



Wolcott Public Schools

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High School Curriculum Global Studies Grade 9



Children are our Future...

Acknowledgements

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We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.

*Mr. Frank Purcaro
Assistant Superintendent*

Date of Presentation to the Board of Education: November 5, 2018

Global Studies

Global Studies

Mission Statement:

The mission of the Wolcott Public Schools is to develop in each student the knowledge, skills, and attitudes necessary to become a productive member of the community and a contributing member of society.

Departmental Philosophy:

The Wolcott High School Social Studies Department philosophy is to fulfill the school's mission statement by helping create historically literate and well informed citizens who actively participate in our democratic society. In the social studies classroom, students will have an opportunity to explore various time periods, historical trends, and cultures. Furthermore, they will identify ways in which various social studies topics are interconnected and how these topics impact the current world landscape. Finally, students will utilize technology and learn critical thinking skills as they examine both primary and secondary nonfiction texts, develop both writing and speaking skills and make connections across disciplines and time periods.

Course Description:

GLOBAL STUDIES

Grade 9

This full-year, required course is designed to cover major 20th century global history topics. Emphasis will be placed on global, political, cultural, geographical, and economic developments throughout the world, including Asia, Africa, the Middle East, South America, and Europe. Furthermore, particular attention will be placed on the forces that have shaped the modern world. This course is designed to develop critical thinking skills, along with reading and writing skills, to improve student performance.

This course fulfills the Uses Technology Effectively academic expectation.

Wolcott Global Studies UNIT 1 ORGANIZER

Grade/Subject	Grade 9/Global Studies
Unit Title	Nationalism and Imperialism
Overview of Unit	This unit focuses on the importance of the spectrum of nationalism and its influence on European Nations desire for expansion in the late 19th and early 20th centuries.
Pacing	5 weeks-6 weeks

Background Information For The Teacher (Unit Overview)

Rationale: The modern world was built by European Imperialism. Students need this base knowledge to understand how and why nations were colonized in order to later investigate how the current issues of these same nations connect back to their imperial roots.

Key Learning/Big Ideas:

Nationalism has varying degrees of influence on people and nations
 Nationalism can lead to Imperialism, but Imperialism can also bring about Nationalism
 Imperialism has impacts on the mother country and colony
 Imperialism has had lasting effects on the global world

Why is this learning relevant/important (including connections to previous topics/units, etc.)?

- **Pre-Unit Connections**

Students come into ninth grade with some knowledge of their own cultural background, traditions that they take part in, and some questions about why the world is the way it is today.

- **Post-Unit Connections**

Students will understand the impacts of Imperialism on the mother country and their colonies and start to think about how they affect the modern world. They will also understand that both Nationalism and Imperialism are direct causes of WWI and WWII.

Essential Questions: Compelling and Supporting

Compelling Question (i.e. Essential Question)

How have Nationalistic tendencies and Imperialistic aspirations shaped the world?

Supporting Questions

- What are the origins of Nationalism?
- What is the relevance of studying Nationalism and Imperialism, and how does this drive awareness of events in today's world?
- What are the varying effects of the four types of Nationalism?
- What are the political, social, and economic impacts of Imperialism?
- How do the Congo, India, China, and Japan exemplify the norms of Imperialism?
- What are the impacts of Imperialism for the mother country and the colony?

C3 Inquiry Arc: 4 Dimensions

<u>Dimension 1: Developing Questions and Planning Inquiries</u>	<u>Dimension 2: Applying Disciplinary Tools and Concepts</u>	<u>Dimension 3: Evaluating Sources and Using Evidence</u>	<u>Dimension 4: Communicating Conclusions and Taking Informed Action</u>
INQ 9–12.1 Explain how a question reflects an enduring issue in the field.	HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. (Primary)	INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
	HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people's perspectives. (Supporting)		INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

	<p>HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.</p> <p>(Primary)</p>		
	<p>HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.</p> <p>(Supporting)</p>		
	<p>GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>(Supporting)</p>		
	<p>ECO 9–12.3 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p> <p>(Supporting)</p>		
	<p>CIV 9–12.3 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles,</p>		

	constitutional rights, and human rights. (Supporting)		
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Core Content Standards	
English Language Arts (ELA)	
READING	
Reading Literature (RL)	CCSS.ELA-Literacy.RH.9-10.1 CCSS.ELA-Literacy.RH.9-10.1-10
Reading Information Texts (RI)	
Foundational Reading (RF)	
Writing (W)	CCSS.ELA-Literacy.WHST.9-10.7 CCSS.ELA-Literacy.WHST.9-10.1 CCSS.ELA-Literacy.WHST.9-10.2 CCSS.ELA-Literacy.WHST.9-10.7-10 CCSS.ELA-Literacy.WHST.9-10.1-8
Speaking & Listening (SL)	
Language (L)	
Math	
Math Content Standards	
Math Practices	

K-U-D	
KNOW <i>Facts, formulas, information, vocabulary</i>	DO <i>Skills of the discipline</i>
<ul style="list-style-type: none"> • Origins of Nationalism • Four Types of Nationalism (Traditional, Striving, Protective, Imperialistic) • The process of acquiring and protecting a colony • Causes and consequences of Imperialism including acquisition of resources, territory, labor, markets for goods, and imposition of the mother country’s culture and religion. • Lasting impacts of Imperialism 	<ul style="list-style-type: none"> • Students will evaluate the four types of Nationalism and apply them to real life scenarios • Students will investigate their own cultural backgrounds to find common ground and inspire global awareness. • Students will infer the impacts of imperialism on colonized people

<ul style="list-style-type: none"> • Industrial Revolution and need for resources propelled European Imperialism • Difference between direct and indirect rule • Reasons why countries engaged in border expansion 	<ul style="list-style-type: none"> • Students will analyze different viewpoints on the outcomes of imperialism • Students will evaluate a case study of Imperialism in the Congo • Students will design a call for action to address and improve the situation in the Congo • Students will compare and contrast the different outcomes of imperialism in China and Japan. • Students will evaluate various aspects of life in India under British control
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UNDERSTAND

Big ideas, generalizations, principles, concepts, ideas that transfer across situations

<ul style="list-style-type: none"> • Students will understand that Nationalism is a complex concept that is interpreted differently among individuals and nations. • Students will understand that there are four types of Nationalism and each type has far reaching consequences. • Students will understand that Nationalistic feelings can spur a nation to want to spread their “superior” culture to “inferior” cultures while Imperialism itself can also lead to a rise of nationalism among the competing nations. • Students will understand that European Imperialism had a social, political, and economic effect on the colonized world. • Students will understand how different countries, specifically Congo, China, India, and Japan had similar pathways of imperialization but also experienced different outcomes. • Students will understand the different ways Imperialism impacted the mother countries and the colonies. • Students will understand that not all colonies were ruled the same.

Common Student Misconceptions for this Unit

<ul style="list-style-type: none"> • Students might mistakenly believe that Africa is poor in resources. • Students might mistakenly believe that people in other countries do not value hard work the same. • Students might mistakenly believe that Nationalism is harmless. • Students might mistakenly believe that Europeans deserved to take over the colonies because they were “smarter” and more technologically advanced. • Students might mistakenly believe that the conquered countries appreciated the “guidance” of the Europeans.
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Unit Assessment	
Performance Assessment (Overview only; full task in separate document)	Other (Formative, quizzes, tests, etc.)
* (Performance Task = “An Inquiry”) <ul style="list-style-type: none"> Students will present, defend, and discuss their position on the effects of Imperialism 	<ul style="list-style-type: none"> Primary source analysis Tiered project Document Based Question

Supplemental Materials and Resources
Nationalism case study In the Rubber Coils - political cartoon King Leopold’s Ghost Documentary (shared drive) The Rise of Nationalism Worksheet “Scramble for Africa” DBQ Analyzing viewpoints document packet King Leopold Reading Understanding the Impact of Imperialism on Congo tiered project Imperialism in China source analysis Japanese imperialism photos and analysis sheet

Vocabulary
Culture, Nationalism, Imperialism, Direct Rule, Indirect Rule, Protectorate, Sphere of Influence, Open Door Policy, Humanitarianism, Missionary, Sepoy, British East India Company, Boxer Rebellion, Traditional Nationalism, Striving Nationalism, Protective Nationalism, Imperialistic Nationalism, Burden, Acquire, Colonize, Genocide, Opium, Atrocity, Impact, Rationale, King Leopold, Queen Elizabeth.

Interdisciplinary Connections
This unit provides introduction to essential analysis skills <ul style="list-style-type: none"> Comparing and contrasting sources Reading skills on multiple leveled sources Analyzing primary and secondary sources This unit fosters collaboration and communication skills This unit touches upon the use of resources as a driving force in the world.

Suggested Learning Plan (Unit Storyline)

Compelling Question: How have Nationalistic tendencies and Imperialistic ideals shaped the world?

Supporting Question(s)	Suggested Learning Experiences	Targeted Indicators of Inquiry Arc Dimensions	What students will Understand, Assess and/or Act upon?
What are the origins of Nationalism?	Culture project, cultural norms, document analysis	Dimension #1- INQ 9–12.1 Explain how a question reflects an enduring issue in the field. Dimension #2- HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people’s perspectives.	Students will understand where/how they fit into the global world. Students will understand who instills the concept of nationalism (Government/Heritage, etc.)
What are the varying effects of the four types of Nationalism?	The rise of nationalism worksheets	Dimension #2- HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people’s perspectives. Dimension #2- HIST9-12.15 Distinguish between long-term causes and triggering events in developing a historical argument.	Students will understand the difference between the four types of Nationalism, and to what extent each type contributed to Imperialism, its reign and its demise.

<p>What are the political, social, and economic impacts of Imperialism?</p>	<p>Analyzing different viewpoints activity (white man’s burden etc..) DBQ (What caused the scramble for Africa?)</p>	<p>Dimension #2- GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. Dimension# 2- ECO 9–12.3 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. Dimension #3- INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. Dimension #4- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with</p>	<p>Students will understand how political, social, and economic factors influence the differing viewpoints associated with Imperialism.</p> <p>Students will understand what motivated the Europeans to want to conquer and possess different areas of the African continent. (resources, travel routes, etc...)</p>
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		evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.	
How do the Congo, India, China, and Japan exemplify the norms of Imperialism?	King Leopold and Death in the Congo reading, King Leopold’s Ghost documentary (first half), Understanding The Impacts of Imperialism on Congo tiered project, Imperialism in China source analysis, Japan photo analysis	<p>Dimension #2- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p>Dimension #4- INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p>	<p>Students will understand the conquest of the Congo by King Leopold of Belgium, and its far reaching consequences. For example, the mass killings of the Congolese people.</p> <p>Students will understand the conquest of China by Great Britain, and its far reaching consequences. For example, war and rebellion diminished the role of the Chinese government.</p> <p>Students will understand how Japan became an Imperial Power in the East, by adopting European ideals rather than resistance in European trade.</p> <p>Students will understand the conquest of India by Great Britain, and its far reaching consequences. For example, a repression of culture and tradition for the Indian people.</p>

<p>What are the impacts of Imperialism for the mother country and the colony?</p>	<p>“In the Rubber Coils” QFT</p> <p>Understanding the impact of imperialism T-chart</p>	<p>Dimension #1- INQ 9–12.1</p> <p>Explain how a question reflects an enduring issue in the field.</p>	<p>Students will understand that Imperialism had both positive and negative effects on the mother country and the colony. For example, while the colony gained education, healthcare, technology, and transportation improvements they also faced losses in population, resources, and sovereignty.</p>

Revision History	
Revision Date	Explanation of change(s) made to document

Performance Task: Each Unit Must Contain a Performance Task Assessment,

Please refer to Jay McTighe’s “Designing Authentic Performance Tasks” Resource to Guide your Performance Task Development. Key Design Questions Summarized Below:

Key questions to consider when designing the PT:

What goal will be assessed through this performance task?

Students’ ability to take and defend a position on the effects of Imperialism.

What important qualities must a student demonstrate to show attainment of the identified goal(s)?

Dimension 1- Developing Questions and Planning Inquiry: Students will recognize the effects of Nationalism as a cause for Imperialism by using the case studies from the unit as an example. By recognizing how the spectrum of nationalism can influence imperialistic endeavors, students will be better equipped to argue its benefits and downfalls.

Dimension 2- Applying Disciplinary Lenses and Concepts: Students will classify positive and negative effects of imperialism.

Dimension 3- Evaluating Sources and Using Evidence: Students will construct an argument and defend their position.

Dimension 4- Communicating conclusions and taking informed action: Create a product to present to the group that supports their position.

Is the task incorporating the 21st century competencies?

- **Collaboration**- Students will work in small groups as they research the positives and negatives of Imperialism for varied roles within mother country and colony. Students will also present whole group, while being split into opposing sides.
- **Critical Thinking/Citizenship**- Students will have to actively listen to the other side and make informed decisions
- **Creativity**-Students will choose between several different options and be given freedom in structure
- **Commitment to Growth**- Students will peer evaluate their responses before delivering them to the whole class.
- **Communication**- Students will present their argument to the whole class.

How will the task involved “higher order thinking?”, as defined by Webb’s Depth of Knowledge. Ask yourself, does the task demand thoughtful application of knowledge and skill, not just recall.

Students will demonstrate higher order thinking (DOK 3 & 4) by constructing an argument and persuading their peers on the effectiveness of Imperialism.

How will students demonstrate their understanding?

By fully addressing the compelling question in the final reflection as well as their developed argument presented to the class.

Is there a tangible product and/or performance that will serve as evidence of learning?

Students will be given a choice of output (podcast, PPT, letter, speech, propaganda, etc..) to explain within an assigned role (political leader vs. citizen) whether Imperialism was a positive or negative experience.

How will the task establish an authentic context for student performance? Use G.R.A.S.P.S format.

See below

How will student performance be evaluated?

See rubric when created (under development)

How will the task be differentiated?

Flexible grouping and student-choice in creating the product

**Constructing the PT Scenario Using G.R.A.S.P.S.
Use the following prompts to design the PT:**

Goal:

To evaluate and debate the positives and negatives of Imperialism involving resources, culture, human rights, transportation, education, healthcare, government, etc. of European Imperialism in the 19th century

Role:

You are a political leader or citizen from a mother country or colony who will be presenting to a global forum with the intention of persuading the group on the positives and negatives of imperialized life.

Audience:

Your target audience is a global forum divided between mother countries and colonies.

Situation:

There is going to be a global review to debate if the colonies are justified in asking for reparations from their European counterparts. Your challenge as an attendee is to persuade the group that imperialism was either a positive or negative experience during the age of Imperialism through the medium that you choose to use to present.

Product/Performance and Purpose:

You will take on the persona of a person living in Europe or one of their colonies (from takeover to independence) for the purpose of highlighting the experience of how the positives and negatives associated with Imperialism changed the world. You will use what you have learned in this unit, additional research, and possibly conversations/interviews with people who have lived through imperial control to voice a fictional story that brings imperialism (and its effects) to life.

Standard and Criteria for Success

The class will be split into two groups (coming from the perspective of either the mother country or the colony) and then choose from a variety of options to present/persuade the opposing side of the either positive or negative impacts of the process. This will lead into a class debate about the overall impacts of imperialism.

Wolcott Global Studies UNIT 2 ORGANIZER

Grade/Subject	9th Grade - 20th Century Global Studies
Unit Title	Global Conflict
Overview of Unit	This unit will examine how WWI and WWII have shaped the modern world.
Pacing	10 weeks- 12 weeks

Background Information For The Teacher (Unit Overview)

Rationale: The roots of modern global conflict can be traced back to unresolved issues from past events. In an ever-changing world, it is important that students realize the warning signs and potential for conflict. By knowing how past conflicts have started, perhaps they can be the catalyst for preventing future ones.

Key Learning/Big Ideas:

There are multiple causes and consequences of global conflicts.
 Different factors (social, political, and economic) have allowed the rise and fall of dictators.
 Global conflicts can have lasting ramifications on the citizens of involved countries.
 Faulty/incomplete/bias resolutions can bring about new conflicts.

Why is this learning relevant/important (including connections to previous topics/units, etc.)?

- **Pre-Unit Connections**

The effects of Imperialism and Nationalism.

Nationalism led to the idea of competition between nations, and gave rise to dictators like Adolf Hitler who used Nationalism to gain and maintain power.

- **Post-Unit Connections**

What is genocide and how could it be prevented

Essential Questions: Compelling and Supporting

Compelling Question (i.e. Essential Question)

In what ways was a Global Conflict inevitable?

Supporting Questions

- How did militarism, alliances, imperialism, and nationalism lead to WWI?
- What elements are needed to create a fair and lasting peace?
- What was the human, economic and geographic impact of World War I?
- How did the non-enforcement of the Treaty of Versailles impact Europe?
- How did the border changes after World War I and World War II influence later conflicts?

- How did economic, social, and political conditions in post-WWI Europe allow for the rise of dictators?
- What are the stages of genocide?
- What factors led to the Holocaust?
- What made people in Germany willing to accept the Nazi ideologies?
- How did the dropping of the atomic bomb end WWII and change the global future?

C3 Inquiry Arc: 4 Dimensions

<u>Dimension 1: Developing Questions and Planning Inquiries</u>	<u>Dimension 2: Applying Disciplinary Tools and Concepts</u>	<u>Dimension 3: Evaluating Sources and Using Evidence</u>	<u>Dimension 4: Communicating Conclusions and Taking Informed Action</u>
INQ 9–12.1 Explain how a question reflects an enduring issue in the field.	HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. (Primary)	INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	HIST 9–12.2 Analyze change and continuity in historical eras. (Supporting)	INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.	INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

<p>INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p>	<p>HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p> <p>(Primary)</p>	<p>INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>	<p>INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities</p>
<p>INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p>	<p>HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p>(Supporting)</p>		
	<p>HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people’s perspectives.</p> <p>(Primary)</p>		
	<p>HIST 9–12.11 Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p> <p>(Supporting)</p>		

	<p>HIST 9–12.12 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p> <p>(Supporting)</p>		
	<p>HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.</p> <p>(Primary)</p>		
	<p>HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.</p> <p>(Primary)</p>		
	<p>HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>(Supporting)</p>		
	<p>HIST 9–12.17 Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.</p> <p>(Supporting)</p>		
	<p>GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between</p>		

	<p>the locations of places and regions and their political, cultural, and economic dynamics.</p> <p>(Supporting)</p> <p>GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>(Primary)</p>		
	<p>GEO 9–12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p> <p>(Supporting)</p>		
	<p>ECO 9–12.2 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</p> <p>(Supporting)</p>		
	<p>CIV 9–12.3 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p>		

	(Supporting)		
	CIV 9–12.6 Evaluate public policies in terms of intended and unintended outcomes, and related consequences. (Supporting)		

Core Content Standards	
English Language Arts (ELA)	
READING Reading Literature (RL) Reading Information Texts (RI) Foundational Reading (RF)	CCSS.ELA-Literacy.RH.9-10.1, CCSS.ELA-Literacy.RH.9-10.1-10
Writing (W)	CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.1 CCSS.ELA-Literacy.WHST.9-10.2, CCSS.ELA-Literacy.WHST.9-10.7-10 CCSS.ELA-Literacy.WHST.9-10.1-8,
Speaking & Listening (SL) and Language (L)	
Math	
Math Content Standards	
Math Practices	

K-U-D	
KNOW <i>Facts, formulas, information, vocabulary</i>	DO <i>Skills of the discipline</i>
<ul style="list-style-type: none"> • The Main causes of WWI were Militarism, Alliances, Imperialism, and Nationalism • Alliance System: Triple Alliance and Triple Entente. • Triple Alliance: Germany, Italy, Austria-Hungary, Ottoman Empire • Triple Entente: France, Great Britain, U. S. Russian Empire. Japan • What were the consequences of the Treaty of Versailles <ul style="list-style-type: none"> • Germany had to take full blame • Germany’s military was limited • Germany forced to pay reparations • Germany lost imperial territory • Resentment from Italy and Japan • How post-WWI conditions in Europe opened the door for dictators like Stalin, Mussolini, and Hitler. • The means that dictators used to keep control <ul style="list-style-type: none"> • Propaganda, Military state, Secret police, Restriction on freedom of press, espionage • The effects and implications of using the atomic bomb to end WWII • The stages/effects of genocide <ul style="list-style-type: none"> • Classification, Symbolization, Discrimination, Dehumanization, Organization, Polarization, Preparation, Persecution, Extermination, and Denial 	<ul style="list-style-type: none"> -Define and explain M.A.I.N (Militarism, Alliances, Imperialism, Nationalism) -Critique and evaluate propaganda and political cartoons. -Formulate, characterize, and prioritize questions (QFT). -Analyze the provisions of the Treaty of Versailles and decide which one contributed the most to WWII. -Evaluate to what extent the economic, social, and political factors contributed to the rise of dictators in Europe. -Analyze the factors that contributed to the rise of Nazism in Germany. -Evaluate primary sources to decide if the decision to drop the atomic bomb was the right decision.
UNDERSTAND <i>Big ideas, generalizations, principles, concepts, ideas that transfer across situations</i>	
<ul style="list-style-type: none"> • Students will understand that initial and unresolved issues of WWI directly caused WWII. <ul style="list-style-type: none"> • Students will understand that no one country was responsible for the outbreak of WWI • Students will understand that the outcomes and implications of the Treaty of Versailles are directly linked to the causes of WWII. • Students will understand how post-WWI conditions in Europe opened the door for dictators like Stalin, Mussolini, and Hitler. • Students will understand how dictators preyed on the youth to carry out their ideals for the future which had results that lasted far longer than the years of dictatorship. • Students will understand that tough decisions come with unknown consequences. • Students will understand the effects of systematic hatred towards one group which can result in segregation, discrimination, relocation, and genocide in the future. 	

Common Student Misconceptions for this Unit

- Students might mistakenly believe that Hitler’s only intention was eliminating the Jewish race.
- Students might mistakenly believe that everyone in Germany was a Nazi.
- Students might mistakenly believe that the atomic bomb instantly ended WWII.

Unit Assessment

Performance Assessment (Overview only; full task in separate document)

Other (Formative, quizzes, tests, etc.)

*(Performance Task = “An Inquiry”)
 Students will create and display interactive museum exhibits that address the complex themes that connect WWI and WWII.

- Question Formation Technique
- Document Based Questions
- Multimedia projects
- Source Analysis

Supplemental Materials and Resources

M.A.I.N activity (in google drive)
 “Who is to blame” political cartoon with QFT form
 Create a resolution to WWI
 Treaty of Versailles excerpts
 Treaty of Versailles DBQ
 Post-war conditions worksheet
 Re-drawing the map activity
 Rise of Dictators project
 Hitler’s rise to power timeline
 WWII comic project
 Swing Kids
 Alfons Heck documentary
 Holocaust DBQ
 Schindler’s List
 Atomic Bomb primary source activity

Vocabulary

Militarism, Alliance System, Triple Alliance, Triple Entente, Central Powers, Allies, Reparations, League of Nations, Gavrilo Princip, The Black Hand, Fuhrer, Blitzkrieg, Stalemate, Turning Point, Self Determination, Kristallnacht, Synagogue, Kamikaze, Anti Semitism, Franz Ferdinand, Mussolini, Hitler, Franco, Stalin, Salazar, Tojo, Churchill, Wilson, Mein Kampf, Treaty of Versailles, Genocide, Hitler Youth, Guilt Clause, Appeasement, Anti-semitism, Pacifism, Debt, Depression, Propaganda, Holocaust, Aryan race, Atomic bomb, Non-aggression, Ideology, villain, Censorship, Lebensraum, Stalemate, Totalitarianism, demilitarization

Interdisciplinary Connections

This unit provides introduction to essential analysis skills

- Comparing and contrasting sources
- Reading skills on multiple leveled sources
- Analyzing primary and secondary sources

This unit fosters collaboration and communication skills

This unit relies on the use of technology for example, database research, reliable sources, and proper citation of sources.

This unit encourages the use of Google platforms such as, Google Docs, Google Forms, and Google Slides.

Suggested Learning Plan (Unit Storyline)

Compelling Question:

Supporting Question(s)	Suggested Learning Experiences	Targeted Indicators of Inquiry Arc Dimensions	What students will Understand, Assess and/or Act upon?
How did militarism, alliances, imperialism, and nationalism lead to WWI?	<p>“Who’s to blame” QFT</p> <p>M.A.I.N activity - choosing the cause</p>	<p>INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities.</p>	<p>Students will understand that militarism, alliances, imperialism, and nationalism lead to WWI.</p> <p>Militarism led to WWI because countries were building up their militaries to use them to potentially defend themselves.</p>

		<p>INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p>HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p>	<p>Alliances led to WWI because countries were creating different agreements with each other to achieve certain goals.</p> <p>Imperialism led to WWI because countries were competing with each other for certain land and resources.</p> <p>Nationalism led to WWI because countries believed their economy, military and culture was superior to all.</p>
<p>What elements are needed to create a fair and lasting peace?</p>	<p>Create your own resolution to WWI (Student pre-test)</p> <p>Treaty of Versailles worksheet</p>	<p>HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p>HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.</p> <p>INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p>INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and</p>	<p>Students will understand that the blame put on Germany angered the German citizens and allowed for Hitler to rise to power.</p> <p>Students will understand what countries risk to lose when fighting in a major, world conflict.</p> <p>Students will understand that the victorious powers of WWI dictated the terms of the treaty and that the provisions were unfair to Germany.</p> <p>Students will understand which provisions of the treaty hurt Germany the most.</p>

		<p>details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p>	
<p>What was the human, economic and geographic impact of World War I?</p>	<p>Post-war conditions worksheet</p>	<p>HIST 9–12.2 Analyze change and continuity in historical eras.</p> <p>ECO 9–12.2 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</p> <p>INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p>	<p>Students will understand that WWI had devastating social, economic, and political consequences that had long lasting effects on the peace and stability of the European continent and beyond.</p> <p>Students will understand that the borders of European nations were changed as an outcome to war.</p> <p>Students will understand that many European countries were left in a state of economic distress, burdened by the costs of rebuilding and paying reparations.</p>

<p>How did the non-enforcement of the Treaty of Versailles impact Europe?</p>	<p>Treaty of Versailles DBQ</p>	<p>INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p>HIST 9–12.11 Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p> <p>INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p>	<p>Students will understand that non enforcement of the Treaty of Versailles provisions allowed for the rise of Hitler in Germany who capitalized on the discontent of the people with the treaty.</p> <p>Students will understand that the weaknesses of the League of Nations caused many violations to the treaty of Versailles to go unnoticed.</p> <p>Students will understand that the German people felt resentment due to the harsh conditions placed upon them from the treaty of Versailles, causing them to look for immediate solutions in radical ideas.</p> <p>Students will understand that the victors of WWI agreed to demilitarize, in hopes to avoid future conflict. In addition, limited their capabilities to enforce the Treaty of Versailles.</p>
<p>How did the border changes after World War I and World</p>	<p>Re-drawing the map activity</p>	<p>GEO 9–12.4 Evaluate how political and economic decisions throughout time</p>	<p>Students will understand that the border changes that the European continent</p>

<p>War II influenced later conflicts?</p>		<p>have influenced cultural and environmental characteristics of various places and regions.</p> <p>GEO 9–12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p>	<p>experienced after WWI and WWII set the stage for continuing conflict among different groups.</p>
<p>How did economic, social, and political conditions in post-WWI Europe allow for the rise of dictators?</p>	<p>Rise of Dictators project</p> <p>Hitler’s Rise to power</p> <p>WWII Comic Project</p>	<p>HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p>INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p>	<p>Students will understand that the economic, social and political conditions in Europe post WWI created the conditions for the rise of dictators.</p> <p>Students will understand that critical post-WWII conditions in Germany allowed for Hitler to capitalize on these weaknesses, seize opportunity, and gain control.</p> <p>Students will understand how the major turning points during the fighting altered the progression of the war.</p>
<p>What made people in Germany willing to accept the Nazi ideologies?</p>	<p>Swing Kids, Alfons Heck documentary</p>	<p>HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p>	<p>Students will understand the role of propaganda and how the Nazi party manipulated the public through incentives and deceptions.</p> <p>Students will understand that the youth was specifically preyed on because they were</p>

		HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.	easier to manipulate and mold into the Nazi ideology. Students will understand that not everyone in Germany adopted Nazi ideology.
What factors led to the Holocaust?	Holocaust DBQ Schindler's List	HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past. INQ 9–12.1 Explain how a question reflects an enduring issue in the field. INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.	Students will understand how the Nazi regime used propaganda to influence the public into discriminating against the Jews. Students will understand that the Holocaust did not happen overnight, but was a calculated event. Students will understand how the Holocaust embodies the 10 stages of genocide.
How did the dropping of the atomic bomb end WWII and change the global future?	Atomic bomb primary source activity	INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of	Students will understand that the dropping of the bomb on Hiroshima and Nagasaki had implicating consequences. Students will understand the short and long term effects of dropping the bombs, as well as the cost for the United States if this action was not taken. Students will understand the ratio of land that was immediately destroyed by the atomic bomb.

		<p>disciplinary concepts and ideas associated with a supporting question.</p> <p>INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses</p>	<p>Students will understand the (unanticipated) long-term results of radiation, such as cancer and birth defects.</p> <p>Students will understand how there may have been other ways to end the war.</p> <p>Students will understand the implications of nuclear warfare for the future.</p>

Revision History	
Revision Date	Explanation of change(s) made to document

Performance Task: Each Unit Must Contain a Performance Task Assessment,

Please refer to Jay McTighe’s “Designing Authentic Performance Tasks” Resource to Guide your Performance Task Development. Key Design Questions Summarized Below:

Key questions to consider when designing the PT:

What goal will be assessed through this performance task?

Students’ ability to convey the connection between WWI and WWII. Students will set up an interactive museum exhibit that showcases the realities and patterns of WWI and WWII. Also, students’ ability to summarize and synthesize events and information.

What important qualities must a student demonstrate to show attainment of the identified goal(s)?

Dimension 1- Developing Questions and Planning Inquiry: Students will identify the key events of WWI and WWII.

Dimension 2- Applying Disciplinary Lenses and Concepts: Students will interpret and classify which events of WWI and WWII are interrelated.

Dimension 3- Evaluating Sources and Using Evidence: Students will construct an argument and defend their position. Students will construct an argument as to why the events they chose are the most important events.

Dimension 4- Communicating conclusions and taking informed action: Students will design an exhibit that analyzes the relationship between WWI and WWII.

Is the task incorporating the 21st century competencies?

- **Collaboration**-Students will work in small groups to identify the main ideas of WWI and WWII and justify why they are important when connecting WWI to WWII.
- **Critical Thinking**-Students will use problem solving to interpret, evaluate, and explain the artifacts they chose to present.
- **Creativity**-Students will create a multimedia exhibit.
- **Commitment to Growth**-Students will reflect on the process using a peer evaluation sheet.
- **Communication**- Students will present their exhibit to the whole class, staff, and possibly other classes.

How will the task involved “higher order thinking?”, as defined by Webb’s Depth of Knowledge. Ask yourself, does the task demand thoughtful application of knowledge and skill, not just recall.

Students will demonstrate “higher order thinking” (DOK 3 & 4) by constructing an argument for the artifacts they chose and prove to their peers how WWI and WWII relate.

How will students demonstrate their understanding?

By fully addressing the compelling question.

Is there a tangible product and/or performance that will serve as evidence of learning?

Students will not only have to create an exhibit that encompasses several specific topics through various mediums, they will also be required to take notes on all aspects and use this to construct an individual response to the compelling question.

How will the task establish an authentic context for student performance? Use G.R.A.S.P.S format.

See below

How will student performance be evaluated?

See rubric (Under development)

How will the task be differentiated?

Flexible grouping and student-choice product

**Constructing the PT Scenario Using G.R.A.S.P.S.
Use the following prompts to design the PT:**

Goal:

The museum is challenging you to set up an interactive museum exhibit that showcases the realities and patterns of WWI and WWII.

Role:

You will assume the role of museum curator with the task of creating a multimedia exhibit (photo, video, oral recordings, written pieces, art) centered around a chosen theme of conflict (economics, leadership, social issues, art, propaganda, literature, military, music, etc...)

Audience:

Your target audience is your fellow peers and teachers with the potential of a multi-class display where students can take a museum tour.

Situation:

There is going to be a Global Engagement certificate offered to students in CT. The museum is looking to set up exhibits that align with this new initiative.

Product/Performance and Purpose:

You will create an interactive museum exhibit on a theme of WWI and WWII and be able to use what you learned about the two world wars to answer the overall compelling question, which is “Where World War I and World War II inevitable?”

Standard and Criteria for Success

You will have to identify at least three different multimedia components for both WWI and WWII when setting up their exhibit. You will have to justify their choices of what they included in their exhibit based on the compelling question. You will be required to collaborate and analyze the major themes of conflict and reflect on the compelling question.