual aids to add to their charts.
- Using library and online research materials, students will construct an encyclopedia article that describes the characteristics of an empire.
- In groups, students will research the contributions of the ancient Greeks. They will create scripts for podcasts using their research, and then they will record their podcasts.
- Student groups will conduct library or online research about the social systems of early India. They'll use their research to prepare for a panel discussion analyzing the differences between the varnas.
- Using a computer, students will research one Greek God and develop a social media page about that selected God.

Teaching and Learning Actions	
<p>Instructional Strategies D</p> <p>Teacher Edition Pgs. 1F, 23H, 53F, 73H, 105F,</p>	<p>Group Learning Collaborative Learning Socratic Seminar Peer collaboration Learning Centers Inquiry-Based Learning Project Based Learning Document-Based Questioning Critical Response Questioning Knew-New-Questioning Small Groups Turn & Talk Technology Activities - Independent Study Leveled Instruction- Stations Debate</p>
<p>Activities VS-Visual Skills RS-Reading Skills WS-Writing Skills CTS-Critical Thinking Skills TS-Technology Skills CI-Creativity & Innovation COM-Communication COL-Collaboration</p> <p>D-see TE pgs. 10, 12, 16, 26, 27, 28, 56, 58, 82, 90, 110, 114</p> <p>ELL-see TE pgs. 10, 12, 16, 26, 27, 28, 56, 58, 82, 90, 110, 114</p>	<p>Chapter 1, Section 2</p> <ol style="list-style-type: none"> Students make a Venn diagram to compare and contrast the roles of men and women in the Paleolithic Age. VS, CI, Teacher’s Edition, Page 7 Students review the meaning of history and extrapolate the meaning of prehistory. RS, COM, Teacher’s Edition, Page 4 Students discuss how the six characteristics of civilizations influenced and depended on each other. RS, COM, Teacher’s Edition, Page 13 Students explain what technological advance brought the “stone ages” to an end. RS, COM, COL, Teacher’s Edition, Page 12 Students write a personal narrative from the point of view of someone living as a young artisan in Catalhuyuk. WS, CI, COM, Teacher’s Edition, Page 11 Students evaluate the reasons behind the strong point of view that is held that the Neolithic Revolution was the single most important development in human history. CTS, COM, COL Teacher’s Edition, Page 9 Students consider why the specialization of labor was important to the growth of complex societies. CTS, COM, COL Teacher’s Edition, Page 11 Students identify why each of the six characteristics of civilizations developed at the end of the Neolithic Age. CTS, COM, COL Teacher’s Edition, Page 12 <p>Chapter 1 Section 3</p> <ol style="list-style-type: none"> Students locate Mesopotamia, the land between two rivers, on a map. VS, COM Teacher’s Edition, Page 15 Students analyze what the word part “the” represents in the words polytheistic and theocracy. RS, COM, Teacher’s Edition, Page 16 Students consider why scribes had an important role in Sumerian society. RS, COM, COL Teacher’s Edition, Page 17 Students write a report comparing the Neolithic farming to the Sumerian City. WS, COM, COL Teacher’s Edition, Page 16 Students analyze what the location of the ziggurat in a city reveals about the role of religion in the Sumerian city-states. CTS, COM, COL Teacher’s Edition, Page 15

6. Students construct an electronic digital media presentation to illustrate the evolution of a Sumerian invention still in use today. TS, CI, COM, COL Teacher's Edition, Page 17.

Chapter 2 Section 1

1. Students analyze a map of the geography of Ancient Egypt. VS, COM, COL Teacher's Edition, Page 27

2. Student groups construct pyramid graphs showing the different classes of ancient Egyptian society. VS, COM, COL, CI, Teacher's Edition, Page 29

3. Students construct a list of the advantages provided by Egypt's location. WS, CI, COM, COL, Teacher's Edition, Page 26

4. Students contrast obeying a pharaoh with obeying laws passed by a legislature. CTS, CI, COM, COL, Teacher's Edition, Page 27

Chapter 2 Section 3

1. Students evaluate the reasons why the people of India are dependent on yearly monsoons. RS, COM, COL, Teacher's Edition, Page, 37

2. Students discuss the invention of iron and the impact it had on the nomadic lifestyle. RS, COM, COL, Teacher's Edition, Page 37

3. Students discuss the invention of Sanskrit. RS, COL, COM, Teacher's Edition, Page 39

4. Students construct a diary entry for a day when the rains begin in June in northeast India. WS, CI, COM, COL, Teacher's Edition, Page 36

5. Students work collaboratively to understand the geography of the Indian subcontinent. CTS, COL, COM, Teacher's Edition, Page 36.

6. Students differentiate between the roles of men and women in Indian society. CTS, COM, COL, Teacher's Edition, Page 39.

Chapter 3 Section 1

1. Students interpret the meanings of words that begin with prefixes parti- and matri-. RS, Teacher's Edition, Page 58

2. Students construct a short essay arguing the effectiveness of the "divide and conquer" strategy. WS, CI, COM, COL Teacher's Edition, Page 57

3. Students theorize about Mesopotamian society based on the Code of Hammurabi. CTS, COM, COL Teacher's Edition, Page 57

Chapter 4 Section 2

1. Students create a chart showing the different roles of men and women in Spartan society. VS, CI, COM, COL, Teacher's Edition, Page 83

2. Students discuss the ways in which the term tyrant is used today. RS, COM, COL, Teacher's Edition, Page 82

3. Students conduct research and construct an essay about the growing trade that arose after the Greeks established new colonies around the eastern Mediterranean. WS, CI, COM, COL Teacher's Edition, Page 82

4. Students contrast Sparta's government with that of the United States. CTS, COM, COL, Teacher's Edition, Page 83

5. Students construct a digital timeline of events in Athens from 700 B.C. to 508 B.C. CTS, CI, COM, COL, Teacher's Edition, Page 84

Chapter 4 Section 4

1. Students construct digital visual presentations about the art and architecture in classical Greece. VS, CI, COM, COL, Teacher's Edition, Page 91.

2. Students construct a chart about the Greek playwrights Aeschylus, Sophocles, and Euripides. VS, CI, COM, COL, Teacher's Edition, Page 92
3. Students develop a report on one of the early Olympiads in ancient Greece. WS, CI, COM, COL Teacher's Edition, Page 90
4. Students analyze why Greek tragedies are still enjoyed by audiences today. CTS, COM, COL, Teacher's Edition, Page 92.
5. Students conduct research and construct a profile of Pythagoras. TS, CI, COM, COL, Teacher's Edition, Page 93

Chapter 5 Section 1

1. Students analyze a chart showing changes in Indian civilization. VS, COM, COL, Teacher's Edition, Page 109
2. Students engage in a discussion about the relationship between religion and caste. RS, COM, COL, Teacher's Edition, Page 109
3. Students differentiate between the terms Brahman and Brahmin. RS, COL, COM, Teacher's Edition, Page 110
4. Students construct a paragraph that explains the relationship of reincarnation and karma. WS, CI, COM, COL, Teacher's Edition, Page 110
5. Students draw conclusions about the status of the four Varna's of Aryan society. CTS, COM, COL, Teacher's Edition, Page 108
6. Students infer as to why members of lower castes would have accepted their social status. CTS, COM, COL, Teacher's Edition, Page 109

Chapter 5 Section 2

1. Students construct dharmachakras and share them with the class. VS, CI, COM, COL, Teacher's Edition, Page 114
2. Students interpret Siddhartha's advice to "Be lamps unto yourself." RS, CI, COM, COL, Teacher's Edition, Page 113
3. Students construct a Venn diagram comparing and contrasting Hinduism & Buddhism. WS, CI, COM, COL, Teacher's Edition, Page 115
4. Students engage in discussion as to why Siddhartha gave up his privileged life to search for the mean of life. CTS, COM, COL, Teacher's Edition, Page 112.
5. Students evaluate the effect Siddhartha's teachings on other religious leaders. CTS, COM, COL, Teacher's Edition, Page 113

Chapter 6 Section 1

1. Students identify the long-term effects of Confucius' teachings. Communication, Collaboration, Critical Thinking, RS, Teacher's Edition, Page 130
2. Students construct a short response supporting their argument on whether the teachings of Confucius are a religion. From the short response, students will debate: Pro- the teachings of Confucius are a religion; Con- The teachings of Confucius are a guide not a religion. Communication, Collaboration, Critical Thinking, Creativity & Innovation, Teacher's Edition, WS, Page 131
3. Students work in pairs to interpret key information about Confucius. Communication, Collaboration, Critical Thinking, RS, Teacher's Edition, Page 130

Chapter 6 Section 2

1. Students construct a response detailing the importance of Qin Shihuangdi's terra-cotta army. Communication, Collaboration, Critical Thinking, WS, Teacher's Edition, Page 135
2. Students identify the structure of China's central government under Qin Shihuangdi. Communication, Collaboration, Critical Thinking, RS, Teacher's Edition,

	<p>Page 137</p> <p>Chapter 7 Section 1</p> <ol style="list-style-type: none"> 1. Students analyze a map of the Punic Wars. Communication, Collaboration, Critical Thinking, VS, Teacher’s Edition, Page 151 2. Students analyze Hannibal’s route to Rome and discuss how Rome succeeded in defeating him. Communication, Collaboration, Critical Thinking, RS, Teacher’s Edition, Page 155 3. Students construct a passage about Cincinnatus in contemporary language. 4. Students differentiate between patricians and plebeians in ancient Rome. Communication, Collaboration, Critical Thinking, Teacher’s Edition, Page 153 <p>Chapter 7 Section 2</p> <ol style="list-style-type: none"> 1. Students analyze a passage by Sallust and construct it in their own words. Communication, Collaboration, Critical Thinking, WS, Teacher’s Edition, Page 159 2. Students analyze and evaluate the disparity between rich and poor in Rome. Communication, Collaboration, Critical Thinking, WS, Teacher’s Edition, Page 158 3. Students make inferences about Caesar’s actions and the conspiracy that followed. Communication, Collaboration, Critical Thinking, Teacher’s Edition, Page 160 4. Students use a scholarly search engine to research the source and mean of the phrase “Et tu, Brute?” Communication, Collaboration, Critical Thinking, TS, TE, Page 160
<p><i>Experiences: Virtual Tours and Field Trips</i></p> <p>D</p>	<p><u>Smithsonian Museum</u> http://naturalhistory.si.edu/VT3/</p> <p>Take a virtual, self-guided, room-by-room walking tour of the entire Smithsonian museum. And while you’re at it, browse a list of past exhibits, click on museum hotspots and get a close-up view of some of the museum’s spectacular relics.</p> <p><u>Explore Ancient Egypt</u> http://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html</p> <p>This virtual field trip gives students the opportunity to walk the perimeter of the Sphinx, putts around inside the Great Pyramid of Giza and explore the tombs and temples of ancient Thebes.</p> <p><u>American Museum of Natural History</u> http://www.amnh.org</p> <p>The museum is one of the world's foremost scientific and educational institutions. It contains enormous collections of specimens and cultural artifacts. Museum collections,</p>

including more than 30 million items, are a "field guide" to the life forms and cultures on earth.

The Metropolitan Museum of Art

<http://www.metmuseum.org/>

The museum houses one of the largest, most varied, and most prestigious collections of art in the world. More than two million works of art -- several hundred thousand of which are displayed at any given time -- in its collections are drawn from more than 5,000 years of world culture.

Resources

- Spielvogel, J., & McTighe, J. (2018). World History and Geography. Columbus, OH: McGraw-Hill Education.
- Newsela | Nonfiction Literacy and Current Events. (n.d.). Retrieved from <https://newsela.com>
- Newseum | There's more to every story. (n.d.). Retrieved from <http://www.newseum.org>
- Bridging World History <http://www.learner.org/courses/worldhistory/>
- World History for Us All <http://worldhistoryforusall.sdsu.edu/>
- Internet Modern History Sourcebook www.fordham.edu/halsall/mod/modsbook.html
- History Guide <http://www.historyguide.org/resources.html>
- The Avalon Project <http://avalon.law.yale.edu/default.asp>
- The Library of Congress. American Memory <http://memory.loc.gov/ammem/index.html>
- EyeWitness to History www.eyewitnesstohistory.com
- World History Matters www.worldhistorymatters.org
- Amistad Curriculum: Ancient Africa / <http://www.njamistadcurriculum.net/history/unit/ancient-africa>
- Holocaust Curriculum: Using Moral Choices to Teach the Holocaust / RH 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text / <https://www.nj.gov/education/holocaust/curriculum/Universal9-12.pdf>

MTSS:

Special education students modifications:

- Adhere to all modifications and health concerns stated in each IEP.
- Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.

At risk of failure students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified Instructional Strategies D Reading Aloud, Graphic organizers, Readings Study Guides, small learning group instruction, class website (Google

<p>-Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level.</p> <p>-Accommodation Instructional Strategies Reading Aloud, Graphic Organizers, Readings Study Guides, one-on-one instruction, class website, handouts, definition list, syllabus, large print, outlines</p> <p>-Online word banks and text-to-speech</p> <p>English Language Learners (ELL) Students:</p> <p>-Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.</p> <p>-Text-to-speech Google extension addition. Will read to the student in the language selected.</p> <p>-Vocabulary word banks</p> <p>-Use visuals whenever possible to support classroom instruction and classroom activities.</p> <p>-Teacher model and written instructions for every assignment</p>	<p>Classroom), Syllabus, inclusion of more visuals and films, Field Trips, Google Expeditions, Peer Support, one on one instruction</p> <p>-Constant parental contact along with mandatory tutoring appointments</p> <p>-Academic Contracts</p> <p>Gifted and talented students:</p> <p>-Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies.</p> <p>-Student led classroom instruction; also Project Based Learning.</p> <p>Students with a 504:</p> <p>-Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document</p>
<p><u>Pacing</u></p>	
<p>Topic/Chapter</p>	<p>Time Frame</p>
<p>Unit 1</p>	
<p>Chapter 1</p>	<p>2 class periods</p>
<p>Chapter 2</p>	<p>2 class periods</p>
<p>Chapter 3</p>	<p>2 class periods</p>
<p>Chapter 4</p>	<p>2 class periods</p>
<p>Chapter 5</p>	<p>2 class periods</p>
<p>Chapter 6</p>	<p>2 class periods</p>
<p>Chapter 7</p>	<p>2 class periods</p>
<p>Total # of Days</p>	<p>14 class periods</p>

Content Area:	Global Studies	Grade(s)	9
Unit Plan Title:	RENAISSANCE, REFORMATION, SCIENTIFIC REVOLUTION, AND ENLIGHTENMENT Unit 2		
College and Career Readiness Standards			
<p>CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>			
Overview/Rationale			
<p>The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.</p>			
Standard(s)			
<p>6.2.12.A.2.a Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.</p> <p>6.2.12.A.2.b Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European</p> <p>6.2.12.A.2.c 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).</p> <p>6.2.12.B.2.a Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.</p> <p>6.2.12.B.2.b Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.</p> <p>6.2.12.C.2.a Relate the development of more modern banking and financial systems to European economic influence in the world.</p> <p>6.2.12.D.2.a Determine the factors that led to the Renaissance and the impact on the arts.</p> <p>6.2.12.D.2.b</p>			

Determine the factors that led to the Reformation and the impact on European politics.

6.2.12.D.2.c

Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

6.2.12.D.2.d

Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.D.2.e

Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

6.2.12.C.1.b

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.

6.2.12.C.1.c

Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.C.1.d

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.

6.2.12.C.1.e

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.

6.2.12.D.1.a

Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.

6.2.12.D.1.b-Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

6.2.12.D.1.c-Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12.D.1.e- Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

6.2.12.D.1.f-Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

Technology Standard(s)

8.1.12.A.2

Interdisciplinary Standard(s)

Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.A.3

Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

8.1.12.C.1

Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

RI.1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Essential Question(s)

Chapter 15

- How can trade lead to economic prosperity and political power?
- How can ideas be reflected in art, sculpture, and architecture?

Chapter 16

- What conditions can encourage the desire for reform?
- How can reform influence society and beliefs?

Chapter 17

- What are the effects of political and economic expansion?

Chapter 21

- Why do new ideas often spark change?
- How do new ways of thinking affect the way people respond to their surroundings?

Enduring Understandings

- New ideas can influence politics, economics, and culture—changing the shape of history.
- Changes in intellectual thought, as well as discontent and instability, can lead to reform.
- The movement of people, goods, and ideas can have positive and negative impacts.

In this unit plan, the following 21st Century themes and skills are addressed.

21st Century Skills

Creativity & Innovation (Activities that utilize this skill listed below)

- Use a wide range of idea creation techniques (such as brainstorming)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Collaboration (Activities that utilize this skill listed below)

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

Communication (Activities that utilize this skill listed below)

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

Critical Thinking & Problem Solving (Activities that utilize this skill listed below)

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view

- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis

**Activities in the curriculum

Listed activities below represent implementation of 21st Century Skills

1. Students interpret the meaning of an urban environment and discuss why it might help stimulate new ideas. Communication, Collaboration, Critical Thinking, TE, Page 346
2. Students discuss why the Spanish and French invaded the Italian states and the impact of the invasion. Communication, Collaboration, Critical Thinking, TE, Page 349
3. Students evaluate the changing role of the Catholic Church during the Renaissance. Communication, Collaboration, Critical Thinking, TE, Page 350
4. Students construct a paragraph from the perspective of a modern leader describing how he or she would act while following Machiavelli's ideas. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 349
5. Students role-play the lives of townspeople and peasants during the Renaissance. Communication, Collaboration, Critical Thinking, Creativity & Innovation, Page 350.
6. Students construct drawings using perspective and without using perspective. Communication, Creativity & Innovation, Collaboration, Critical Thinking, TE, Page 355
7. Students state how education and culture changed from the Middle Ages to the Renaissance. Communication, Collaboration, Critical Thinking, TE, Page 352
8. Students cite text evidence to prove that Donatello and Brunelleschi each created work that reflected a human-centered world. Communication, Collaboration, Critical Thinking, TE, Page 355
9. Student's research one of three Renaissance painters and construct a digital presentation about them using technology to point out important features of their work. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 356.
10. Students analyze why Martin Luther objected to the selling of indulgences. Communication, Collaboration, Critical Thinking, TE, Page 368
11. Students discuss Martin Luther's call for radical reform and the consequences of it. Communication, Collaboration, Critical Thinking, TE, Page 369
12. Students construct an essay examining the reasons that Martin Luther's religious movement became a revolution. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 369
13. Students discuss the idea of corruption. Communication, Collaboration, Critical Thinking, TE, Page 367
14. Students utilize a map to calculate how far up the Hudson River the Dutch Colonies went. Communication, Collaboration, Critical Thinking, Teacher's Edition, Page 389
15. Students construct a narrative about what it might have been like to be a sailor on one of Columbus' voyages or on Magellan's journey around the globe. WS, CI, COM, COL, TE, Page 385
16. Students analyze a primary source excerpt and discuss the Spanish attitudes towards native peoples. Communication, Collaboration, Critical Thinking, TE, Page 387
17. Students analyze a chart showing how gold was imported to Spain. Communication, Collaboration, Critical Thinking, TE, Page 391
18. Students identify cities in the Western Hemisphere where enslaved people were first taken, and determine the length of the journey from Africa to the Americas. Communication, Collaboration, Critical Thinking,, TE, Page 395
19. Students develop dialogue between two Native Americans whose lives have been changed by the introduction of horses. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 392
20. Students theorize what the impact of losing a generation of young people may have been on Africa. Communication, Collaboration, Critical Thinking, TE, Page 394
21. Students construct a social-structure diagram to reinforce the meaning of the different terms for people in the Latin American colonies. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 397
22. Students construct a paragraph explaining what missionaries were, what they tried to do, and how they tried to achieve their goals. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 399
23. Students interpret a graphic of the scientific method. Communication, Collaboration, Critical Thinking, TE,

Page 481

24. Students play roles of the sun, moon, Earth and other planets to demonstrate in movement the geocentric and heliocentric models of the universe. Communication, Collaboration, Critical Thinking, Creativity & Innovation, Teacher's Edition, Page 477
25. Students develop hypotheses and use the scientific method to test them. Communication, Collaboration, Critical Thinking, TE, Page 481
26. Student groups conduct research scientist and publish a short presentation about that person's accomplishments and their significance. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 479
27. Students evaluate the changes in religion during the Enlightenment. Communication, Collaboration, Critical Thinking, TE, Page 486
28. Students compare eighteenth-century coffee houses with today's online social networks. Communication, Collaboration, Critical Thinking, TE, Page 486

Student Learning Targets/Objectives

- Explain how the rise of European towns and commerce led to the need for banking and financial services (e.g., loans, usury, insurance, currency, joint stock companies).
- Analyze how the discoveries of Copernicus, Galileo, Bacon, Newton, and Kepler challenged traditional teachings and beliefs.
- Utilize technology to display information about the accomplishments of Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, and Shakespeare and relate them to the factors that led to the development of the Renaissance.
- Draw evidence from informational text to explain the impact of the Enlightenment on social change in Europe regarding the treatment of women (e.g., property, marriage) and the toleration of minority groups (e.g., religious, ethnic).
- Evaluate the impact of the printing press and how technology affected society during this time period (e.g., spread of information, vernacular language, religious ideas).
- Develop an argument as to whether an absolute or constitutional monarch was in the best interest of the people in a nation state (e.g., England, France, Holy Roman Empire, Russia, and Spain).
- Explain how political ideas of the time period impacted government (i.e., divine right theory of rulers, natural rights of people, and social contract of government).

Assessments

Pre and Formative Assessments

- Do Now's (Bell Ringers) 1st page for each chapter and section in Teacher's Edition and can be found online at www.connected.mcgraw-hill.com
- Online Self-Check Quizzes are located on www.connected.mcgraw-hill.com
- Lesson Reviews which are found on the last page of each section in both Student Edition n & Teacher's Edition.
- Responses to Interactive Whiteboard Activities which can be found on www.connected.mcgraw-hill.com

Summative Assessments

- Online Summative Assessments- www.connected.mcgraw-hill.com

Chapter Assessments

- Chapter 15, Pages 361-362
- Chapter 16, Pages 379-380
- Chapter 17, Pages 403-404
- Chapter 21, Pages 501-502

Authentic Assessments

- Student groups will research new ideas that were introduced during the Renaissance. They will prepare and perform skits from the point of view of characters from a specific group in Renaissance society. The project can be extended by having students create podcasts allowing them to share their skits with a broad audience.
- Students will construct a fictional journal to learn the causes and effects of the Reformation. First, students will research a historical figure specific to the events of the Reformation. Then students will construct a fictional journal entry from the perspective of their chosen person.
- Students to develop encyclopedia articles to create an Encyclopedia of the Enlightenment that covers influential political and cultural events and figures from the Enlightenment Period. The articles will contain scientific, political, and other concept.
- Students will conduct about research specific historical figures relating to the conquest of the Aztec or the Inca. Then, they will generate questions based on their research. They will then use the questions and answers to present news broadcasts in which the historical figures they research are interviewed.

Teaching and Learning Actions

<p>Instructional Strategies D Teacher Edition Pgs. 343E, 363E, 381F, 473G,</p>	<p>Group Learning Collaborative Learning Socratic Seminar Peer collaboration Learning Centers Inquiry-Based Learning Project Based Learning Document-Based Questioning Critical Response Questioning Knew-New-Questioning Small Groups Turn & Talk Technology Activities - Independent Study Leveled Instruction- Stations Debate</p>
<p>Activities D VS-Visual Skills RS-Reading Skills WS-Writing Skills CTS-Critical Thinking Skills TS-Technology Skills CI-Creativity & Innovation COM-Communication COL-Collaboration</p>	<p>Chapter 15 Section 1 29. Students analyze a map of Italy in 1500 and answer constructed response questions. COM, COL, VS, TE, Page 347 30. Students interpret the meaning of an urban environment and discuss why it might help stimulate new ideas. RS, COM, COL, TE, Page 346 31. Students discuss why the Spanish and French invaded the Italian states and the impact of the invasion. RS, COM, TE, Page 349 32. Students decipher the meaning of the term “sack” as a verb. RS, COM, TE, Page 349 33. Students evaluate the changing role of the Catholic Church during the Renaissance. RS, COM, COL, TE, Page 350 34. Students construct a paragraph from the perspective of a modern leader</p>

D-see TE pgs. 346, 349, 355, 366, 368, 384, 388, 391, 393, 395, 477, 480, 483

ELL-see TE pgs. 346, 349, 366, 387, 477, 480, 483

describing how he or she would act while following Machiavelli's ideas. WS, CI, COL, COM, TE, Page 349

35. Students determine the effects of extensive trade in Italy during the Middle Ages and early Renaissance. CTS, COL, COM, TE, Page 346

36. Students differentiate between the how the Medici's and Sforza's gained their power. CTS, COM, COL, TE, Page 350

37. Students role-play the lives of townspeople and peasants during the Renaissance. CTS, CI, COM, TE, Page 350.

Chapter 15 Section 2

1. Students construct drawings using perspective and without using perspective. VS, CI, COL, COM, TE, Page 355

2. Students analyze an image of the Merode Altarpiece in terms of Renaissance ideals. VS, COM, TE, Page 357

3. Students state how education and culture changed from the Middle Ages to the Renaissance. COM, RS, TE, Page 352

4. Students cite text evidence to prove that Donatello and Brunelleschi each created work that reflected a human-centered world. RS, COM, COL, TE, Page 355

5. Students construct digital brochures for a school that is run by humanist educators. WS, CI, COM, COL, TE, Page 354

6. Students identify Renaissance ideals in art. WS, COM, TE, Page 357

7. Students draw conclusions from how humanists viewed ancient Greek and Roman writers. CTS, COM, COL, TE, Page 352

8. Students analyze vernacular language in the Divine comedy and make connections to lyrics in modern popular music. CTS, CI, COM, COL, TE, Page 353

9. Students evaluate the impact of the printing press. CTS, COL, COM, TE, Page 354

10. Student's research one of three Renaissance painters and construct a digital presentation about them using technology to point out important features of their work. TS, CI, COL, COM, TE, Page 356.

Chapter 16 Section 1

1. Students evaluate a portrait of Erasmus. VS, COM, TE, Page 367

2. Students define the meaning of the word reformation. RS, COM, TE, Page 366

3. Students analyze why Martin Luther objected to the selling of indulgences. RS, COM, COL, TE, Page 368

4. Students discuss Martin Luther's call for radical reform and the consequences of it. RS, COM, COL, TE, Page 369

5. Students construct an essay examining the reasons that Martin Luther's religious movement became a revolution. CI, COM, WS, TE, Page 369

6. Students discuss the idea of corruption. CTS, COM, TE, Page 367

7. Students analyze why Martin Luther's ideas spread so quickly. COM, CTS, TE, Page 369

8. Students research online maps to determine the effect of the Protestant Reformation on politics. COM, COL, TS, TE, Page 370.

Chapter 17 Section 1

1. Students analyze an illustration of a caravel. VS, COM, Teacher's Edition, Page

385

2. Students utilize a map to calculate how far up the Hudson Rive the Dutch Colonies went. VS, COM, Teacher's Edition, Page 389
3. Students explain the effects of Marco Polo's journeys on later exploration. RS, COM, COL, Teachers Edition, Page 384
4. Students discuss and explain way the Dutch West India Company was trying to achieve in the Americas. COM, COL, RS, TE, Page 388
5. Students construct a narrative about what it might have been like to be a sailor on one of Columbus' voyages or on Magellan's journey around the globe. WS, CI, COM, COL, TE, Page 385
6. Students analyze a primary source excerpt and discuss the Spanish attitudes towards native peoples. COM, COL, CTS, TE, Page 387
7. Students utilize the Internet to research the achievements of either the Aztecs or the Incas. CI, COM, COL,TS, TE, Page 388

Chapter 17 Section 2

1. Students analyze a chart showing how gold was imported to Spain. COM, COL, VS, TE, Page 391
2. Students identify cities in the Western Hemisphere where enslaved people were first taken, and determine the length of the journey from Africa to the Americas. VS, COM, COL, TE, Page 395
3. Students analyze and evaluate the economic goals that European nations had as part of the theory of mercantilism. COM, RS, TE, Page 391
4. Students analyze two primary-source quotations. COM, CI, RS, TE, Page 394
5. Students develop dialogue between two Native Americans whose lives have been changed by the introduction of horses. CI, COM, COL, WS, TE, Page 392
6. Students debate whether the effects of the Colombian Exchange were positive or negative. CTS, COM, COL, CI, TE, Page 392
7. Students discus the causes and effects of the Atlantic Slave Trade. COM, COL, CTS, TE, Page 393
8. Students theorize what the impact of losing a generation of young people may have been on Africa. COM, COL, CTS, TE, Page 394

Chapter 17 Section 3

1. Students identify the Iberian Peninsula on a map of Europe and relate it to the term peninsular. VS, COM, TE, Page 396
2. Students analyze the Portuguese and Spanish frontiers in Latin America. VS, COM, TE, Page 397
3. Students construct a social-structure diagram to reinforce the meaning of the different terms for people in the Latin American colonies. RS, CI, COM, COL, TE, Page 397
4. Students identify the natural resources that the Spanish exported form the Americas. RS, COM, TE, Page 398
5. Students construct a paragraph explaining what missionaries were, what they tried to do, and how they tried to achieve their goals. WS, CI, COM, COL, TE, Page 399
6. Students differentiate between the encomienda and the mita systems of forced labor. CTS, COM, TE, Page 398.

Chapter 21 Section 1

1. Students analyze a diagram of the Copernican system. COM, COL, VS, TE, Page 477

	<ol style="list-style-type: none"> 2. Students interpret a graphic of the scientific method. VS, COM, TE, Page 481 3. Students identify three ideas, discoveries, or inventions that led up to the Scientific Revolution. RS, COM, COL, TE, Page 476 4. Students play roles of the sun, moon, Earth and other planets to demonstrate in movement the geocentric and heliocentric models of the universe. RS, CI, COL, COM TE, Page 477 5. Students discuss Newton's universal law of gravitation. RS, COM, TE, Page 478 6. Students develop hypotheses and use the scientific method to test them. WS, CI, COM, COL, TE, Page 481 7. Students make inferences from Galileo's discoveries on the role of technology in science and history. CTS, COM, TE, Page 478 8. Student groups conduct research scientist and publish a short presentation about that person's accomplishments and their significance. TS, CI, COL, COM, TE, Page 479 <p>Chapter 21 Section 2</p> <ol style="list-style-type: none"> 1. Students discuss Locke's ideas and their effect on other philosophers. RS, COM, COL, TE, Page 482 2. Students determine the meaning of religious tolerance. RS, COM, TE, Page 483 3. Students evaluate the changes in religion during the Enlightenment. RS, COM, TE, Page 486 4. Students develop their own social contract. CI, COM, COL, WS, TE, Page 485 5. Students compare eighteenth-century coffee houses with today's online social networks. CTS, CI, COM, COL, TE, Page 486
<p><i>Experiences: Virtual Tours and Field Trips</i></p> <p>D</p>	<p><u>Smithsonian Museum</u> http://naturalhistory.si.edu/VT3/</p> <p>Take a virtual, self-guided, room-by-room walking tour of the entire Smithsonian museum. In addition, while you are at it, browse a list of past exhibits, click on museum hotspots and get a close-up view of some of the museum's spectacular relics.</p> <p><u>Explore Ancient Egypt</u></p> <p>http://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html</p> <p>This virtual field trip gives students the opportunity to walk the perimeter of the Sphinx, putts around inside the Great Pyramid of Giza and explore the tombs and temples of ancient Thebes.</p> <p><u>The National WWII Museum</u></p> <p>https://www.nationalww2museum.org/students-teachers/educator-resources/distance-learning/virtual-field-trips</p> <p>This museum, located in New Orleans, offers a variety of live presentations on topics including:</p> <p><u>American Museum of Natural History</u></p> <p>http://www.amnh.org</p> <p>The museum is one of the world's foremost scientific and educational institutions. It contains enormous collections of specimens and cultural artifacts. Museum collections, including more than 30 million items, are a "field guide" to the life forms and cultures on earth.</p> <p><u>The Metropolitan Museum of Art</u></p> <p>http://www.metmuseum.org/</p>

The museum houses one of the largest, most varied, and most prestigious collections of art in the world. More than two million works of art -- several hundred thousand of which are displayed at any given time -- in its collections are drawn from more than 5,000 years of world culture.

Resources

- Spielvogel, J., & McTighe, J. (2018). World History and Geography. Columbus, OH: McGraw-Hill Education.
- Newsela | Nonfiction Literacy and Current Events. (n.d.). Retrieved from <https://newsela.com>
- Newseum | There is more to every story. (n.d.). Retrieved from <http://www.newseum.org>
- Bridging World History <http://www.learner.org/courses/worldhistory/>
- World History for Us All <http://worldhistoryforusall.sdsu.edu/>
- Internet Modern History Sourcebook www.fordham.edu/halsall/mod/modsbook.html
- History Guide <http://www.historyguide.org/resources.html>
- The Avalon Project <http://avalon.law.yale.edu/default.asp>
- The Library of Congress. American Memory <http://memory.loc.gov/ammem/index.html>
- EyeWitness to History www.eyewitnesstohistory.com
- World History Matters www.worldhistorymatters.org
- Amistad Curriculum: The Emerging Atlantic World (Native Americans, Africans, Europeans) / <http://www.njamistadcurriculum.net/history/unit/emerginig-atlantic-world>
- Holocaust Curriculum: Resistance and Rescue During the Holocaust / RH 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text / <https://www.nj.gov/education/holocaust/curriculum/Universal9-12.pdf>

MTSS:

Special education students modifications:

- Adhere to all modifications and health concerns stated in each IEP.
- Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.
- Use the NEWSLA software, which can revise the reading Lexile level to meet students at current reading level.
- Accommodation Instructional Strategies Reading Aloud, Graphic Organizers, Readings Study Guides, one-on-one

At risk of failure students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified Instructional Strategies D Reading Aloud, Graphic organizers, Readings Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments

<p>instruction, class website, handouts, definition list, syllabus, large print, outlines -Online word banks and text-to-speech</p> <p>English Language Learners (ELL) Students:</p> <p>-Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. -Text-to-speech Google extension addition. Will read to the student in the language selected. -Vocabulary word banks -Use visuals whenever possible to support classroom instruction and classroom activities. -Teacher model and written instructions for every assignment</p>	<p>-Academic Contracts</p> <p>Gifted and talented students:</p> <p>-Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies. -Student led classroom instruction; also Project Based Learning.</p> <p>Students with a 504:</p> <p>-Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document</p>
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<u>Pacing</u>	
Topic/Chapter	Time Frame
Unit 2	
Chapter 15	2 class periods
Chapter 16	3 class periods
Chapter 17	2 class periods
Chapter 18	3 class periods
Total # of Days	10 class periods

D- Indicates differentiation at the Lesson Level.

Content Area:	Global Studies	Grade(s)	9
Unit Plan Title:	Age of Revolutions Unit 3		
Career Ready Practices			
<p>CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11 Use technology to enhance productivity.</p>			
Overview/Rationale			
<p>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.</p>			
Standard(s)			
<p>6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.</p> <p>6.2.12.A.3.b Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.</p> <p>6.2.12.A.3.c Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p> <p>6.2.12.A.3.d Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.</p> <p>6.2.12.A.3.e Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>6.2.12.A.3.g 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.</p> <p>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.</p>			

6.2.12.B.3.b

Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.

6.2.12.B.3.c

Relate the role of geography to the spread of independence movements in Latin America.

6.2.12.C.3.a

Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land holding.

6.2.12.C.3.b

Analyze interrelationships among the Industrial Revolution, nationalism, and competition for global markets, imperialism, and natural resources.

6.2.12.C.3.c

Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.

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.

6.2.12.C.3.e

Assess the impact of imperialism on economic development in Africa and Asia.

6.2.12.C.3.f

Determine the extent to which Latin American political independence also brought about economic independence in the region.

6.2.12.D.3.a

Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

6.2.12.D.3.b

Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.

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.

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.

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.

Technology Standard(s)	Interdisciplinary Standard(s)
<p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p>	<p>RI. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>
<p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p>	<p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>
<p>8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p>
<p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	<p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance.</p>
	<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>
	<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>
	<p>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>

W.9-10.7. Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Essential Question(s)

Chapter 22

- What causes revolution?
- How does revolution change society?

Chapter 23

- How can innovation affect ways of life?

Chapter 24

- How does revolution bring about political and economic change?

Chapter 25

- What are the causes and effects of imperialism?
- How do some groups resist control by others?

Enduring Understandings

Political, economic, and social conflict can change the roles of citizens and the structures of political systems. Periods of transition in history are marked by innovation and revolution.

Industrialization and the desire for resources can motivate countries to seek control over other countries.

In this unit plan, the following 21st Century themes and skills are addressed.

21st Century Skills

Creativity & Innovation (Activities that utilize this skill listed below)

- Use a wide range of idea creation techniques (such as brainstorming)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Collaboration (Activities that utilize this skill listed below)

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

Communication (Activities that utilize this skill listed below)

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

Critical Thinking & Problem Solving (Activities that utilize this skill listed below)

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis

**Activities in the curriculum

Listed activities below represent implementation of 21st Century Skills

1. Students analyze and discuss how an economic crisis contributed to the French Revolution.

Communication, Collaboration, Critical Thinking, TE, Page 508

2. Students discuss the role of Great Fear in the French Revolution. Communication, Collaboration, Critical

Thinking, TE, Page 509

3. Students construct an interview with Louis XVI after his recapture. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 510
4. Students determine why many Catholics became enemies of the revolution. Communication, Collaboration, Critical Thinking, TE, Page 510
5. Students use the Internet to research paintings depicting eighteenth-century French society. Communication, Collaboration, Critical Thinking, TE, Page 506
6. Student's research and prepare a multimedia presentation about the Paris commune. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 511
7. Students construct a graphic organizer comparing Girondins, the Mountain Group, and the Jacobin group. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 512
8. Students differentiate between the Constitution of 1795 and the Constitution of 1791. Communication, Collaboration, Critical Thinking, TE, Page 516
9. Students construct a first-person narrative about living during the Reign of Terror. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 513
10. Students construct an essay arguing against the radical policies of the Committee of Public Safety. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 514
11. Students analyze the impact of the King of France's execution and how it was tied to radicalization in France. Communication, Collaboration, Critical Thinking, TE, Page 513
12. Students construct a graphic organizer sequencing Napoleon's rise to power. Communication, Collaboration, Critical Thinking, TE, Page 518
13. Students construct an essay identifying the effects of Napoleon's military advances. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 520
14. Students construct a poster illustrating the roles of Corsica, Great Britain, Elba and St. Helena in Napoleon's life. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 523
15. Students construct a web diagram of the five factors that contributed to Great Britain's becoming the starting place of the Industrial Revolution. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 534
16. Students differentiate between the two terms technological advances and invention. Communication, Collaboration, Critical Thinking, TE, Page 535
17. Students make inferences about the types of government assistance that might encourage industrialization. Communication, Collaboration, Critical Thinking, TE, Page 537
18. Students work in pairs to digitally construct a timeline of events that led to the German unification. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 547
19. Students construct a travel brochure for the city of Paris; highlight the city's history. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 548
20. Students evaluate how Queen Victoria represented the ideals of the period during which she reigned in Great Britain. Communication, Collaboration, Critical Thinking, TE, Page 547
21. Students construct a visual sequence depicting the events that led from Napoleon's wars to the series of revolts that took place in Latin America between 1807 and 1825. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 50
22. Students construct a flowchart of Latin American imports and exports and discuss ways in which economic reliance on foreign countries could be broken. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 553

23. Students identify why September 16 is celebrated as Mexico's Independence Day. Communication, Collaboration, Critical Thinking, TE, Page 551
24. Students construct a short narrative essay in which they describe the conditions and challenges of San Martin's journey from the viewpoint of someone in his party. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 551
25. Students discuss the major breakthroughs in science during this time. Communication, Collaboration, Critical Thinking, Teacher's Edition, Page 556
26. Students construct a presentation on romanticism that includes the work of at least one artist, one musician, and one author. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 555
27. Students identify and engage in discussion about the points of view of both Darwin and his critics. Communication, Collaboration, Critical Thinking, TE, Page 556
28. Students evaluate the advance in the manufacturing process of steel, the invention of electricity, and the development of communications that occurred during the Second Industrial Revolution. Communication, Collaboration, Critical Thinking, TE, Page 566
29. Students construct a short essay that explains five elements that led to rapid growth in industrial production. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 568
30. Students construct a response from the perspective of a member of the bourgeoisie or proletariat in 1904. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 569
31. Students analyze statistics to construct graphs that show the increase in urban dwellers from 1850s to 1890 in England, France, Prussia, and Russia. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 570
32. Students cite text evidence to create charts, graphic organizers, or listed to detail how the status of women changed in the nineteenth century. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 572
33. Students construct essays discussing the reasons why women in the nineteenth century chose to work or not work in occupations outside the home and compare these situations to the present day. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 573
34. Students develop a table about the empires built by Great Britain, France, and the United States. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 594
35. Students construct a Venn diagram about the differences and similarities between direct and indirect rule by imperial powers. Communication, Collaboration, Critical Thinking, Creativity & Innovation, Page 595
36. Students research and construct a short essay about Social Darwinism. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 593
37. Students conduct research to compare the story of the King and I to real historical events of the time period. Communication, Collaboration, Critical Thinking, TE, Page 594
38. Students construct a T-chart about the views of Africa nationalist leaders. Communication, Collaboration,

Critical Thinking, Creativity & Innovation, Teacher's Edition, Page 602

39. Students conduct research on Cecil Rhodes and construct a persuasive essay in which they take a stand on the benefits or harm of his work. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 600
40. Students construct a flowchart showing the sequence of events in Central Africa from the arrival of David Livingstone to the expansion of French claims. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 599
41. Students discuss the role of newspapers in the rise of Indian nationalism. Communication, Collaboration, Critical Thinking, TE, Page 607
42. Students construct an explanatory essay about the differences between Hindus and Muslims that have led to conflicts. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 606
43. Students construct an argumentative essay arguing whether Great Britain did more harm or more good during its years of ruling India. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 607
44. Students construct a digital timeline of the events leading up to and including the Mexican Revolution. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 609
45. Students construct a graphic organizer to track the major leaders at the time of the Mexican Revolution. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 610

Student Learning Targets/Objectives

- Determine how the central ideas (i.e., liberty, natural rights, and spirit of nationalism) found in the English Bill of Rights; Declaration of Independence and the Declaration of the Rights of Man and Citizen caused political changes during this time period.
- Explain how the existing governments in England, France, and Spain responded to the demand for self-government in the Americas.
- Conduct short research to determine to what extent the goals of the revolutionaries were realized in the American, French, and Latin American revolutions.
- Explain the relationship of geographic location to the timing and success of political revolutions in Latin America and Haiti.
- Evaluate the success of Latin American revolutions (e.g., Mexico, Argentina) in achieving economic independence during this time period.
- Use technology to produce/publish an explanation of the role of individuals and groups in promoting revolutionary change (e.g., Simon Bolivar, Ben Franklin, Thomas Jefferson, Samuel Adams, Abbe Sieyes, Robespierre, Jose de San Martin, Oliver Cromwell, the Third Estate, and Bolsheviks).
- Determine the central ideas or information of a primary or secondary source to understand how the British government responded to the problems of industrialization and urbanization during the time period.
- Analyze the motives and methods of imperialism and their impact on people and events during this time period.
- Use historical maps from different time periods in the 19th and 20th century to determine which European

country had the greatest geographic and economic advantage in the world.

- Analyze how the Industrial Revolution led to the expanding global markets in the 18th and 19th centuries (e.g., importance of natural resources, cheap labor, transportation, Suez and Panama canals, communication).
- Produce clear and coherent writing that compares the competing economic and political philosophies of capitalism in the United States, socialism in Western Europe, and communism in the Soviet Union.
- Determine the advantages and disadvantages of the scientific and technological changes (e.g., steam engine, telegraph, coal, oil) and explain how they influenced social, economic, and cultural changes in Europe, Africa, and Asia during this time period.
- Evaluate the effect of economic development (e.g., telegraph, railroad, schools, and bureaucracy) in Africa and Asia.
- Construct a narrative regarding the consequences of imperialism from the perspectives of native populations and European colonizers.
- Evaluate the effect of Social Darwinism as a motive for imperialism.

Assessments

Pre and Formative Assessments

- Do Now's (Bell Ringers) 1st page for each chapter and section in Teacher's Edition and can be found online at www.connected.mcgraw-hill.com
- Online Self-Check Quizzes are located on www.connected.mcgraw-hill.com
- Lesson Reviews which are found on the last page of each section in both Student Edition n & Teacher's Edition.
- Responses to Interactive Whiteboard Activities which can be found on www.connected.mcgraw-hill.com

Summative Assessments

- Online Summative Assessments- www.connected.mcgraw-hill.com

Chapter Assessments

- Chapter 22, Pages 529-530
- Chapter 23, Pages 561-562
- Chapter 24, Pages 587-588
- Chapter 25, Pages 615-616

Authentic Assessments

- Students will research the French Revolution and construct a newspaper that identifies major events and historical figures. Once the newspaper is completed, students will have the option to print it out or publish it online through Web sites, blogs, wikis, or by e-mailing a link.
- Students will construct a journal entry about the causes of the New Imperialism and the effects that Western colonization had on native peoples.

Teaching and Learning Actions	
<p>Instructional Strategies D</p> <p>Teacher Edition Pgs. 503G, 531H, 563G, 589G,</p>	<p>Group Learning Collaborative Learning Socratic Seminar Peer collaboration Learning Centers Inquiry-Based Learning Project Based Learning Document-Based Questioning Critical Response Questioning Knew-New-Questioning Small Groups Turn & Talk Technology Activities - Independent Study Leveled Instruction- Stations</p>
<p>Activities D</p> <p>VS-Visual Skills RS-Reading Skills WS-Writing Skills CTS-Critical Thinking Skills TS-Technology Skills CI-Creativity & Innovation COM-Communication COL-Collaboration</p> <p>D-see TE pgs. 516, 523, 524, 535, 544, 547, 550, 556, 568, 571, 572, 573, 575, 576, 577, 582, 596, 601, 603, 606, 608, 609, 610, 611</p> <p>ELL-see TE pgs. 519, 524, 535, 568, 571, 572, 573, 575, 576, 577, 582, 597, 601, 603, 606, 608,</p>	<p>Chapter 22 Section 1</p> <p>46. Students define the meaning of the word revolution. RS, COM, TE, Page 506</p> <p>47. Students evaluate the differences between the three estates. RS, COM, TE, Page 506</p> <p>48. Students analyze and discuss how an economic crisis contributed to the French Revolution. RS, COM, COL, TE, Page 508</p> <p>49. Students identify the goal of the most of the representatives from the Third Estate. RS, COM, TE, Page 508</p> <p>50. Students discuss the role of Great Fear in the French Revolution. RS, COM, TE, Page 509</p> <p>51. Student research and report on instances in which building that are symbols of power have been attacked. WS, CI, COM, COL, TE, Page 509</p> <p>52. Students construct an interview with Louis XVI after his recapture. WS, CI, COM, COL, TE, Page 510</p> <p>53. Students infer how Enlightenment ideas led to the French Revolution. CTS, COM, TE, Page 507</p> <p>54. Students identify economic situations that made the French monarchy unpopular. CTS, COM, TE, Page 508</p> <p>55. Students determine why many Catholics became enemies of the revolution. CTS, COM, COL, TE, Page 510</p> <p>56. Students use the Internet to research paintings depicting eighteenth-century French society. TS, CI, COM, COL, TE, Page 506</p> <p>57. Student’s research and prepare a multimedia presentation about the Paris commune. TS, CI, COM, COL, TE, Page 511</p> <p>Chapter 22 Section 2</p>

1. Students construct a graphic organizer comparing Girondins, the Mountain Group, and the Jacobin group. VS, CI, COM, COL, TE, Page 512
2. Students differentiate between the Constitution of 1795 and the Constitution of 1791. RS, COM, COL, TE, Page 516
3. Students construct a first-person narrative about living during the Reign of Terror. WS, CI, COM, TE, Page 513
4. Students construct an essay arguing against the radical policies of the Committee of Public Safety. WS, CI, COM, COL, TE, Page 514
5. Students analyze the impact of the King of France's execution and how it was tied to radicalization in France. CTS, COM, TE, Page 513

Chapter 22 Section 3

1. Students construct a graphic organizer sequencing Napoleon's rise to power. VS, COM, CI, COL, TE, Page 518
2. Students analyze maps to determine the status of European countries. VS, COM, TE, Page 520
3. Students explain and discuss why Napoleon wanted to end France's participation in the war in Europe. RS, COM, TE, Page 519
4. Students summarize and explain the impact of British resistance and European nationalism on Napoleon's empire. RS, COM, COL, TE, Page 521
5. Students construct an essay identifying the effects of Napoleon's military advances. WS, CI, COM, COL, TE, Page 520
6. Students review Napoleon's domestic policies. CTS, COM, TE, Page 518
7. Students categorize ideals and reforms of the French Revolution kept by Napoleon. CTS, COM, TE, Page 519

Chapter 22 Section 4

1. Students construct a poster illustrating the roles of Corsica, Great Britain, Elba and St. Helena in Napoleon's life. VS, CI, COM, TE, Page 523
2. Students analyze a map of Europe after the Congress of Vienna. VS, COM, TE, Page 524
3. Students evaluate the reasons why Napoleon invaded Russia. RS, COM, TE, Page 522
4. Students analyze the impact of liberalism on society. WS, COM, TE, Page 525
5. Students engage in a discussion about the idea of geopolitical balance of power. CTS, COM, TE, Page 523

Chapter 23 Section 1

1. Students construct a web diagram of the five factors that contributed to Great Britain's becoming the starting place of the Industrial Revolution. VS, COM, COL, TE, Page 534
2. Students analyze a map of industry in Great Britain in 1850. VS, COM, TE, Page 537
3. Students analyze an image of women and children working in the mines. VS, COM, TE, Page 539
4. Students differentiate between the two terms technological advances and invention. RS, COM, TE, Page 535
5. Students discuss the changes in agriculture and population growth at the time of the Industrial Revolution. CTS, COM, COL, TE, Page 534

6. Students evaluate the differences between cottage industries and factories. CTS, COM, COL, TE, Page 535
7. Students make inferences about the types of government assistance that might encourage industrialization. CTS, COM, COL, TE, Page 537
8. Students review information about population growth and urbanization of Europe. CTS, COM, COL, TE, Page 538

Chapter 23 Section 3

1. Students analyze a map showing Italian unification. VS, COM, TE, Page 545
2. Students work in pairs to digitally construct a timeline of events that led to the German unification. VS, COM, COL, CI, TE, Page 547
3. Students construct a travel brochure for the city of Paris; highlight the city's history. VS, CI, COM, COL, TE, Page 548
4. Students identify the ways in which Napoleon tried to distract people from their loss of freedom. RS, COM, TE, Page 548
5. Students evaluate how Queen Victoria represented the ideals of the period during which she reigned in Great Britain. CTS, COM, TE, Page 547

Chapter 23 Section 4

1. Students construct a visual sequence depicting the events that led from Napoleon's wars to the series of revolts that took place in Latin America between 1807 and 1825. CI, COM, VS, TE, Page 50
2. Students construct a flowchart of Latin American imports and exports and discuss ways in which economic reliance on foreign countries could be broken. VS, CI, COM, TE, Page 553
3. Students evaluate why creole elites were interested in revolutionary ideals. RS, COM, TE, Page 550
4. Students identify why September 16 is celebrated as Mexico's Independence Day. RS, COM, TE, Page 551
5. Students evaluate the rapid succession of South American and Central American countries that gained independence in the early 1800's. RS, COM, COL, TE, Page 552
6. Students construct a short narrative essay in which they describe the conditions and challenges of San Martin's journey from the viewpoint of someone in his party. WS, CI, COM, COL, TE, Page 551
7. Students make inferences between Napoleon's wars and the beginning of revolution in Latin America. CTS, COM, COL, TE, Page 550

Chapter 23 Section 5

1. Students discuss the major breakthroughs in science during this time. RS, COM, TE, Page 556
2. Students evaluate why realist writers and artists rejected romanticism. RS,

COM, TE, Page 557

3. Students construct a presentation on romanticism that includes the work of at least one artist, one musician, and one author. WS, CI, COM, TE, Page 555

4. Students identify and engage in discussion about the points of view of both Darwin and his critics. CTS, COM, COL, TE, Page 556

Chapter 24 Section 1

1. Students analyze a map of industrialization in Europe in 1914. VS, COM, TE, Page 568

2. Students evaluate the advance in the manufacturing process of steel, the invention of electricity, and the development of communications that occurred during the Second Industrial Revolution. RS, COM, COL, TE, Page 566

3. Students construct a short essay that explains five elements that led to rapid growth in industrial production. WS, CI, COM, TE, Page 568

4. Students construct a response from the perspective of a member of the bourgeoisie or proletariat in 1904. WS, CI, COM, COL, TE, Page 569

5. Students identify the bourgeoisie and the proletariat according to Karl Marx and give examples of occupations they might have today. CTS, COM, TE, Page 568

Chapter 24 Section 2

1. Students analyze statistics to construct graphs that show the increase in urban dwellers from 1850s to 1890 in England, France, Prussia, and Russia. COM, COL, VS, TE, Page 570

2. Students cite text evidence to create charts, graphic organizers, or listed to detail how the status of women changed in the nineteenth century. CI, COM, COL, RS, TE, Page 572

3. Students construct essays discussing the reasons why women in the nineteenth century chose to work or not work in occupations outside the home and compare these situations to the present day. WS, CI, COM, COL, TE, Page 573

4. Students research and give examples of issues that women advocate for today. CTS, CI, COM, COL, TE, Page 573

Chapter 25 Section 1

1. Students construct a Venn diagram about old vs. new imperialism. VS, CI, COM, TE, Page 592

2. Students develop a table about the empires built by Great Britain, France, and the United States. VS, CI, COM, COL, TE, Page 594

3. Students construct a Venn diagram about the differences and similarities between direct and indirect rule by imperial powers. VS, CI, COM, COL, TE, Page 595

4. Students construct a web diagram about the various means of resistance to colonial rule. VS, CI, COM, TE, page 596
5. Students analyze the reasons why the United States acquired the Philippines. RS, COM, TE, Page 594
6. Students research and construct a short essay about Social Darwinism. WS, COM, COL, TE, Page 593
7. Students analyze and evaluate the reasons why Western nations were motivated to gain colonies after 1880. CTS, COM, COL, TE, Page 592
8. Students differentiate the differences in western imperialism in Southeast Asia between 1800 and 1900. CTS, COM, COL, TE, Page 593
9. Students draw conclusions about the effects of Western-style education on Southeast Asians' ideas. CTS, COM, COL, TE, Page 596
10. Students conduct research to compare the story of the King and I to real historical events of the time period. TS, CI, COM, TE, Page 594

Chapter 25 Section 2

1. Students analyze a map of colonial powers. VS, COM, TE, Page 598
2. Students construct a T-chart about the views of African nationalist leaders. VS, CI, COM, TE, Page 602
3. Students discuss how Europeans resolved their conflicts over territorial claims in Africa. RS, COM, TE, Page 599
4. Students conduct research on Cecil Rhodes and construct a persuasive essay in which they take a stand on the benefits or harm of his work. WS, COM, CI, COL, TE, Page 600
5. Students analyze how European trade in West Africa changed over the course of the 19th century. CTS, COM, COL, TE, Page 597
6. Students analyze the reason for England's interference in the Suez Canal, Egypt and Sudan. CTS, COM, TE, Page 598
7. Students construct a flowchart showing the sequence of events in Central Africa from the arrival of David Livingstone to the expansion of French claims. CTS, CI, COM, COL, TE, Page 599
8. Students draw conclusions about the colonial rivalry between the British and the Boers that endured for so long. CTS, COM, COL, TE, Page 600
9. Students analyze the ways in which European attitudes and practices contributed to African nationalism. CTS, COM, TE, Page 602

Chapter 25 Section 3

1. Students construct a T-Chart about the Great Rebellion. VS, CI, COM, TE, Page 604
2. Students define the meanings and connotations of the words mutiny and rebellion. RS, COM, TE, Page 603
3. Students discuss how British improvements might have benefited India after independence. RS, COM, TE, Page 605
4. Students discuss the role of newspapers in the rise of Indian nationalism. RS, COM, TE, Page 607
5. Students construct an explanatory essay about the differences between Hindus and Muslims that have led to conflicts. WS, CI, COM, TE, Page 606
6. Students construct an argumentative essay arguing whether Great Britain did more harm or more good during its years of ruling India. WS, CI, COM, COL, TE, Page 606

	<p>607</p> <ol style="list-style-type: none"> 7. Students analyze a quote from Lord Thomas Macaulay and analyze the quote for bias. CTS, COM, COL, TE, Page 605 8. Students identify the problems that occurred when subsistence farmers were pressured to grow cotton. CTS, COM, COL, TE, Page 605 9. Students analyze the relationship between Hindus and Muslims in the formation of a nationalist movement in India. CTS, COM, TE, Page 606 10. Students research how India was governed before the establishment of the British Raj and construct a digital presentation for the class. TS, CI, TE, Page 603. <p>Chapter 25 Section 4</p> <ol style="list-style-type: none"> 1. Students construct a digital timeline of the events leading up to and including the Mexican Revolution. VS, CI, COM, TE, Page 609 2. Students construct a graphic organizer to track the major leaders at the time of the Mexican Revolution. VS, CI, COM, TE, Page 610 3. Students analyze how the impact of the United States involvement in Cuba and Panama changed Latin America at the beginning of the 20th Century. RS, COM, COL, TE, Page 609 4. Students construct a paragraph summarizing the effects of exports on Latin America. WS, CI, COM, TE, Page 611 5. Students identify the reasons why Latin America continued to rely on Western nations in the late 1800's and early 1900s. CTS, COM, TE, Page 611.
<p><i>Experiences: Virtual Tours and Field Trips</i></p> <p>D</p>	<p><u>Smithsonian Museum</u> http://naturalhistory.si.edu/VT3/</p> <p>Take a virtual, self-guided, room-by-room walking tour of the entire Smithsonian museum. In addition, while you are at it, browse a list of past exhibits, click on museum hotspots and get a close-up view of some of the museum's spectacular relics.</p> <p><u>Explore Ancient Egypt</u> http://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html</p> <p>This virtual field trip gives students the opportunity to walk the perimeter of the Sphinx, putts around inside the Great Pyramid of Giza and explore the tombs and temples of ancient Thebes.</p> <p><u>The National WWII Museum</u></p> <p>https://www.nationalww2museum.org/students-teachers/educator-resources/distance-learning/virtual-field-trips</p> <p><u>American Museum of Natural History</u></p> <p>http://www.amnh.org</p> <p>The museum is one of the world's foremost scientific and educational institutions. It contains enormous collections of specimens and cultural artifacts. Museum collections, including more than 30 million items, are a "field guide" to the life forms and cultures on earth.</p>

The Metropolitan Museum of Art

<http://www.metmuseum.org/>

The museum houses one of the largest, most varied and most prestigious collections of art in the world. More than two million works of art -- several hundred thousand of which are displayed at any given time -- in its collections are drawn from more than 5,000 years of world culture.

Resources

- Spielvogel, J., & McTighe, J. (2018). World History and Geography. Columbus, OH: McGraw-Hill Education.
- Newsela | Nonfiction Literacy and Current Events. (n.d.). Retrieved from <https://newsela.com>
- Newseum | There is more to every story. (n.d.). Retrieved from <http://www.newseum.org>
- Bridging World History <http://www.learner.org/courses/worldhistory/>
- World History for Us All <http://worldhistoryforusall.sdsu.edu/>
- Internet Modern History Sourcebook www.fordham.edu/halsall/mod/modsbook.html
- History Guide <http://www.historyguide.org/resources.html>
- The Avalon Project <http://avalon.law.yale.edu/default.asp>
- The Library of Congress. American Memory <http://memory.loc.gov/ammem/index.html>
- EyeWitness to History www.eyewitnesstohistory.com
- World History Matters www.worldhistorymatters.org
- Amistad Curriculum: Establishing a New Nation & Independence to Republic / <http://www.njamistadcurriculum.net/history/unit/establishment-new-nation>
- Holocaust Curriculum: Impact of Genocide on Lives / RH 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text / <https://www.nj.gov/education/holocaust/curriculum/Universal9-12.pdf>

MTSS:

Special education students modifications:

At risk of failure students:

- Adhere to all modifications and health concerns stated in each IEP.
- Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.
- Use the NEWSOLA software, which can revise the reading Lexile level to meet students at current reading level.
- Accommodation Instructional Strategies Reading Aloud, Graphic Organizers, Readings Study Guides, one-on-one instruction, class website, handouts, definition list, syllabus, large print, outlines
- Online word banks and text-to-speech

English Language Learners (ELL) Students:

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Text-to-speech Google extension addition. Will read to the student in the language selected.
- Vocabulary word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher model and written instructions for every assignment

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified Instructional Strategies D Reading Aloud, Graphic organizers, Readings Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and talented students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies.
- Student led classroom instruction; also Project Based Learning.

Students with a 504:

- Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

<u>Pacing</u>	
Topic/Chapter	Time Frame
Unit 3	
Chapter 22	2 class periods
Chapter 23	3 class periods
Chapter 24	2 class periods
Chapter 25	3 class periods
Total # of Days	10 class periods

Content Area:	Global Studies	Grade(s)	9
Unit Plan Title:	The Era of the Great Wars (1900-1945) Unit 4		
Common Core Anchor Standard			
<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11 Use technology to enhance productivity.</p>			
Overview/Rationale			
<p>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 II and I 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.</p>			
Standard(s)			
<p>6.2.12.A.4.a Explain the rise of fascism and spread of communism in Europe and Asia.</p> <p>6.2.12.A.4.b Compare the rise of nationalism in China, Turkey, and India.</p> <p>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.</p> <p>6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide.</p> <p>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.</p> <p>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.</p>			

6.2.12.B.4.b

Determine how geography impacted military strategies and major turning points during World War II.

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.

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.

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.

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, and war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).

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.

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.

6.2.12.D.4.a

Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.

6.2.12.D.4.b

Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.

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.

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.

6.2.12.D.4.e

Compare how Allied countries responded to the expansionist actions of Germany and Italy.

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.

6.2.12.D.4.g

Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”

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.

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.

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.

6.2.12.D.4.j

Analyze how the social, economic, and political roles of women were transformed during this time period.

6.2.12.D.4.k

Analyze how the arts represent the changing values and ideals of society.

6.2.12.D.4.l

Assess the cultural impact of World War I, the Great Depression, and World War II.

Technology Standard(s)

8.1.12.A.2

Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Interdisciplinary Standard(s)

. R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

8.1.12.A.3

Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

8.1.12.C.1

Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a

standard format for citation

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Essential Question(s)

Chapter 27

- What can cause economic instability?
- How might political change impact society?

Chapter 28

- How can political control lead to nationalist movements?
- How does economic exploitation lead to nationalist movements?

Chapter 29

- Why do political actions often lead to war?

Chapter 30

- How does war impact society and the environment?

Enduring Understandings

Early humans were nomadic hunter-gatherers, but as they developed agricultural skills, they settled and formed the first civilizations along fertile river valleys.

Economic instability can lead to social and political change.

Nationalism can trigger political, social, and economic change in a country.

Political motivations and relationships are often the cause of war, while human suffering and environmental destruction are often the result.

In this unit plan, the following 21st Century themes and skills are addressed.

21st Century Skills

Creativity & Innovation (Activities that utilize this skill listed below)

- Use a wide range of idea creation techniques (such as brainstorming)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Collaboration (Activities that utilize this skill listed below)

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

Communication (Activities that utilize this skill listed below)

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

Critical Thinking & Problem Solving (Activities that utilize this skill listed below)

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis

**Activities in the curriculum

Listed activities below represent implementation of 21st Century Skills

1. Students construct a presentation that traces the history of Sarajevo. Communication, Collaboration, Critical Thinking, TE, Page 646
2. Students construct a report tracing the events leading to World War I. Communication, Collaboration, Critical Thinking,, Creativity & Innovation, TE, Page 647
3. Students discuss how nationalism led to World War I. Communication, Collaboration, Critical Thinking, TE, Page 644
4. Students construct a map of Europe to illustrate British blockades against Germany and German blockades against Great Britain. Communication, Collaboration, Critical Thinking, Creativity & Innovation,

TE, Page 651

5. Students cite text evidence regarding Europeans' beliefs about the duration of the war. Communication, Collaboration, Critical Thinking, TE, Page 648
6. Students construct a short essay arguing why trench warfare was discontinued after World War I. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 650
7. Students construct a short report about the idea and effect of total war. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 652
8. Students infer how women's rights expanded as a result of total war. Communication, Collaboration, Critical Thinking, TE, Page 653
9. Students do research and identify the connection between World War I and women's suffrage on the United States. Communication, Collaboration, Critical Thinking, TE, Page 653.
10. Students construct a digital timeline of events in Russia during March 1917. Communication, Collaboration, Critical Thinking,, Creativity & Innovation, TE, Page 655
11. Students discuss and evaluate how Bolshevik rule impacted the Russian people. Communication, Collaboration, Critical Thinking,, TE, Page 658
12. Students construct a three-column chart summarizing what Wilson, Lloyd George, and Clemenceau hoped to achieve in Paris. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 681
13. Students construct a short response about what might have happened if the German Communist Party had successfully take over the government. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 660
14. Students theorize how the idea of progress during the late nineteenth and early twentieth centuries was affected by World War I. Communication, Collaboration, Critical Thinking, TE, Page 663
15. Students identify the steps the government took to the end the Great Depression. Communication, Collaboration, Critical Thinking,, TE, Page 675
16. Students construct a response to inform readers about the effects of the Great Depression. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 675
17. Students utilize a map to identify the political structures of countries. Communication, Collaboration, Critical Thinking, TE, Page 678
18. Students construct a digital timeline of the development of authoritarian rule in Spain. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 682
19. Students construct a newspaper article on the popularity of Benito Mussolini. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 679
20. Students evaluate Nazi policy towards women and Jews. Communication, Collaboration, Critical Thinking,, TE, Page 686
21. Students defend their argument as to why Hitler became determined to gain power legally. Communication, Collaboration, Critical Thinking, TE, Page 684
22. Students evaluate the causes and the impact of Hitler's rise to power. Communication, Collaboration, Critical Thinking, TE, Page 684
23. Students discuss the meaning of civil disobedience. Communication, Collaboration, Critical Thinking,, TE, Page 704
24. Students evaluate the impact of Gandhi's Salt March and how it impacted his view of civil disobedience. Communication, Collaboration, Critical Thinking, TE, Page 704
25. Students discuss what impressed or surprised them about either Mao Zedong or the Long March. Communication, Collaboration, Critical Thinking, TE, Page 709

26. Students discuss the influence of European artistic movements on Latin American artists in the early twentieth century. Communication, Collaboration, Critical Thinking,, TE, Page 716
27. Students construct a short response analyzing the relationship between Latin America and the United states in the early twentieth century. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 714
28. Students research and analyze the secret agreements between Hitler and Stalin. Communication, Collaboration, Critical Thinking,, TE, Page 728
29. Student infer about Germany’s first steps toward war. Communication, Collaboration, Critical Thinking, TE, Page 726
30. Students construct a sequence chart depicting the 1941 invasion of the Soviet Union by the Germans. Communication, Collaboration, Critical Thinking, TE, Page 733
31. Students draw the conclusions about how the rescue at Dunkirk strengthened British determination to fight Germany. Communication, Collaboration, Critical Thinking, TE, Page 732
32. Students analyze the quote by Joseph Stalin when he mentions World War II as a “battle of machines.” Communication, Collaboration, Critical Thinking, TE, Page 736
33. Students research and repot the effects of the war on African Americans, Japanese Americans, and women. Communication, Collaboration, Critical Thinking, E, Page 737
34. Students describe Europe under Nazi power. RS, COM, TE, Page 741
35. Students construct a journal entry as prisoner at Auschwitz, describing the conditions there. Communication, Collaboration, Critical Thinking, Creativity & Innovation, TE, Page 742
36. Students will research and construct report on Truman’s decision to invade or drop the atomic bomb on Japan. Communication, Collaboration, Critical Thinking, TE, Page 748
37. Students infer why concentration camps were among the last places to be liberated by the Allies. Communication, Collaboration, Critical Thinking,TE, Page 746

Student Learning Targets/Objectives

- Gather relevant information from multiple authoritative to analyze how nationalism, industrialization, imperialism, militarism, and alliances led to World War I.
- Analyze primary and secondary sources to explain the relationship of the devastation of World War I to the rise of fascism and spread of communism in Europe and Asia.
- Assess the extent to which reasoning and evidence in a text evaluating the Treaty of Versailles accurately reflects the perspectives of different nations.
- Draw evidence from informational texts to explain how social and economic conditions of imperialism and self-determination contributed to the rise of nationalist movements in China, Turkey, and India.
- Explain how the Allies and Central/Axis powers used colonial peoples in the war efforts in both World Wars.

- Compare and contrast different government responses in Europe and Asia to the Great Depression.
- Use quantitative and qualitative analysis to compare and contrast the changing political boundaries Europe, Asia, and Africa in 1914 and 1939.
- Analyze how dictators used text and media to gain and maintain authoritarian power.
- Compare and contrast World Wars I and II in terms of technological innovations and social/environmental impact.
- Cite specific textual evidence to compare how Allied countries responded to the expansionist actions of Germany and Italy (i.e., Munich Conference).
- Develop an argument analyzing the primary cause of World War II.
- Conduct short research to determine how social, economic, and political roles of women were transformed during this time period.
- 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.
- 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.
- Compare the point of view of two more authors to assess government responses to incidents of ethnic cleansing and genocide during this time period.
- Use multiple credible sources of information to explain how the disintegration of the Ottoman Empire and the mandate system led to the creation of new nations in the Middle East (e.g., Balfour Declaration, decline of British and French colonialism).
- Draw evidence from informational sources to explain the causes of revolution (e.g., political, economic, social) in Russia, China, and India, and their historical/political significance.
- Explain factors contributing to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
- Conduct short research to assess the cultural impact of World War I, the Great Depression, and World War II.

Assessments

Pre and Formative Assessments

- Do Now's (Bell Ringers) 1st page for each chapter and section in Teacher's Edition and can be found

online at www.connected.mcgraw-hill.com

- Online Self-Check Quizzes are located on www.connected.mcgraw-hill.com
- Lesson Reviews which are found on the last page of each section in both Student Edition n & Teacher’s Edition.
- Responses to Interactive Whiteboard Activities which can be found on www.connected.mcgraw-hill.com

Summative Assessments

- Online Summative Assessments- www.connected.mcgraw-hill.com

Chapter Assessments

- Chapter 27 Assessment, Pages 667-668
- Chapter 28 Assessment, Pages 691-692
- Chapter 29 Assessment, Pages 721-722
- Chapter 30 Assessment, Pages 753-754

Authentic Assessments

- Students will research the factors that contributed to changes in East Asia and then create artwork to show what they have learned. They will then scan or take a digital photo of their artwork, upload the image to an image-hosting site, and tag their artwork with information about it.
- Students will utilize visuals, such as maps, photographs, political cartoons, posters, charts, and graphs, to understand the events of World War I. Students will then use their findings to write blog posts about the subtopics for their assigned country.
- Students will construct a multimedia presentation about political and social effect of economic instability in Europe between World War I and World War II.
- Students will research growing movements of nationalism between 1919 and 1939 in one of four regions (the Middle East, Africa, Asia, and Latin America) and then develop a web site to present the information they learned.
- Students will develop and record a podcast about the causes of World War II and the impact the war had on society and the environment.
- Construct a World War I poster using the “major trick” techniques of propaganda that were used at the time and discussed in class. The poster should reflect a clear message and content so as to provide enough information to the reader.
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Teaching and Learning Actions

Instructional Strategies D Teacher Edition Pgs. 641G, 669F, 693G, 723H	Group Learning Collaborative Learning Socratic Seminar Peer collaboration Learning Centers Inquiry-Based Learning
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	<p>Project Based Learning Document-Based Questioning Critical Response Questioning Knew-New-Questioning Small Groups Turn & Talk Technology Activities - Independent Study Leveled Instruction- Stations</p>
<p>Activities</p> <p>D</p> <p>VS-Visual Skills RS-Reading Skills WS-Writing Skills CTS-Critical Thinking Skills TS-Technology Skills CI-Creativity & Innovation COM-Communication COL-Collaboration</p> <p>D-see TE pgs. 646, 650, 651,654, 655, 660, 661,672, 674, 677, 679, 682, 683, 696, 697, 698, 699, 701, 704, 709, 710, 714 715, 716, 729, 732, 736, 743, 747</p> <p>ELL-see TE pgs. 645, 651,655, 672, 674, 681, 683, 697, 698, 702, 703, 704, 710, 712, 732, 736, 747</p>	<p>Chapter 27 Section 1</p> <p>38. Students construct a presentation that traces the history of Sarajevo. VS, CI, COM, COL, TE, Page 646</p> <p>39. Students identify the effects of industrialization. RS, COM, TE, Page 644</p> <p>40. Students construct a report tracing the events leading to World War I. WS, CI, COM, TE, Page 647</p> <p>41. Students discuss how nationalism led to World War I. CTS, COM, COL, TE, Page 644</p> <p>42. Students categorize the countries in each alliance. CTS, COM, COL, TE, Page 645</p> <p>43. Students speculate on the motives of the assassin of Archduke Ferdinand of Austria-Hungary. CTS, COM, TE, Page 646</p> <p>44. Students evaluate the role of the system of alliances during the start of World War I. CTS, COM, TE, Page 647</p> <p>Chapter 27 Section 2</p> <p>1. Students construct a map of Europe to illustrate British blockades against Germany and German blockades against Great Britain. VS, COM, COL, TE, Page 651</p> <p>2. Students cite text evidence regarding Europeans’ beliefs about the duration of the war. RS, COM, COL, TE, Page 648</p> <p>3. Students discuss and explain Italy’s allegiance during the war. RS, TE, Page 650</p> <p>4. Students construct a short essay arguing why trench warfare was discontinued after World War I. WS, CI, COM, COL, TE, Page 650</p> <p>5. Students construct a short report about the idea and effect of total war. WS, CI, COM, TE, Page 652</p> <p>6. Students discuss the role of propaganda. CTS, COM, COL, TE, Page 648</p> <p>7. Students infer how women’s rights expanded as a result of total war. CTS, COM, COL, TE, Page 653</p> <p>8. Students do research and identify the connection between World War I and women’s suffrage on the United States. TS, COM, COL, TE, Page 653.</p>

Chapter 27 Section 3

1. Students construct a digital timeline of events in Russia during March 1917. VS, CI, COM, TE, Page 655
2. Students cite evidence from the text supporting the idea that Russia was unprepared for World War I. RS, COM, TE, Page 654
3. Students specify how Lenin and the Bolsheviks affected Russians. RS, COM, TE, Page 656
4. Students construct a short response about Rasputin and his involvement in government affairs. WS, CI, COM, TE, Page 654
5. Students discuss the causes that led to the Russian Revolution in 1917. CTS, COM, TE, Page 655
6. Students infer why German military leaders wanted disorder in Russia. CTS, COM, TE, Page 656
7. Students discuss and evaluate how Bolshevik rule impacted the Russian people. CTS, COM, COL, TE, Page 658

Chapter 27 Section 4

1. Students construct a three-column chart summarizing what Wilson, Lloyd George, and Clemenceau hoped to achieve in Paris. VS, CI, COM, COL, TE, Page 681
2. Students construct a short response about what might have happened if the German Communist Party had successfully take over the government. WS, CI, COM, COL, TE, Page 660
3. Students construct a response explaining why Wilson was in favor of self-determination. WS, CI, COM, COL, TE, Page 663
4. Students draw conclusions about how Germany's final offense on the Western front resulted in the loss of the war. CTS, COM, COL, TE, Page 659
5. Students discuss the Treaty of Versailles and Wilson's approach to peace. CTS, COM, TE, Page 662
6. Students theorize how the idea of progress during the late nineteenth and early twentieth centuries was affected by World War I. CTS, COM, COL, TE, Page 663
7. Students research and discuss the impact of Wilson's proposed Fourteen Points. TS, COM, COL, TE, Page 661

Chapter 28 Section 1

1. Students analyze a graph to identify unemployment rates. VS, COM, TE, Page 674
2. Students decode and compare word meanings. RS, COM, TE, Page 672
3. Students analyze the beginning of the Great Depression on Europe. RS, COM, TE, 673
4. Students identify the steps the government took to the end the Great Depression. RS, COM, TE, Page 675
5. Students construct a response to inform readers about the effects of the Great Depression. WS, CI, COM, COL, TE, Page 675

6. Students analyze the effectiveness of the League of Nations. CTS, COM, TE, Page 672
7. Students draw conclusions to predict different outcomes. CTS, COM, TE, Page 673
8. Students determine the causes and effects of the Great Depression. CTS, COM, TE, Page 674
9. Students analyze how World War I changed art and science. CTS, COM, TE, Page 676

Chapter 28 Section 2

1. Students utilize a map to identify the political structures of countries. VS, COM, COL, TE, Page 678
2. Students construct a digital timeline of the development of authoritarian rule in Spain. VS, CI, COM, COL, TE, Page 682
3. Students evaluate the reasons why totalitarian regimes started. RS, COM, TE, Page 677
4. Students construct a newspaper article on the popularity of Benito Mussolini. WS, CI, COM, TE, Page 679
5. Students analyze what it means to be a totalitarian state. CTS, COM, COL, TE, page 677
6. Students evaluate how the NEP both preserved and changed Russia's economic system. CTS, COM, COL TE, Page 679
7. Students identify the effects of economic changes in the Soviet Union. CTS, COM, COL, TE, Page 681
8. Students analyze why the Soviet Union supported the Spanish Civil War. CTS, COM, TE, Page 682

Chapter 28 Section 3

1. Students identify the outcome of Hitler's early uprising. RS, COM, TE, Page 683
2. Students identify Himmler's goals. RS, COM, TE, Page 685
3. Students evaluate Nazi policy towards women and Jews. RS, COM, TE, Page 686
4. Students identify the purpose of the Kraft durch Freud program. RS, COM, TE, Page 687
5. Students defend their argument as to why Hitler became determined to gain power legally. WS, COM, TE, Page 684
6. Students evaluate the causes and the impact of Hitler's rise to power. CTS, COM, TE, Page 684
7. Students evaluate and identify the roles women played in Nazi society. CTS, COM, TE, Page 686
8. Students infer the purpose of the Propaganda Ministry. CTS, COM, TE, Page 686
9. Students construct a report on Adolf Hitler. TS, CI, COM, COL, TE, Page 683

Chapter 29 Section 2

1. Students analyze a map of Africa in 1939 and then correlate information in the text with the map to answer questions. VS, COM, TE, Page 702
2. Students discuss the effects of the European colonial system on Africans. RS, COM, TE, Page 701
3. Students discuss the meaning of civil disobedience. RS, COM, COL, TE, Page 704
4. Students analyze and calculate the growth in population in Japan. RS, COM, TE, Page 705
5. Students discuss why Africans were disappointed by the peace settlement after World War I. CTS, COM, COL, TE, Page 701
6. Students evaluate the impact of Gandhi's Salt March and how it affected his view of civil disobedience. CTS, COM, COL, TE, Page 704
7. Students differentiate between the approaches Gandhi and Nehru took to lead India to Independence. CTS, COM, TE, Page 705

Chapter 29 Section 3

1. Students analyze a map of China, covering 1926-1937 VS, COM, COL, TE, Page 708
2. Students discuss what impressed or surprised them about either Mao Zedong or the Long March. RS, COM, TE, Page 709
3. Students analyze Mao's explanation of his methods and then rewrite four slogans from a different perspective. WS, COM, TE, Page 709

Chapter 29 Section 4

1. Students discuss the influence of European artistic movements on Latin American artists in the early twentieth century. RS, COM, COL, TE, Page 716
2. Students construct a short response analyzing the relationship between Latin America and the United States in the early twentieth century. WS, CI, COM, COL, TE, Page 714
3. Students analyze how the United States became involved in Latin American countries. CTS, COM, COL, TE, Page 713
4. Students analyze why oligarchies and dictators controlled Argentina, Brazil, and other Latin American countries. CTS, COM, COL, TE, Page 715

Chapter 30 Section 1

1. Students discuss the ideals of Hitler and the Nazi party. RS, COM, TE, Page 726
2. Students discuss how the policy of appeasement affected Hitler's plans. RS, COM, TE, Page 728
3. Students discuss the final development that led to war in Europe. RS, COM, TE, Page 728

4. Students research and analyze the secret agreements between Hitler and Stalin. WS, COM, TE, Page 728
5. Student infer about Germany's first steps toward war. CTS, COM, TE, Page 726
6. Students analyze the alliances made between Germany, Japan, and Italy. CTS, COM, TE, Page 727
7. Students evaluate the events that led up to the Japanese invasion of Manchuria, and infer why the Japanese used deception to justify their military actions. CTS, COM, COL, TE, Page 729
8. Students analyze conditions that led Japan to launch its attack on the U.S. and European colonies. CTS, COM, TE, Page 730

Chapter 30 Section 2

1. Students analyze a map to describe the Axis offensive. VS, COM, TE, Page 733
2. Students describe and discuss the rapidity of the German advance through Europe. RS, COM, TE, Page 731
3. Students construct a sequence chart depicting the 1941 invasion of the Soviet Union by the Germans. RS, COM, COL, TE, Page 733
4. Students discuss the political differences between the allies. RS, COM, COL, TE, Page 734
5. Students research and report on the tank warfare in the deserts of North Africa between Allied and Axis forces. WS, CI, COM, COL, TE, Page 735
6. Students draw the conclusions about how the rescue at Dunkirk strengthened British determination to fight Germany. CTS, COM, COL, TE, Page 732
7. Students evaluate the effects of Japan's bombing of Pearl Harbor. CTS, COM, TE, Page 734

Chapter 30 Section 3

1. Students analyze the quote by Joseph Stalin when he mentions World War II as a "battle of machines." RS, COM, TE, Page 736
2. Students discuss the attitude of German civilians toward the war. RS, COM, TE, Page 738
3. Students differentiate between Japan and Germany's approaches to economic and civilian sacrifices. CTS, COM, TE, Page 738
4. Students research and report the effects of the war on African Americans, Japanese Americans, and women. TS, CI, COM, TE, Page 737

Chapter 30 Section 4

1. Students analyze maps to identify the location of concentration camps, death camps, and the Einsatzgruppen. VS, COM, TE, Page 743
2. Students describe Europe under Nazi power. RS, COM, TE, Page 741
3. Students evaluate and discuss the racial ideas of Hitler and Himmler. RS, COM, COL, TE, Page 742
4. Students discuss Nazi's continuing use of death camps. RS, COM, TE, Page 743
5. Students construct a journal entry as prisoner at Auschwitz, describing

	<p>the conditions there. WS, CI, COM, TE, Page 742</p> <p>Chapter 30 Section 5</p> <ol style="list-style-type: none"> 1. Students analyze a map to describe the major offensives and battles of the Allies. VS, COM, COL, TE, Page 747 2. Students discuss the Allied victory in North Africa and the invasion of Western Europe. RS, COM, COL, TE, Page 745 3. Students evaluate the decisions made at Yalta and Potsdam and the Soviet policy toward Eastern Europe. RS, COM, TE, Page 749 4. Students will research and construct report on Truman's decision to invade or drop the atomic bomb on Japan. WS, CI, COM, TE, Page 748 5. Students infer why concentration camps were among the last places to be liberated by the Allies. CTS, COM, COL, TE, Page 746 6. Students evaluate the impact of World War II. CTS, COM, COL, TE, Page 748.
<p><i>Experiences: Virtual Tours and Field Trips</i></p> <p>D</p>	<p><u>Smithsonian Museum</u> http://naturalhistory.si.edu/VT3/</p> <p>Take a virtual, self-guided, room-by-room walking tour of the entire Smithsonian museum. Moreover, while you're at it, browse a list of past exhibits, click on museum hotspots and get a close-up view of some of the museum's spectacular relics.</p> <p><u>Explore Ancient Egypt</u> http://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html</p> <p>This virtual field trip gives students the opportunity to walk the perimeter of the Sphinx, putts around inside the Great Pyramid of Giza and explore the tombs and temples of ancient Thebes.</p> <p><u>The National WWII Museum</u></p> <p>https://www.nationalww2museum.org/students-teachers/educator-resources/distance-learning/virtual-field-trips</p> <p>This museum, located in New Orleans, offers a variety of live presentations on topics including:</p> <p><u>American Museum of Natural History</u></p> <p>http://www.amnh.org</p> <p>The museum is one of the world's foremost scientific and educational institutions. It contains enormous collections of specimens and cultural artifacts. Museum collections, including more than 30 million items, are a</p>

"field guide" to the life forms and cultures on earth.

The Metropolitan Museum of Art

<http://www.metmuseum.org/>

The museum houses one of the largest, most varied, and most prestigious collections of art in the world. More than two million works of art -- several hundred thousand of which are displayed at any given time -- in its collections are drawn from more than 5,000 years of world culture.

Resources

- Spielvogel, J., & McTighe, J. (2018). World History and Geography. Columbus, OH: McGraw-Hill Education.
- Newsela | Nonfiction Literacy and Current Events. (n.d.). Retrieved from <https://newsela.com>
- Newseum | There is more to every story. (n.d.). Retrieved from <http://www.newseum.org>
- Bridging World History <http://www.learner.org/courses/worldhistory/>
- World History for Us All <http://worldhistoryforusall.sdsu.edu/>
- Internet Modern History Sourcebook www.fordham.edu/halsall/mod/modsbook.html
- History Guide <http://www.historyguide.org/resources.html>
- The Avalon Project <http://avalon.law.yale.edu/default.asp>
- The Library of Congress. American Memory <http://memory.loc.gov/ammem/index.html>
- EyeWitness to History www.eyewitnesstohistory.com
- World History Matters www.worldhistorymatters.org
- Amistad Curriculum: America in the 1920s and 1930s: Cultural, Political, and Intellectual Development & The New Deal, Industrialization, and Global Conflict (1921-1945) / <http://www.njamistadcurriculum.net/history/unit/new-deal>
- Holocaust Curriculum: Impact of Genocide on Lives / RH 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text / <https://www.nj.gov/education/holocaust/curriculum/Universal9-12.pdf>

<p><u>MTSS:</u></p> <p>Special education students modifications:</p> <ul style="list-style-type: none"> -Adhere to all modifications and health concerns stated in each IEP. -Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. -Use the NEWSLEA software, which can revise the reading Lexile level to meet students at current reading level. -Accommodation Instructional Strategies Reading Aloud, Graphic Organizers, Readings Study Guides, one-on-one instruction, class website, handouts, definition list, syllabus, large print, outlines -Online word banks and text-to-speech <p>English Language Learners (ELL) Students:</p> <ul style="list-style-type: none"> -Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. -Text-to-speech Google extension addition. Will read to the student in the language selected. -Vocabulary word banks -Use visuals whenever possible to support classroom instruction and classroom activities. -Teacher model and written instructions for every assignment 	<p>At risk of failure students:</p> <ul style="list-style-type: none"> -Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit. -Modified Instructional Strategies D Reading Aloud, Graphic organizers, Readings Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and films, Field Trips, Google Expeditions, Peer Support, one on one instruction -Constant parental contact along with mandatory tutoring appointments -Academic Contracts <p>Gifted and talented students:</p> <ul style="list-style-type: none"> -Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies. -Student led classroom instruction; also Project Based Learning. <p>Students with a 504:</p> <ul style="list-style-type: none"> -Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document
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<u>Pacing</u>	
Topic/Chapter	Time Frame
Unit 4	
Chapter 27	2 class periods
Chapter 28	3 class periods
Chapter 29	2 class periods
Chapter 30	3 class periods
Total # of Days	10 class periods

D- Indicates differentiation at the Lesson Level.

NJASCD, 12 Centre Drive Monroe Township, NJ 08831 njascd.

