

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
M, A, T	AP College Board Causation Rubric for written portion and NMHS school wide presentation rubric	<p>PERFORMANCE TASK(S): <i>Students will show they really understand evidence of...</i></p> <p>An equal number of students will write one of each of the following four causation essays and upon completion, host a forum sharing viewpoints from their own essays.</p> <ul style="list-style-type: none"> ● Analyze the causes and effects of U.S. to initiate the lend-lease program to Allied powers prior to the U.S. entrance into the war. ● Analyze causes and effects stemming from Germany’s decision to invade the Soviet Union. ● Analyze causes and effects of the U.S. strategy of island hopping in the Pacific during the Second World War. ● Analyze causes and effects of Japan’s efforts to occupy mainland China during the Second World War. <p>Standard - RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
A	Student notes	<p>OTHER EVIDENCE:</p> <p>Student feedback from guided research of Strayer, Ways of the World Ch. 20 , “Collapse at the Center” /or World History, Topic 17 “The World Between the Wars” and Topic 18 “World War II”</p>
A, T	Student completion of “listening wheel organizer” submitted for participation grade	<p>Student analysis and sharing of primary sources from Ways of the World.</p> <p>Doc. 20.1 (p. 1018-1021) Adolf Hitler <i>Mein Kampf</i></p> <p>Doc. 20.2 (p.1021-1023) Anonymous <i>Cardinal Principles of National Entity of Japan</i></p>
A, T, M	Listening for viewpoints	<p>Class discussion topic:</p> <ul style="list-style-type: none"> ○ Post war history has repeatedly characterized British Prime Minister Neville Chamberlain’s 1937 efforts to reign in Hitler’s war machine through <i>diplomatic</i> efforts as nothing more than <i>appeasement</i>. Is this a fair assessment of what happened at the time, or another case of history or hindsight being 20/20?

A, T, M	Listening for viewpoints	How might this historical model influence behavior today on the part of political and military leaders? Class discussion topic - Address the following quote from Adam Gopnik of <i>The New Yorker</i> - “The First World War teaches that territorial compromise is better than full-scale war, that an “honor-bound” allegiance of the great powers to small nations is a recipe for mass killing, and that it is crazy to let the blind mechanism of armies and alliances trump common sense. The Second teaches that searching for an accommodation with tyranny by selling out small nations only encourages the tyrant, that refusing to fight now leads to a worse fight later on ... The first teaches us never to rush into a fight, the Second never to back down from a bully.” - Adam Gopnik – <i>The New Yorker</i> .
A, T	Students should score at least 4/5 correct in a 5 question SBQ that consists of a range of DOK questions.	SBQ multiple choice assessment of questions aligned with AP College Board critical thinking skills
A, T	Students will provide accurate and direct responses to level 1 questions and demonstrate a variety of opinions and analytical components on level 2 and 3 questions (DOK questioning)	SBQ short essay rubric designed to measure student demonstration of knowledge and comprehension of content stemming from period leading up to 500 CE.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>
A, T	Students will collaborate to: <ul style="list-style-type: none"> ● distinguish Allied from Axis powers of the Second World War ● identify 4-5 major causes of the war ● identify 4-5 major outcomes of the war

A, T, M	Summary of Key Learning Events and Instruction Student success at transfer meaning and acquisition depends on...	Progress Monitoring
A, T, M	Teacher will continue to model appropriate reading and notetaking skills, and use student exemplars as models. Students will proceed with guided research of Strayers, Ways of the World Ch. 20, “Collapse at the Center” /or World History, World History, Topic 17 “The World Between the Wars” and Topic 18 “World War II”	Monitoring of note taking for evidence that student understands the big picture and has provided adequate details.
A, T		
A, T, M	Student map analysis of major theaters of the Second World War	Student comments on maps will include specific observations.
A, T, M	Slideshow and accompanying class discussion portraying major events and process of the interwar and Second World War period	Student responses in class discussion will reflect knowledge, comprehension, synthesis, analysis, and evaluation.
A, T	Primary source analysis	
A, T, M	Teacher will review key techniques for composing a causation essay, in particular those required by the AP College Board causation rubric, and students will break essay into separate components in an effort to produce a fluid and accurate piece of writing	Observation of map analysis Observation of note taking and discussion
A, T	Students will participate in a mini-forum in which they share new information learned and analysis from process of writing causation essay.	Student listening wheels
A, T	Students will take unit assessment.	Correlation of student effort to independent indexes of AP College Board comparison rubric.

For Further Study

Bill of Rights in Action. **The Rape of Nanjing**. Constitutional Rights Foundation. 2002.

Doc. 20.1 (p. 1018-1021) Excerpts from Adolf Hitler’s **Mein Kampf**

Doc. 20.2 (p.1021-1023) Anonymous **Cardinal Principles of National Entity of Japan**

Kershaw, Alex. **The Longest Winter: The Battle of the Bulge and the Epic Story of WWII’s Most Decorated Platoon**. Da Copo Press. 2005.

Levi, Primo. **Survival in Auschwitz**. 1958.

Yan, Mo and Howard Goldblat. **Red Sorghum**. A Portrayal of Japan’s Occupation of northern China. Penguin Books. 1994.

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>AP World History Practice 1, Primary Sources: Explain the relative historical significance of a source’s point of view, purpose, historical situation, and/or audience.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Link the theories of Karl Marx with political movements that rose to power in both Russia and China in the early 20th century.</p> <p>Contrast the seeds of the Cold War from mainstream American and Soviet perspectives.</p> <p>Associate enduring elements of communist rule in China to challenges faced by political reformers in that country today.</p> <p>Explain how the Cold War played out politically, militarily and culturally between its primary adversaries.</p> <p>Apply knowledge learned regarding the goals of world superpowers during the Cold War to the breakout of “hot spots” during the Cold War including - Eastern Europe, Cuba and Central America, Korea, Indochina, Afghanistan and the Congo.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Communism and capitalism have markedly different social and economic goals and rely upon differing types of political systems as well.</p> <p>Conditions, including a weak government and economy in both Russia and China made facilitated communist takeovers of those societies.</p> <p>The restructuring of both the Russian and Chinese economies incorporated both land redistribution, heavy central planning and a focus on modernization and heavy industry to make up for minimal prior efforts to industrialize.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>What made some nations more prone to communist revolutions than others?</p> <p>Was the U.S. or the Soviet Union more responsible for the start of the Cold War?</p> <p>Are either communism or capitalism inherently weaker than one another?</p> <p>Are ideological conflicts winnable?</p> <p>Are proxy wars morally justifiable?</p>

<p>AP World History Practice 1, Primary Sources: Evaluate a source’s credibility and/or limitations.</p> <p>AP World History Practice 1, Secondary Sources: Explain how a historian’s claim or argument is supported with evidence.</p> <p>AP World History Practice 1, Secondary Sources: Evaluate the effectiveness of a historical claim or argument.</p> <p>AP World History Practice 2: Argument Development: Make a historically defensible claim in the form of an evaluative thesis.</p>	<p>Political control and one-party domination were features of Communist rule in Russia and China.</p> <p>Communist movements brought with them thorough efforts categorize elements of populaces and introduce entire lexicons intended to reinforce socialist thinking.</p> <p>Seemingly backward and remote regions such as central Africa, Southeast Asia, Central America and the Caribbean were theaters of conflict as Cold War powers the U.S. and USSR sought to extend their influence through proxy players in each region who became engaged in devastating wars.</p> <p>The Cold War ended abruptly with the collapse of the Soviet Union, due in large part to economic failure, perceived by some to be a verdict on communism itself.</p>	<p>Could the fall of the Soviet Union have been averted?</p>
Acquisition		
<p>AP World History Practice 2: Argument Development:Support an argument using specific and relevant evidence.</p> <p>AP World History Practice 2: Argument Development: Use historical reasoning to explain relationships among pieces of historical evidence.</p> <p>AP World History Practice 2: Argument Development: Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.</p> <p>AP History Reasoning Skill 1 Contextualization: Use context to explain the relative historical significance of a specific historical</p>	<p>Students will know...</p> <p>Major initiatives by the Soviet and Chinese governments to transform the government, economy and society in a socialist and highly centralized fashion.</p> <p>How socialist policies impacted different social classes of Russia and China.</p> <p>Examples of purges against segments of the populace in both the Soviet Union and the People’s Republic of China.</p> <p>How U.S. and Soviet interpretations of the start of the Cold War differed.</p>	<p>Students will be skilled at...</p> <p>Reading closely for information and key ideas</p> <p>Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Explaining reasons for an author or authors periodization of specific events</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding</p>

<p>AP World History Reasoning Skill 2 Comparison: Explain the relative historical significance of similarities development or process. and/ or differences between different historical developments or processes.</p> <p>AP World History Reasoning Skill 3A Causation: Explain the difference between primary and secondary causes</p> <p>AP World History Reasoning Skill 3B Causation: Explain the difference between short- and long-term effects.</p> <p>AP World History Reasoning Skill 3C Causation: Explain the relative historical significance of different causes and/or effects.</p> <p>AP World History Reasoning Skill 4 Continuity and Change Over Time: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>	<p>Examples of conflict in third world and other arenas as a result of the Cold War. Examples of political, scientific and cultural competition between the U.S. and the Soviet Union.</p> <p>Key events leading to the demise of communism and the breakup of the Soviet Union.</p>	<p>of multiple sides of an issue</p> <p>Crafting Historical Arguments from Historical Evidence (historical argumentation, ability to use evidence)</p> <p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrating and evaluating sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p>
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
M, A, T	NMHS school wide presentation rubric	<p>PERFORMANCE TASK(S): <i>Students will show they really understand evidence of...</i></p> <p>Students will collaborate to present team presentations portraying the impact of the Cold War in regional "hot spots". Regions will include eastern Europe, the Korean War, Indochina, the Congo, the Horn of Africa, Afghanistan, the Caribbean and Central America.</p> <p>GOAL - Students will collaborate to present a professional slideshow that reflects sound research from credible resources, acquisition of fundamental information, ideas and research, command of technology and production of an audience friendly presentation that is fully document.</p> <p>ROLE - Academic presenter</p> <p>AUDIENCE - peers</p> <p>SITUATION - The Cold War: 1945-90</p> <p>PERFORMANCE - meets criteria of NMHS school wide presentation rubric</p> <p>STANDARDS - RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
A	Student notes	<p>OTHER EVIDENCE:</p> <p>Student feedback from guided research of Strayer, Ways of the World Ch. 21, "The Rise and Fall of Global Communism" /or World History, Topic 19 "The Cold War Era", Topic 9 "Civilizations of Asia"</p>
A, T, M	Student completion of "listening wheel organizer" submitted for participation grade	<p>Students will examine and discuss primary source documents including:</p> <p>Doc. 21.1 (p. 1069-1071) Joseph Stalin Results of the First Five-Year Plan</p> <p>Doc. 21.2 (p.1071-1073) Maurice Hindus Red Bread</p> <p>Doc. 21.3 (p.1073-1075) Personal Accounts of Soviet Industrialization</p> <p>Doc. 21.4 (p.1075-1078) Personal Accounts of the Terror</p> <p>Visual 21.1 – Smashing the Old Society (p. 1080)</p>

A, T, M	AP College Board Compare and Contrast rubric	Visual 21.2 – Building the New Society (p. 1082) Visual 21.3 – Women, Nature and Industrialization (p. 1083) Visual 21.4 – The Cult of Mao (p. 1084)
A, T	Students should score at least 4/5 correct in a 5 question SBQ that consists of a range of DOK questions.	Students will write an essay contrasting the impact of the Cold War on any two of the following hot spots: eastern Europe, the Korean War, Indochina, the Congo, the Horn of Africa, Afghanistan, the Caribbean and Central America. SBQ multiple choice assessment of questions aligned with AP College Board critical thinking skills
A, T	Students will provide accurate and direct responses to level 1 questions and demonstrate a variety of opinions and analytical components on level 2 and 3 questions (DOK questioning)	SBQ short essay rubric designed to measure student demonstration of knowledge and comprehension of content stemming from period leading up to 500 CE.

Stage 3 – Learning Plan

Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
	Pre-assessment will be in the form of a flow chart entitled The Cold War and consisting of the following sub-headings: major players, major theaters, proxy players, regional impact. Students will collaborate to complete as much of the flow chart as possible.	
A, T, M	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> Students will perform guided research of Strayer, Ways of the World Ch. 21, “The Rise and Fall of Global Communism” /or World History, Topic 19 “The Cold War”	Progress Monitoring Monitoring of note taking for evidence that student understands the big picture and has provided adequate details.
A, T, M	Teacher will present slideshows and accompanying class discussions portraying the impact of socialist revolutions in the Soviet Union and the People’s Republic of China and the deepening of the Cold War and breakout of conflict in regional hotspots.	Student responses in class discussion will reflect knowledge, comprehension, synthesis, analysis, and evaluation.

A, T, M	Students will effectively collaborate via Google Docs to produce sound presentations of regional hot spots of the Cold War.	Student adherence to separate indexes of school wide presentation rubric including presentation of fundamental information, provision of detail and enriching anecdotes, evidence of analysis, reliance upon credible sources and sound documentation
A, T	Students will collaborate to analyze the following documents: (From Strayer, <i>Ways of the World</i>) Visual 21.1 – <i>Smashing the Old Society</i> (p. 1080) Visual 21.2 – <i>Building the New Society</i> (p. 1082) Visual 21.3 – <i>Women, Nature and Industrialization</i> (p. 1083) Visual 21.4 – <i>The Cult of Mao</i> (p. 1084)	Teacher will monitor discussion and completion of student listening wheels
A, T, M	Students will write an essay contrasting the impact of the Cold War on any two of the following hot spots: eastern Europe, the Korean War, Indochina, the Congo, the Horn of Africa, Afghanistan, the Caribbean and Central America.	Teacher will analyze students ability to demonstrate mastery of required skills identified in independent indexes of AP College Board writing rubric for Compare and Contrast Long Essays.
A, T, M	Students will view Zhang Yimou’s film <i>To Live</i> , which portrays the changing fortunes of a Chinese family as the People’s Republic of China launches initiatives to reshape society.	Post film discussion.
A, T, M	Students will view Kevin Costner’s <i>Thirteen Days</i> and pause at various points to brainstorm what strategies should be tried next.	Film discussion at pause points.
A, T, M	Students will take unit assessment.	

For Further Reading:

Chang, Jung. *Wild Swans*. First Anchor Books. New York. 1991.
 Chen, Da. *China’s Son: Growing up in the Cultural Revolution*. 2001.
 Fitzgerald, Frances. *Fire in the Lake*. 1972.
 Hayslip, Le Ly. *When Heaven and Earth Changed Places*. Penguin Books. New York. 1989.
 Karnow, Stanley. *Vietnam: A History*. 1997.
 Doc. 21.1 (p. 1069-1071) Joseph Stalin *The Results of the First Five-Year Plan*

Doc. 21.2 (p.1071-1073) Maurice Hindus *Red Bread*
 Doc. 21.3 (p.1073-1075) *Personal Accounts of Soviet Industrialization*
 Doc. 21.4 (p.1075-1078) *Personal Accounts of the Terror*

Unit 8 - Decolonization and the Emergence of the Global South

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Synthesize the impact of historical events such as the Enlightenment, the struggle for human rights, the participation of colonized peoples in 20th century war efforts as catalysts for decolonization and independence movements in the post-WWII era.</p> <p>Contrast the experiences in attaining independence and decolonization among key nations during the post-WWII era.</p> <p>Connect present day problems faced by former colonial territories to experiences endured during the era of colonization.</p> <p>Contrast the level of political, social and economic stability faced with nations in the Global South today with the period immediately following independence.</p> <p>Rationalize why many former colonial territories, and so called “developing nations” have become areas of investment and economic opportunity.</p>	
<p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p style="text-align: center;"><i>Meaning</i></p> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Colonial powers were greatly weakened by the Second World War, thereby stirring hopes for independence among colonized nations.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>What factors determined the timing of independence movements and why didn't they occur at an earlier point of history?</p>

<p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>AP World History Practice 1, Primary Sources: Explain the relative historical significance of a source’s point of view, purpose, historical situation, and/or audience.</p> <p>AP World History Practice 1, Primary Sources: Evaluate a source’s credibility and/or limitations.</p> <p>AP World History Practice 1, Secondary Sources: Explain how a historian’s claim or argument is supported with evidence.</p> <p>AP World History Practice 1, Secondary Sources: Evaluate the effectiveness of a historical claim or argument.</p> <p>AP World History Practice 2: Argument Development: Make a historically defensible claim in the form of an evaluative thesis.</p> <p>AP World History Practice 2: Argument Development:Support an argument using specific and relevant evidence.</p> <p>AP World History Practice 2: Argument Development: Use historical reasoning</p>	<p>Independence movements were most often led by a western educated elite among colonized peoples.</p> <p>Newly formed independent nations often lacked the conditions necessary to create stable and sustaining societies such as experience in governance, infrastructure, economic partnerships, industry and educational institutions.</p> <p>Many of the former colonial territories had externally imposed political borders that often overlooked ethnic rivalries and competition over scarce resources, thus setting the stage for internal conflict.</p> <p>The period of decolonization witnessed a great deal of economic and political instability as well as a large number of regional wars.</p> <p>The newly created United Nations sought to provide direction, resources and a forum for both developed and developing nations to express and meet needs, yet the rapid transition from colonization to independence often overwhelmed the ability of the UN as well as other international organizations to meet these needs.</p> <p>Sources of conflict and potential resolution between India and Pakistan as well as sources of dispute or collaboration between other nations in these regions.</p> <p>Many nations in the Global South have taken on increasingly important roles global trade during the 21st century.</p> <p>In the early 21st century, the Global South is still plagued by a host of problems stemming from the period of decolonization including political instability, fractional warfare, economic instability, health, education and gender issues.</p>	<p>Was the direction of newly independent nations determined more often by the nation’s past indigenous heritage or to external influences - particularly the colonial experience?</p> <p>To what extent did the shared experience of colonial rule foster a sense of unity and common purpose among formerly colonized nations?</p> <p>Were the formative goals and purposes of the United Nations realistic, merit worthy and attainable?</p> <p>Why might some nations be described as developing, while others are described as developed?</p> <p>How have perceptions of the “global south” changed during the 21st century, particularly as they have become more integral components of an increasingly globalized trade system that continues to rely upon these regions as key sources of natural resources as well as human resources?</p>
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<p>to explain relationships among pieces of historical evidence.</p>		
<p>AP World History Practice 2: Argument Development: Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.</p> <p>AP History Reasoning Skill 1 Contextualization: Use context to explain the relative historical significance of a specific historical development or process.</p> <p>AP World History Reasoning Skill 2 Comparison: Explain the relative historical significance of similarities and/ or differences between different historical developments or processes.</p> <p>AP World History Reasoning Skill 3A Causation: Explain the difference between primary and secondary causes</p> <p>AP World History Reasoning Skill 3B Causation: Explain the difference between short- and long-term effects.</p> <p>AP World History Reasoning Skill 3C Causation: Explain the relative historical significance of different causes and/or effects.</p> <p>AP World History Reasoning Skill 4 Continuity and Change Over Time: Explain the relative historical significance of specific historical developments in relation to a larger</p>	<p style="text-align: center;">Acquisition</p> <p>Students will know...</p> <p>The significance of various United Nations organs such as the General Assembly, Security Council and International Court of Justice.</p> <p>Means by which exemplar nations such as India, Kenya, Ghana, Algeria, Israel and Palestine sought to achieve independence.</p> <p>Examples of ethnic discord in nations that emerged based upon the political boundaries drawn by Europeans in the late 19th and early 20th centuries.</p> <p>Examples of independence movements that faced strong resistance by colonial powers such as India, Kenya, South Africa, Vietnam</p> <p>Patterns that newly independent nations unwittingly fell into upon receiving independence - such as ethnic strife, political discord, arming of guerilla groups, intervention by outside powers and full scale civil dispute or war</p> <p>The causes of long standing disputes stemming from the post-Second World War era - including the Arab-Israeli conflict, and the rivalry between India and Pakistan</p> <p>The causes of turmoil stemming from the sudden birth of the Arab Spring.</p> <p>Examples of increasing prosperity and global importance on the part of some more recently emerged independent nations.</p>	<p>Students will be skilled at...</p> <p>Reading closely for information and key ideas</p> <p>Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Explaining reasons for an author or authors periodization of specific events</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue</p> <p>Crafting Historical Arguments from Historical Evidence (historical argumentation, ability to use evidence)</p> <p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrating and evaluating sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p>

pattern of continuity and/or change.		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A, T	NMHS school wide presentation rubric	<p>PERFORMANCE TASK(S): <i>Students will show they really understand evidence of...</i></p> <p>Students will collaborate to present team presentations portraying the process of decolonization and independence in several countries from the “global south”. Countries will include Algeria, Nigeria, Rwanda, Congo, South Africa, Sudan, India, Indonesia.</p> <p>GOAL - Students will collaborate to present a professional slideshow that reflects sound research from credible resources, acquisition of fundamental information, ideas and research, command of technology and production of an audience friendly presentation that is fully document.</p> <p>ROLE - Academic presenter</p> <p>AUDIENCE - peers</p> <p>SITUATION - Decolonization and independence movements of the post-Cold War era</p> <p>PERFORMANCE - meets criteria of NMHS school wide presentation rubric</p> <p>STANDARDS - RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
A, T, M	AP College Board Comparison rubric	<p>Students will write an essay comparing the independence struggles of two of the following nations: Nigeria, Congo, Vietnam, Kenya, Ghana, India, South Africa.</p>
A, T		

A, T		Students will complete stimulus-based multiple choice assessment Students will complete stimulus based short essay assessment.
A	Student notes	OTHER EVIDENCE: Student feedback from guided research of Strayer, Ways of the World Ch. 21, "China and the World" /or World History, Topic 19 "The Cold War".
A, T, M	Student completion of "listening wheel organizer" submitted for participation grade	Students will read excerpts from Mohandas Karamchand's autobiography and debate whether Gandhi's strategies and goals were realistic for its time and applicable to modern day disputes.
A, T	Students should score at least 4/5 correct in a 5 question SBQ that consists of a range of DOK questions.	SBQ multiple choice assessment of questions aligned with AP College Board critical thinking skills
A, T	Students will provide accurate and direct responses to level 1 questions and demonstrate a variety of opinions and analytical components on level 2 and 3 questions (DOK questioning)	SBQ short essay rubric designed to measure student demonstration of knowledge and comprehension of content stemming from period leading up to 500 CE.
A, T, M	AP College Board Compare and Contrast rubric	Students will write a comparative essay comparing and contrasting the process of attaining independence and forming viable governments in two of the following nations: Algeria, Nigeria, Rwanda, Congo, South Africa, Sudan, India, Indonesia.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>
A, T	Pre-assessment will be in the form of a causation chart which requires students to describe generic characteristics of a colonized nation and project challenges and problems that would likely afflict such a nation.

	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A, T, M	Student feedback from guided research of Strayer, Ways of the World Ch. 21, "The Rise and Fall of Global Communism" /or World History, Topic 19 "The Cold War"	Monitoring of note taking for evidence that student understands the big picture and has provided adequate details.
A, T, M	Slideshows and accompanying class discussions portraying the goals and components of the United Nations and case studies of independence movements.	Student responses in class discussion will reflect knowledge, comprehension, synthesis, analysis, and evaluation.
A, T, M	Students will collaborate to analyze excerpts from the following documents: Nelson Mandela's No Easy Walk to Freedom, Mohandas Gandhi's Autobiography: The Story of My Experiments with Seeking Truth".	Student listening wheels for relevance and appreciation of peer responses as well as small group discussion.
A, T, M	Students will effectively collaborate via Google Docs to produce sound presentations of independence movements following WWII.	Analysis of student presentations shared via Google Drive - for clarity of presentation, fundamental information, enriching detail, reliance upon credible resources and sound documentation.
A, T, M	Students will view 3-4 clips from Richard Attenborough's film <i>Gandhi</i> , and teacher will pause follow excerpts for analysis of Gandhi's strategies.	Discussion of specific scenes.
A, T, M	Teacher will share student exemplars of prior comparison essays, and lead class through analysis of a sound thesis, sound argumentation, use of evidence, acute analysis, and synthesis of ideas.	Teacher will analyze students ability to demonstrate mastery of required skills identified in independent indexes of AP College Board writing rubric for Compare and Contrast Long Essays.
A, T, M	Students will write comparison essay of two nations that emerged from colonial rule following WWII.	
A, T, M	Students will take unit assessment.	

For Further Reading:

The Dalai Lama. *Freedom in Exile*. Harper Perennial. 2008.
 Gandhi, Mohandas Karamchand. *Gandhi: An Autobiography: The Story of My Experiments with Truth*. Beacon Press. 1993.
 Mandela, Nelson. *A Long Walk to Freedom*. Backbay Books. 1995.
 Paton, Alan. *Cry the Beloved Country*. 1986.
 Zeilig, Leo. *Lumumba: Africa's Lost Leader*. Haus Publishing. 2015.

Unit 9 - Globalization: The Latest Phase

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RI.11-12.7. Integrate and evaluate</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Compare the characteristics of 21st century globalization to characteristics of globalization in earlier epochs of world history.</p> <p>Contrast the campaigns and ambitions of women in the developing and non-Western worlds with those of women in both western and non-western regions in earlier time periods.</p> <p>Contrast contemporary patterns and causes of world migrations with those of earlier epochs in world history.</p> <p>Project future environmental trends and patterns based upon prior and present trends and patterns.</p> <p>Link digital technologies to forms of globalization that go beyond trade such as cultural diffusion and the pursuit of geopolitical interests of nations and interest groups</p> <p>Resolve issues such as child combatants, human trafficking, refugee crises, proliferation of weapons and other contemporary challenges in a mock Model UN meeting.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>The post Cold War era witnessed a new phase of globalization that linked regions and nations that previously had few ties.</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>Is the present nature of globalization markedly different than earlier epochs of globalization?</p> <p>Have the causes of world migration changed over time?</p>

<p>multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>AP World History Practice 1, Primary Sources: Explain the relative historical significance of a source’s point of view, purpose, historical situation, and/or audience.</p> <p>AP World History Practice 1, Primary Sources: Evaluate a source’s credibility and/or limitations.</p> <p>AP World History Practice 1, Secondary Sources: Explain how a historian’s claim or argument is supported with evidence.</p> <p>AP World History Practice 1, Secondary Sources: Evaluate the effectiveness of a historical claim or argument.</p> <p>AP World History Practice 2: Argument Development: Make a historically defensible claim in the form of an evaluative thesis.</p> <p>AP World History Practice 2: Argument Development:Support an argument using specific and relevant evidence.</p> <p>AP World History Practice 2: Argument Development: Use historical reasoning to explain relationships among pieces of historical evidence.</p>		
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<p>AP World History Practice 2: Argument Development: Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.</p> <p>AP History Reasoning Skill 1 Contextualization: Use context to explain the relative historical significance of a specific historical development or process.</p> <p>AP World History Reasoning Skill 2 Comparison: Explain the relative historical significance of similarities and/ or differences between different historical developments or processes.</p> <p>AP World History Reasoning Skill 3A Causation: Explain the difference between primary and secondary causes</p> <p>AP World History Reasoning Skill 3B Causation: Explain the difference between short- and long-term effects.</p> <p>AP World History Reasoning Skill 3C Causation: Explain the relative historical significance of different causes and/or effects.</p> <p>AP World History Reasoning Skill 4 Continuity and Change Over Time: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>	<p>Digital communications accelerated and transformed the pace and intensity of globalization, which had already been intensified due to a prior series of new technologies such as airflight, improved shipping, rails, satellite communications and so on.</p> <p>The campaigns and ambitions of women in the developing and non-Western worlds today bear both similarities and differences to those experienced by women in both western and non-western regions in earlier time periods.</p> <p>Contemporary patterns and causes of world migrations resemble those from earlier epochs in world history in that people seek to escape hardships or seek new opportunities, yet are more pronounced due to larger populations and more far reaching consequences of stimuli such as warfare, political instability, economic hardships and epidemics.</p> <p>Present environmental challenges are exacerbated by growing demands of developed and developing nations.</p> <p>Digital technologies has opened up new means of global trade and has also created new means by which nations and interest groups pursue geopolitical interests</p> <p>Nations formerly described as developing have new found importance in the highly globalized 21st century - including the “BRIC” nations of Brazil, Russia, India, and China as well as many others in parts of the former developing world.</p> <p>Ideological rivalries of the 21st century - including the rivalry between the West and some elements of the Islamic world have replaced Cold War rivalries.</p>	<p>Are the present environmental challenges that we face anthropocene (rooted in man) or a part of normal environmental cycles?</p> <p>Do women in the non-Western world including parts of East Asia, Southeast Asia, South Asia, Africa and the Islamic world possess expectations of women in the western world over the past century or more?</p> <p>Can geopolitical and ideological differences between Western nations and Islamic non-state organizations such as Al-Qaeda and ISIS be resolved or is the dispute existential?</p> <p>Can historical issues such as child combatants, human trafficking, refugee crises, proliferation of weapons be resolved?</p>
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	<p>Repercussions from events such as the American led War on Terror and the Arab Spring have led to tremendous instability and emphasis on conflicts in the Islamic world including Afghanistan, Iraq, Syria, Yemen and Egypt.</p> <p>Ongoing issues such as child combatants, human trafficking, refugee crises, proliferation of weapons, epidemic diseases, environmental issues, ongoing military hotspots, the campaign for women’s rights in the developing world and the plight of indigenous peoples have all dominated the agenda of the UN.</p>	
Acquisition		
	<p>Students will know...</p> <p>Means by which digital communications accelerated and transformed the pace and intensity of globalization.</p> <p>Conditions faced by women in the developing and non-Western worlds today as well as the expectations they may hold and how they compare to those of women in the Western world a century or more ago.</p> <p>Contemporary patterns and causes of world migrations and how they resemble and contrast from those of earlier epochs in world history.</p> <p>Present worldwide environmental challenges.</p> <p>Examples of ideological rivalries of the 21st century - including the rivalry between the West and some elements of the Islamic world and also key elements of the rivalries between the U.S. and China, and the U.S. and Russia.</p> <p>Reasons for the American led War on Terror and ongoing commitments and challenges faced by the</p>	<p>Students will be skilled at...</p> <p>Reading closely for information and key ideas</p> <p>Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Explaining reasons for an author or authors periodization of specific events</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue</p> <p>Crafting Historical Arguments from Historical Evidence (historical argumentation, ability to use evidence)</p> <p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p>

	<p>WOT.</p> <p>How the Arab Spring arose and led to tremendous instability and emphasis on conflicts in the Islamic world including those in Afghanistan, Iraq, Syria, Yemen and Egypt.</p> <p>Ongoing issues such faced by the UN and the international community such as child combatants, human trafficking, refugee crises, proliferation of weapons, epidemic diseases, environmental issues, ongoing military hotspots, the campaign for women’s rights in the developing world and the plight of indigenous peoples.</p>	<p>Integrating and evaluating sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A, T	NMHS school wide presentation rubric	<p>PERFORMANCE TASK(S): <i>Students will show they really understand evidence of...</i></p> <p>Students will participate in a global symposium whereby student breakout teams collaborate to present present day global issues and challenges and compare them to earlier epochs of the same issues. Topics will include globalization in the 21st century, present day world migration patterns, trade and culture, epidemic diseases, environmental issues, ongoing military hotspots, child soldiers, the campaign for women’s rights in the developing world and the plight of indigenous peoples.</p> <p>GOAL - Students will collaborate to present a professional slideshow that reflects sound research from credible resources, acquisition of fundamental information, ideas and research, command of technology and production of an audience friendly presentation that is fully document.</p> <p>ROLE - Academic presenter</p> <p>AUDIENCE - peers</p> <p>SITUATION - Forum: 21st century global issues</p>

A, T, M	Teacher generated Model UN rubric	<p>PERFORMANCE - meets criteria of NMHS school wide presentation rubric</p> <p>STANDARDS - RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>Students will participate in a Mock UN simulation which seeks to address an ongoing conflict or issue such as the war in Syria, Afghanistan or Sudan, or perhaps a topic such as refugees or climate change.</p>
A A, M A, T, M A, T A, T	<p>Student notes</p> <p>Student listening wheels</p> <p>Student completion of “listening wheel organizer” submitted for participation grade</p> <p>Teacher generated debate rubric</p> <p>Students should score at least 4/5 correct in a 5 question SBQ that consists of a range of DOK questions.</p> <p>Students will provide accurate and direct responses to level 1 questions and demonstrate a variety of</p>	<p>OTHER EVIDENCE:</p> <p>Student feedback from guided research of Strayer, Ways of the World Ch. 23, “Capitalism and Culture” /or World History, Topic 3 “India and China”, Topic 21 “The World Today: 1981 to Present”</p> <p>Student collaboration and examination of feminist voices of the 20th and 21st centuries. Sources will include: Doc. 23.1 (p. 1173-1175) Alexandra Kollontai - Feminism - 1920 Doc. 23.2 (p.1175-1176) Andrea Dworkin – Western Feminism - 1995 Doc. 23.3 (p.1176-1178) Combahee River Collective A Black Feminist Statement - 1977 Doc. 23.4 (p.1178-1179) Benazir Bhutto Ali Politics and the Muslim Woman - 1985 Doc. 23.5 (p.1180-1181) Indigenous Women’s Petition – 1994 Doc. 23.5 (p.1180-1181) The Women’s Revolutionary Law - 1994 Excerpts from Yousafzai, Malala and Christina Lamb. I am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban.</p> <p>Class host a debate (based upon primary source documents) as to whether the conflict between the West and rival components of the Islamic world can be resolved by military means.</p> <p>SBQ multiple choice assessment of questions aligned with AP College Board critical thinking skills</p> <p>SBQ short essay rubric designed to measure student demonstration of knowledge and comprehension of content stemming from period leading up to 500 CE.</p>

A, T	opinions and analytical components on level 2 and 3 questions (DOK questioning)	
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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
A, T	Pre-assessment will be in the form of a “Globalization” flow chart that contains sub-headings such as trade, culture, conflict, women’s issues and migration. Students will then be asked to write statements that reflect globalization in the 21st century under each heading.	
A, T, M	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will continue to model appropriate reading and notetaking skills, and use student exemplars as models. Student will research Strayer, Ways of the World Ch. 23, “Capitalism and Culture” /or World History, Topic 3 “India and China”, Topic 21 “The World Today: 1981 to Present”</p>	<p>Progress Monitoring</p> <p>Monitoring of note taking for evidence that student understands the big picture and has provided adequate details. Student responses in class discussion will reflect knowledge, comprehension, synthesis, analysis, and evaluation.</p>
A, T, M	Students will collaborate to analyze excerpts from the following documents: Nelson Mandela’s No Easy Walk to Freedom, Mohandas Gandhi’s Autobiography: The Story of My Experiments with Seeking Truth”.	Student listening wheels and shared discussion.
A, T, M	Students will effectively collaborate via Google Docs to produce subtopics of a global symposium. Teacher will model key elements of a sound presentation as indicated in specific rubric indexes. These will include clarity of presentation, fundamental information, enriching detail, reliance upon credible resources and sound documentation.	Analysis of student presentations shared via Google Drive - for clarity of presentation, fundamental information, enriching detail, reliance upon credible resources and sound documentation.
A, T, M	Students will view the film <i>Lion</i> , a portrayal of the plight of a Hindi child who becomes estranged from his family and his quest to reunite with them.	Post film discussion
A, T, M	Teacher will lead student through analysis of the means by which the UN functions and set up a UN simulation pertaining to a present day challenge.	Authenticity in which students execute roles.

	Students will take unit assessment.	
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For Further Reading:

Beah, Ishmael. ***A Long Way Gone: Memoirs of a Boy Soldier***.

Carson, Rachel. ***Silent Spring***. Houghton Mifflin. 1962.

Filkens, Dexter. ***The Forever War***. Vintage Books. 2008.

Fisk, Robert and Patricia Cockburn. ***Arab Spring Then and Now: From Hope to Despair***. 2017.

Hosseini, Khaled. ***The Kite Runner***. 2004.

Malik, Alia. ***The Home that Was Our Country: A Memoir of Syria***. 2017.

Moaddel, Mansoor ***Islamic Modernism, Nationalism, Fundamentalism*** (2005)

Park, Linda Sue. ***A Long Way Home***. HMH Young Readers Books. 2011.

Yousafzai, Malala and Christina Lamb. ***I am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban***. Back Bay Books. 2015.