

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut



DEVELOPMENT OF WESTERN CIVILIZATION

June 2015

Approved by BOE April 2016

New Milford Board of Education

David A. Lawson, Chairperson  
Bill Dahl, Vice Chairperson  
Wendy Faulenbach, Secretary  
Tammy Mcinerney, Assistant Secretary  
Angela Chastain  
Robert Coppola  
Dave Littlefield  
Brian McCauley  
J.T. Schemm

Interim Superintendent of Schools  
Joshua Smith

Acting Assistant Superintendent of Schools  
Dr. Genie Slone

New Milford High School Principal  
Greg P. Shugrue

Authors of Course Guide  
Christopher Galloway  
Christina McCullough

## New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Students explore the development of Western society through a survey of the history of Western Civilization. Topics explored include classical Greece and Rome; the emergence of nation-states from the Middle Ages; the flowering of the Renaissance; the age of absolute monarchy and the Enlightenment; the French Revolution and the origins of modern revolutions; liberalism, nationalism, and imperialism in the nineteenth century; World War I; disillusionment with the post-WWI and pre-WWII political and social landscapes; World War II; and the Cold War and post-Cold War division of Europe. There is an emphasis on critical reading, writing, and documentation skills.

## Pacing Guide

Unit #	Title	Weeks	Pages
1	Ancient World	4-6	7-11
2	The Middle Ages	4-6	12-16
3	Renaissance and Reformation	2-3	17-20
4	Absolutism and Enlightenment	2	21-24
5	French Revolution, and Napoleon	3-4	25-29
6	Post Revolutionary Europe: Congress of Vienna, Unification of Italy, Unification of Germany	2	30-33
7	Industrial Revolution	3-4	34-37
8	World War I	4	38-41
9	Interwar Period	2-3	42-44
10	World War II	3-4	45-48
11	The Cold War	2-3	49-52

## Key for Common Core State Standards

ISTE = International Society for Technology in Education

NCSS = National Curriculum Standards for Social Studies

RH = Reading Standards for Literacy in History/Social Studies 6-12

RI = Reading for Information Standards 6-12

RL = Reading for Literature Standards 6-12

W = Writing Standards 6-12

WHST = Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Committee Member(s): Christopher Galloway and Christina McCullough  
Unit Title: Ancient World

Course/Subject: Western Civilization  
Grade Level: 9  
# of Weeks: 4-6 weeks

### Identify Desired Results

- RL 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL 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.
- RI 9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts
- W 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W 2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W 2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W 7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NCSS 1d: compare ways in which people from different cultures think about and deal with their physical environment and social conditions;
- NCSS 2: identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.

- Geography had an impact on the development of civilizations
- Greek and early Roman religions were polytheistic.
- Greek city-states had their own unique identity.

- How does geography influence the development of civilizations?
- What factors lead to the rise and fall of Ancient Greece?
- What was the enduring legacy of Alexander the Great?

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Greek wars and the conquests of Alexander the Great created an empire.</li> <li>• Social class conflict impacted the stability of the Roman Republic.</li> <li>• The Roman Republic influenced the democratic republic of the United States.</li> <li>• Expansion and corruption deteriorated the structure of the Roman Republic and influenced the rise of the Roman Empire.</li> <li>• The Pax Romana period was the peak of Roman success.</li> <li>• The development of Christianity transformed the cultural identity of Rome.</li> <li>• Internal and external problems lead to the collapse of the Roman Empire.</li> <li>• Greek and Roman ideas contributed to the development of Western Civilization.</li> </ul> | <ul style="list-style-type: none"> <li>• What factors influenced the development of the Roman Republic?</li> <li>• Why did Roman government change over time?</li> <li>• What factors contributed to the success of the Pax Romana period?</li> <li>• What factors lead to the disintegration of the Roman Empire?</li> <li>• What factors impact the unity of a civilization?</li> <li>• What are characteristics of good leadership?</li> <li>• How can religion define a civilization?</li> <li>• What elements of Ancient Greece and Rome influenced the modern world?</li> </ul> |
|---|---|

Students will know the following:

- Geography influenced the development of Greek and Roman life.
- Each Greek city-state had their own separate cultural identity.
- The wars with Persia and those of Alexander the Great created a Greek empire.
- The differences between the patricians and the plebeians.
- Internal and external factors weakened the Roman Republic and resulted in the birth of the Roman Empire.
- Political, economic and military success defined the Pax Romana period.
- Christianity challenged long-standing traditions in Rome.
- Internal instability and the growth of external powers, destroyed the Roman Empire.
- Greek/Roman advancements and political thought influenced the modern world.

Students will be able to do the following:

- Identify geographic influences on civilizations.
- Compare and contrast Athens and Sparta.
- Analyze the impact expansion had on Ancient Greece.
- Explain the contributing factors that lead to the collapse of Ancient Greece.
- Evaluate the legacy of Alexander the Great.



- Identify the differences between the patricians and plebeians.
- Compare and contrast the Roman Republic's political structure to the United States government.
- Analyze the factors that caused the fall of the Roman Republic.
- Explain reasons for success during the Pax Romana period.
- Examine the fundamental changes Christianity prompted in Rome.
- Investigate reasons for the fall of the Roman Empire.
- Draw comparisons between Ancient Greece and Rome and the modern world.

- |  |                      |
|--|----------------------|
| <ul style="list-style-type: none"> <li>• Loyalty</li> <li>• Citizenship</li> </ul> | Character Attributes |
|--|----------------------|

- |   |                         |
|---|-------------------------|
| <ul style="list-style-type: none"> <li>• ISTE: 1. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. <ul style="list-style-type: none"> <li>a. Apply existing knowledge to generate new ideas, products, or processes.</li> </ul> </li> <li>• ISTE: 4. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. <ul style="list-style-type: none"> <li>b. Plan and manage activities to develop a solution or complete a project.</li> </ul> </li> </ul> | Technology Competencies |
|---|-------------------------|

#### Teaching Strategies:

#### Learning Activities:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Teacher provides a discussion on geographical influence.</li> <li>• Teacher provides primary source readings describing Athens and Sparta. Discussion on the city-states will follow.</li> <li>• Teacher presents a PowerPoint on Greek conflict and expansion.</li> <li>• Teacher will provide primary and secondary sources about Alexander the Great and facilitate a debate on his legacy.</li> <li>• Teacher facilitates a discussion on the primary causes for the demise of the Roman Republic.</li> <li>• Teacher will present a PowerPoint on Roman expansion.</li> <li>• Teacher will facilitate a discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Students will investigate elements of Greek culture through an internet-based inquiry activity.</li> <li>• Students will view video clips of major Greek battles and their impact.</li> <li>• Students will read sources and write a persuasive essay evaluating the legacy of Alexander the Great.</li> <li>• Students will compare and contrast the political structure of the Roman Republic with the branches of the United States government.</li> <li>• Students will work in cooperative groups to create a poster on various aspects of life in Ancient Rome.</li> <li>• Students will view <i>Roman City</i>, which explores ancient ruins and provides information on Roman society.</li> <li>• Students will complete independent</li> </ul> |
|---|--|

<p>on how Christianity challenged Roman society.</p> <ul style="list-style-type: none"> <li>Teacher will provide primary and secondary sources that reveal the most influential factors in the Roman Empire's collapse.</li> <li>Teacher will facilitate a discussion on the enduring legacy of Greece and Rome.</li> </ul>	<p>research on one emperor from the Pax Romana period and create an accurate Fake Facebook page promoting the impact he had on the Roman Empire.</p> <ul style="list-style-type: none"> <li>Through collaboration with group members, students will complete a classroom simulation requiring them to implement an action plan that could save the Roman Empire from its final collapse.</li> </ul>
---	---

Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS</p> <p>one or more periods</p> <p>Goal: Create a Fake Facebook page as a Roman emperor during the Pax Romana Period.</p> <p>Role: Roman Emperor and Roman citizen</p> <p>Audience: Rome</p> <p>Situation: Students will research the positive and negative impact of a particular emperor. Upon completion, students will construct a Fake Facebook page that reflects the impact of the emperor.</p> <p>Product or Performance: Fake Facebook page.</p> <p>Standards for Success: Teacher generated rubric.</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p> <ul style="list-style-type: none"> <li>Class discussions.</li> <li>Quizzes</li> <li>Tests</li> <li>Alexander the Great essay.</li> <li>Poster on Roman life</li> <li>Fall of Rome simulation</li> <li>Roman Facebook Project.</li> </ul>
<ul style="list-style-type: none"> <li><i>Decisive Battles: The Ancient World</i>. A&amp;E, 2006. DVD.</li> <li><i>Lost Worlds</i>. History Channel. 2006. DVD.</li> <li><i>Roman City</i>. PBS. 1994. DVD.</li> <li><i>Mankind</i>. A&amp;E, 2012. DVD.</li> </ul>	<p><b>Suggested Resources</b></p>

- Wiesner, Merry E., Julius Ralph Ruff, and William Bruce Wheeler.  
*Discovering the Western Past: A Look at the Evidence*. Boston, Mass.:  
Houghton Mifflin, 1993. Print
- Rogers, Perry McAdow. *Aspects of Western Civilization: Problems and  
Sources in History* 5th ed. Vol. 1. Upper Saddle River, NJ: Prentice Hall,  
1997. Print.
- Freeman, Philip. "Was Alexander Really Great?: Alexander: His Empire."  
World History: Ancient and Medieval Eras. ABC-CLIO, 2010. Web. 4. Oct.  
2010.
- Worthington, Ian. "Was Alexander Really Great?: A Great General vs. a Great  
King." World History: Ancient and Medieval Eras. ABC-CLIO, 2011. Web.  
4. Oct. 2010.
- "Ancient Greece - Gods and Goddesses - The British Museum." *Ancient  
Greece- Gods and Goddesses - The British Museum*. The British Museum,  
n.d. Web. 08 June 2015.
- Weigel, Richard. "Roman Emperors - DIR--De Imperatoribus Romanis Roman  
History." Collegium Editorum, July 1996. Web. 08 June 2015.
- "The Roman Empire." *PBS*. PBS, 2006. Web. 08 June 2015.  
<<http://www.pbs.org/empires/romans/empirelife.html>>.
- Lidz, Frank. "Sudden Death." *Sports Illustrated* 12 Feb. 2001: 68-71. Web.

Committee Member(s): Christopher Galloway and Christina McCullough  
Unit Title: Middle Ages

Course/Subject: Western Civilization  
Grade Level: 9  
# of Weeks: 4-6 weeks

Ide	sired Results
-----	---------------

- RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- W 1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence
- W 1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- W 2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W 2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NCSS 1a: Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- NCSS 4h: Work independently and cooperatively to accomplish goals.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• Life in the Middle Ages was drastically different from Greece and Rome. (Students will understand that ...)</li> <li>• Germanic tribes, responsible for the fall of Rome, established small kingdoms throughout Europe.</li> <li>• Charlemagne became a unifying force between Roman and Germanic people.</li> <li>• The absence of a centralized government prompted the emergence of feudalism in Europe.</li> <li>• Feudalism established a hierarchy in Medieval society.</li> </ul>	<ul style="list-style-type: none"> <li>• How did the fall of Rome influence the Dark and early Middle Ages?</li> <li>• How was Charlemagne a unifying force for Europe?</li> <li>• How did feudalism dictate political, social and economic life?</li> <li>• How did the role of the Catholic Church shape Medieval society?</li> <li>• What motivated crusaders?</li> <li>• What determines the influence government has over society?</li> <li>• What was the lasting impact of the Black Death?</li> </ul>

- The manorial system became the economic base during the Middle Ages.
- The role of the Catholic Church expanded and heavily influenced Medieval life.
- The Crusades were motivated by religious and economic interests.
- The interests of secular and political leaders often caused conflict.
- The Magna Carta created a limited monarchy and influenced later political structure in Europe.
- The Black Death had political, social and economic consequences for Europe.

Students will know the following:

- Germanic tribes competed to establish kingdoms throughout Europe.
- Through cultural and religious ties, Charlemagne united Roman and Germanic people.
- With disintegration of Charlemagne's empire and the continued threat of invasion, Europeans turned to local lords for protection leading to the emergence of the feudal contract.
- The different roles of each social class established by feudalism.
- The characteristics of manorial life and its economic value.
- The Catholic Church took on religious and non-religious responsibilities for the town.
- The Magna Carta introduced a new form of government challenging the existing power of the kings and social elite.
- Secular and non-secular leaders competed for power in Europe.
- The Black Death had far reaching consequences beyond the loss of life.

Students will be able to do the following:

- Compare and contrast the Middle Ages and the Ancient World.
- Identify the various Germanic tribes that established kingdoms throughout Europe.
- Explain how Charlemagne's Germanic heritage and promotion of Christianity was a uniting force for Europe.
- Identify the reasons for the emergence of feudalism.
- Examine the hierarchy established by the feudal system.
- Describe manorial life.
- Examine the various influences of the Catholic Church.

- Explain the different motives for the Crusades.
- Interpret the justification for power from both a king and pope.
- Analyze the Magna Carta and determine its future implications on Europe.
- Investigate the impact of the Black Death on European society.

#### . Character Attributes

- " Compassion
- Cooperation

- ISTE: 1. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
  - a. Apply existing knowledge to generate new ideas, products, or Processes.
- ISTE: 2. Communication and collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
  - a. Interact, collaborate, and publish with peers, experts, or others employing.

#### Teaching Strategies:

- Teacher will present a PowerPoint discussion connecting the Germanic invasions of Rome to the kingdoms set up throughout Europe in the Early Middle Ages.
- Teacher will provide primary source readings about Charlemagne's rule and lead a discussion on his impact.
- Teacher will facilitate a discussion on the emergence of Feudalism.
- Teachers will provide students with primary sources describing manorial life. Discussion will follow.
- Teacher will provide primary sources from kings and popes justifying their right to rule Europe. Students will answer corresponding questions and a class discussion will follow.
- Teacher will distribute aspects of the Magna Carta and lead a discussion on how its political philosophy will challenge Europe.

#### Learning Activities:

- Students will receive multiple sources to interpret and draw inferences from related to Medieval life.
- Students will analyze multiple sources and create posters on the different social classes set up by feudalism.
- Students will create a feudal advertisement reflecting a major theme or social class of the Middle Ages.
- Students will research and work collaboratively to create a Medieval newspaper emphasizing the most influential aspects of life during the Middle Ages.
- Students will go through a crime and punishment simulation during the Middle Ages to show the influence of the hierarchy.
- Using the internet, students will complete an inquiry based activity on Medieval Warfare.
- Students will view the movie *Cathedral* that examines various aspects of the Catholic Church.

<ul style="list-style-type: none"> <li>Teacher will provide primary and secondary sources about the Black Death. Discussion will follow.</li> </ul>	<ul style="list-style-type: none"> <li>Students will create a modern day coat of arms.</li> <li>Students will view the movie <i>Timeline: The Crusades</i> gain an understanding of the motives and impact of the holy wars.</li> <li>Students will debate and write a persuasive essay on the lasting impact of the Black Death.</li> </ul>
---	--

Performance	Assess	Other Evidence
Authentic application to evaluate desired results designed according to one, or more, marking period	Task(s) designed to evaluate student achievement of	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal:</p> <p>Role:</p> <p>Audience:</p> <p>Situation:</p> <p>Product or Performance:</p> <p>Standards for Success:</p>	<ul style="list-style-type: none"> <li>Class discussion.</li> <li>Quizzes.</li> <li>Tests</li> <li>Black Death essay.</li> <li>Medieval Webquest.</li> <li>Medieval Newspaper</li> <li>Feudal Advertisement.</li> </ul>	
<ul style="list-style-type: none"> <li>Rogers, Perry McArdow. <i>Aspects of Western Civilization: Problems and Sources in History</i>. 5th ed. Vol. 1. Upper Saddle River, NJ: Prentice Hall, 1997. Print.</li> <li><i>Cathedral</i>. PBS. 1985. DVD.</li> <li><i>Castle</i>. PBS. 1983. DVD.</li> <li><i>Timeline: The Crusades</i>. Maryland Public Television. 1989.</li> <li>"The Black Death." <i>World History: Ancient and Medieval Eras [ABC-CLIO]</i>. ABC-CLIO, n.d. Web. 1 Dec. 2014. &lt;<a href="http://www.pbs.org/wgbh/nova/lostempires/trebuchet/race.html">http://www.pbs.org/wgbh/nova/lostempires/trebuchet/race.html</a>&gt;.</li> <li>"Medieval Arms Race." <i>PBS</i>. PBS, Nov. 2000. Web. 08 June 2015.</li> <li>Morris, Ed, Dr. "Medieval Castle Layout: A Typical Castle Layout, Explaining Different Areas and Buildings." <i>Medieval Castle Layout: A Typical Castle Layout, Explaining Different Areas and Buildings</i>. N.p., May 2011. Web. 08 June 2015. &lt;<a href="http://www.exploringcastles.com/medieval_castle_layout.html#GreatHall">http://www.exploringcastles.com/medieval_castle_layout.html#GreatHall</a>&gt;.</li> <li>"The Middle Ages: Feudal Life." <i>The Middle Ages: Feudal Life</i>. Annenberg</li> </ul>		

Foundation, 1 Jan. 2011. Web. 08 June 2015.

<http://www.learner.org/interactives/middleages/feudal.html>.

- Wiesner, Merry E., Julius Ralph Ruff, and William Bruce Wheeler.  
*Discovering the Western Past: A Look at the Evidence*. Boston, Mass.:  
Houghton Mifflin, 1993. Print.



Committee Member(s): Christopher Galloway and Christina McCullough Unit Title: Renaissance and Reformation	Course/Subject: Western Civilization Grade Level: 9th # of Weeks: 2-3 weeks
---	---

### Identify Desired Results

#### Common Core Standards

- RL 2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL 3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI 8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- W 1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- W 2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically
- W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- NCSS 5 b. give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture.
- NCSS 5d. identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts;

Enduring Understandings Generalizations of desired understanding via essential questions	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• After the Black Death, Europeans began to reexamine their culture. (Students will understand that...)</li> <li>• The Renaissance first emerged in Italian merchant cities.</li> <li>• The wealth of powerful merchant families funded the various projects of the Renaissance.</li> <li>• The <u>Renaissance is the</u> rebirth of</li> </ul>	<ul style="list-style-type: none"> <li>• Why did the Renaissance emerge in Italy first?</li> <li>• What elements of Greek and Roman culture were revived?</li> <li>• How did humanism promote advancements in art and science?</li> <li>• How did the role of the individual change during the Renaissance?</li> </ul>

<p>Greek and Roman culture.</p> <ul style="list-style-type: none"> <li>• Humanism emphasized individual talents.</li> <li>• Modern forms of art, technology, literature and architecture greatly influenced European life and the modern world.</li> <li>• New social and political thought challenged traditions of European society.</li> <li>• The Catholic Church gained tremendous influence over the people.</li> <li>• Martin Luther was the leader of the Protestant Reformation and created a new sect of Christianity called Protestantism.</li> <li>• Martin Luther wrote the 95 <i>Theses</i> in protest of the Catholic Church.</li> <li>• Luther believed the only source of religious truth was in the bible.</li> <li>• Martin Luther believed one could achieve salvation through strong faith in God.</li> <li>• Martin Luther's movement empowered others to start social and religious movements.</li> </ul>	<ul style="list-style-type: none"> <li>• How did the Renaissance transform European society?</li> <li>• What elements of the Renaissance are present in today's world?</li> <li>• How did religious authority expand its influence over Europe?</li> <li>• How did Martin Luther challenge the church?</li> <li>• What is a "Renaissance man?"</li> <li>• What defines progress?</li> </ul>
<p><b>Expected Performances</b></p> <p>Students will know the following: <small>What students should know and be able to do</small></p>	
<ul style="list-style-type: none"> <li>• The Renaissance started in Italy.</li> <li>• Wealthy merchant families promoted the Renaissance by financing many projects that would define the time period.</li> <li>• New forms of art, literature, science and architecture changed European society.</li> <li>• Humanism promoted a more independent thinker.</li> <li>• New political and social ideas challenged European traditions.</li> <li>• The Catholic Church started abusing its power and expanded its influence over people.</li> <li>• The 95 <i>Theses</i> challenged the Catholic Church.</li> <li>• Martin Luther's conflict with the church was over religious truth and achieving salvation.</li> <li>• Martin Luther's movement inspired people to challenge other aspects of European society.</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Evaluate the factors that contributed to Italy being the center of the Renaissance.</li> <li>• Compare and contrast the artwork of the Middle Ages and the Renaissance.</li> </ul>	

- Evaluate the impact new forms of art, technology, literature and architecture had on European society and the world today.
- Explain how new social and political thought challenged European society.
- Explain how the Catholic Church abused its power.
- Explain how Martin Luther's beliefs challenged church practices.
- Explain how Martin Luther's movement empowered people to initiate their own revolutions.

- Perseverance
- Courage

- ISTE: 1. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
  - a. Apply existing knowledge to generate new ideas, products, or Processes.
- ISTE: 3. Students apply digital tools to gather, evaluate, and use information.
  - c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

#### Teaching Strategies:

- Teacher will present *Da Vinci's World* on the transition from the Middle Ages to the Renaissance.
- Teacher will present pieces of artwork from the Renaissance and the Middle Ages. A discussion on the similarities and differences will follow.
- Teacher will lead a discussion on the Italian merchant cities and how they promoted the Renaissance.
- Teacher will provide primary source excerpts from Machiavelli's *The Prince* and a corresponding worksheet with questions. Review of the worksheet will follow.
- Teacher will provide excerpts from Martin Luther's *95 Theses* and a corresponding worksheet. A review of the worksheet will follow.
- Teacher will facilitate a class discussion on how Martin Luther could empower other people.

#### Learning Activities:

- Students will view the movie *Da Vinci's World* as an introduction to the Renaissance.
- Students will complete a unique piece of artwork using multiple point perspective.
- Students will engage in research and create an exhibit for a class Renaissance Faire.
- Students will debate the most important legacy of the Renaissance.
- Students will analyze *The Prince* and write a position paper on Machiavelli's ideal ruler.
- Students will create a mock interview of Martin Luther that will emphasize the major problems with the church and his vision for reform.
- Students will view *Luther* and write a response paper.

Performance Task(s)	Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS</p> <p>one or more periods</p> <p>Goal:</p> <p>Role:</p> <p>Audience:</p> <p>Situation:</p> <p>Product or Performance:</p> <p>Standards for Success:</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p> <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Position paper on <i>The Prince</i></li> <li>• Mock Interview of Martin Luther</li> <li>• Product of the Renaissance Faire</li> <li>• Artwork assignment</li> </ul>
<p><b>Suggested Resource</b></p> <ul style="list-style-type: none"> <li>• Rogers, Perry McArdow. <i>Aspects of Western Civilization: Problems and Sources in History</i>. Vol 2. 5ed. Upper Saddle River, NJ: Prentice Hall, 1997. Print.</li> <li>• <i>Engineering and Empire: Da Vinci's World</i>. A&amp;E. 2007. DVD.</li> <li>• <i>Luther</i>. Dir. Eric Till. Perf. Joseph Fiennes. 2003. DVD.</li> <li>• "Sistine Chapel - Virtual Tour." <i>Sistine Chapel - Virtual Tour</i>. N.p., n.d. Web. 08 June 2015. &lt;<a href="http://www.vatican.va/various/cappelle/index_sistina_en.htm">http://www.vatican.va/various/cappelle/index_sistina_en.htm</a>&gt;.</li> <li>• "The Renaissance." <i>The Renaissance</i>. Annenberg Foundation, 1 Jan. 2011. Web. 08 June 2015. &lt;<a href="http://www.learner.org/interactives/renaissance">http://www.learner.org/interactives/renaissance</a>&gt;.</li> <li>• "Medici: Godfathers of the Renaissance." <i>PBS</i>. PBS, 2004. Web. 08 June 2015. &lt;<a href="http://www.pbs.org/empires/medici/renaissance/">http://www.pbs.org/empires/medici/renaissance/</a>&gt;.</li> <li>• "The Renaissance Connection, from the Allentown Art Museum." <i>The Renaissance Connection, from the Allentown Art Museum</i>. Allentown Art Museum, June-July 2000. Web. 08 June 2015. &lt;<a href="http://www.renaissanceconnection.org/">http://www.renaissanceconnection.org/</a>&gt;.</li> <li>• Wiesner, Merry E., Julius Ralph Ruff, and William Bruce Wheeler. <i>Discovering the Western Past: A Look at the Evidence</i>. 2nd ed. Vol. 1. Boston, Mass.: Houghton Mifflin, 1993. Print.</li> </ul>	

Committee Member(s): Christopher Galloway and Christina McCullough Unit Title: The Age of Absolutism and the Enlightenment	Course/Subject: Western Civilization Grade Level: 9th # of Weeks: 2 weeks
---	---

### Identify Desired Results

Common Core State Standards for English Language Arts

- RL 2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- RL 3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- RI 8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- W 2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W 7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- NCSS 6b: Explain the purpose of government;
- NCSS 6h: Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Due to religious, political and social conflict, monarchs established absolute rule.</li> <li>• Divine Right was justification for an absolute monarch's rule.</li> <li>• The right to rule was hereditary and created ruling dynasties.</li> <li>• Absolutism restricted the individual's role in society and government</li> <li>• The philosopher's theories on</li> </ul>	<ul style="list-style-type: none"> <li>• What factors led to absolutism?</li> <li>• How did Divine Right impact government and society?</li> <li>• What are characteristics of an absolute monarch?</li> <li>• What were the causes for the Enlightenment?</li> <li>• How did the Enlightenment threaten absolutism?</li> <li>• How did the Enlightenment impact</li> </ul>

<p>government challenged absolute authority and prompted the Enlightenment.</p> <ul style="list-style-type: none"> <li>• The philosophes' ideas promoted political, religious and social equality.</li> <li>• The philosophes' political ideas influenced many Western democracies.</li> </ul>	<p>the modern world?</p>
<p>What students should know and be able to do</p> <p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• Wars of religion and the Thirty Years war lead to instability and social crisis.</li> <li>• European monarchs sought economic, social and political stability through absolutism.</li> <li>• Monarchs justified their right to rule by stating it was God given.</li> <li>• Absolutism limited citizens' free participation in society.</li> <li>• The political ideas of the Enlightenment challenged the long-standing traditions of absolute society.</li> <li>• Many western nations today reflect enlightened principles.</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Identify the political, social and religious problems that resulted in absolutism.</li> <li>• Describe the characteristics of an absolute monarchy.</li> <li>• Analyze the core beliefs of specific enlightened thinkers.</li> <li>• Analyze how enlightened principles challenged absolutism.</li> <li>• Analyze the contribution philosophes made to society both past and present.</li> </ul>	
<ul style="list-style-type: none"> <li>• Courage</li> <li>• Integrity</li> </ul>	<p>Character Attributes</p>
<ul style="list-style-type: none"> <li>• !STE: 1. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. <ul style="list-style-type: none"> <li>a. Apply existing knowledge to generate new ideas, products, or processes.</li> </ul> </li> <li>• !STE: 4. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. <ul style="list-style-type: none"> <li>b. Plan and manage activities to develop a solution or complete a Project.</li> </ul> </li> </ul>	

<p>Develop Teaching and Learning Plan</p>	
<p>Teaching Strategies:</p>	<p>Learning Activities:</p>

- Students will read an article describing the issues in Europe that prompted absolutism to emerge" Students will complete a worksheet and discussion will follow"
- Students will analyze primary sources from absolute monarchs, such as King Louis XIV, and answer a corresponding worksheet. Discussion will follow"
- Teacher will lead a discussion on the main characteristics of absolute ruleo
- Students will analyze primary sources from enlightened thinkers and answer corresponding questions on a worksheet Discussion will follow"
- Teacher will lead a discussion on how the Enlightenment influenced modern society"
- Students will identify problems in Europe and brainstorm ways leaders might respond"
- Students will view *Versailles* and answer questions"
- Students will write a research paper profiling one absolute ruler.
- Students will compare and contrast the philosophy of an absolute monarch and an enlightened philosopheL
- Students will write a letter to an absolute ruler asking him to meet with a philosopher from the Enlightenment.
- Students will write a DBQ essay on which enlightened thinker poses the biggest threat to absolutism"
- Students will brainstorm how the ideas of the Enlightenment will impact European society"

## Assessments

Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
Goal:	• Class discussion
Role:	• Quizzes
Audience:	• Tests
Situation:	• Research paper on absolute ruler
Product or Performance:	• DBQ on the Enlightenment and absolutism
Standards for Success:	• Letter to an absolute ruler.

## Suggested Resources

- Rogers, Perry McAdowe *Aspects of Western Civilization: Problems and Sources in History* Vol 20 5edo Upper Saddle River, NJ: Prentice Hall, 19970 Print.
- Wiesner, Merry E" , Julius Ralph Ruff, and William Bruce Wheeler. *Discovering the Western Past: A Look at the Evidence*" 2nd ed. Vol. 10 Boston, Masso : Houghton Mifflin, 19930 Print.
- "Internet History Sourcebooks!" *Internet Histo Sourcebooks*" Fordham

University, 22 Sept. 97. Web. 08 June 2015.

<[http://legacy.fordham.edu/halsal1/mod/modsbook10.asp#The Enlightenment](http://legacy.fordham.edu/halsal1/mod/modsbook10.asp#TheEnlightenment)>.

- *Versailles*. Educational Video Network, 2004. Videocassette.



Committee Member(s): Christopher Galloway and Christina McCullough  
Unit Title: The French Revolution

Course/Subject: Western Civilization  
Grade Level: 9th  
# of Weeks: 3 - 4 weeks

### Identify Desired Results

- RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W 2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W 2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- NCSS 5E: identify and describe examples of tensions between and individual's beliefs and government policies and laws;
- NCSS 5g: Show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.

Essential Understandings Generalizations or Big Ideas	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• France was ruled by an absolute monarch, King Louis XVI.</li> <li>• Reckless spending by the royal family put the French government on the verge of bankruptcy.</li> <li>• French society had a hierarchy of social classes called estates.</li> <li>• Long standing feudal rights created inequality amongst the estates.</li> <li>• Enlightened thinkers inspired the French people to rebel for equality.</li> <li>• The Declaration of the Rights of</li> </ul>	<ul style="list-style-type: none"> <li>• What were the short and long term causes of the French Revolution?</li> <li>• When is rebellion justified?</li> <li>• How do hierarchies impact society?</li> <li>• What were the demands of the third estate?</li> <li>• Was the Reign of Terror justified?</li> <li>• What factors led to Napoleon's demise?</li> <li>• Was Napoleon a French hero or a power hungry tyrant?</li> <li>• How did the French Revolution</li> </ul>

<p>Man and Citizen and the Constitution of 1791 abolished many privileges of the Old Regime.</p> <ul style="list-style-type: none"> <li>• European rulers formed a coalition to stop the French Revolution in fear of their own people rebelling.</li> <li>• The revolution entered a radical phase with the execution of King Louis XVI</li> <li>• The Reign of Terror tried to rid France of internal and external threats.</li> <li>• Napoleon Bonaparte staged a coup d'etat to overthrow the Directory.</li> <li>• Napoleon's policies both preserved and destroyed gains of the Revolution.</li> <li>• Napoleon's inability to control England led to his downfall.</li> <li>• The French Revolution influenced rebellions elsewhere in Europe.</li> </ul>	<p>influence Europe in the years after?</p>
<p>Students will know the following:</p>	<p>Students will be able to do the following:</p>
<ul style="list-style-type: none"> <li>• The actions of the French government prior to the revolution created financial crisis.</li> <li>• Relics of Feudalism created social and political inequality.</li> <li>• Inspired by the Enlightenment, the Third Estate rebelled for political and social equality.</li> <li>• The Declaration of the Rights of Man and the Constitution of 1791 applied enlightened ideas to the French government.</li> <li>• European leaders feared the effect the French Revolution would have on their people.</li> <li>• The Reign of Terror aimed to eliminate internal and external threats to extend the longevity of the revolution.</li> <li>• The Napoleonic Wars created a French empire on mainland Europe.</li> <li>• Napoleon's inability to control England resulted in his defeat.</li> <li>• The French Revolution inspired rebellion elsewhere throughout Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify examples of irresponsible behavior of the royal family in the 1700s.</li> <li>• Analyze French society and explain the elements of inequality.</li> <li>• Compare and contrast each estate within French society.</li> <li>• Analyze how the Enlightenment is reflected in important French documents.</li> <li>• Explain why European leaders feared the French Revolution.</li> <li>• Investigate the Reign of Terror and evaluate if it reflected the true intention of the</li> </ul>

revolution.

- Defend if King Louis XVI execution was justified or not.
- Evaluate Napoleon Bonaparte's leadership.
- Identify the reasons for Napoleon's demise.
- Explain how the French Revolution made an impact beyond French society.

#### Character Attributes

- Compassion
- Perseverance

#### Technology Competencies

- ISTE: 1. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
  - a. Apply existing knowledge to generate new ideas, products, or processes.
- ISTE: 3. Students apply digital tools to gather, evaluate, and use information.
  - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

#### Teaching Strategies: Develop Teaching Activities

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Teacher will lead a PowerPoint discussion summarizing the problems on the eve of revolution.</li><li>• Teacher will facilitate a discussion reviewing the Enlightenment and drawing connections to the problems in French society.</li><li>• Teacher will lead a discussion on the impact of early events and achievements during the French Revolution.</li><li>• Teacher will provide primary source readings from Maximilien Robespierre that justify the use of terror. Discussion will follow.</li><li>• Teacher will lead a discussion on the Reign of Terror.</li><li>• Teacher will lead a discussion on Napoleon's rise to power and creation of his empire.</li><li>• Teacher will lead a discussion on the impact the revolution had throughout Europe.</li></ul> | <ul style="list-style-type: none"><li>• Students will take the role of a specific estate during the French Revolution and participate in a simulation of French society.</li><li>• Students will produce skits reflecting the social hierarchy of the three estates in French society.</li><li>• Students will engage in a mock vote following the voting format the French used prior to the revolution.</li><li>• Students will conduct research and write a paper on the most influential events of the French Revolution.</li><li>• Students will complete a webquest on the Reign of Terror.</li><li>• Students will engage in a mock trial of King Louis XVI.</li><li>• Students will create a timeline reflecting the major events of Napoleon's rule.</li><li>• Students will research and write an essay defending if Napoleon was a French hero.</li><li>• Students will brainstorm and discuss how the French revolution will impact</li></ul> |
|--|---|

Authentic Performance Task (Application of Skills)	Other Evidence
<p>Authentic Performance Task (Application of Skills)</p> <p>designed according to GRASPS</p> <p>One or more marking period</p> <p>Goal: To write a well supported essay on whether or not Napoleon was a French hero.</p> <p>Role: Writer</p> <p>Audience: Teacher</p> <p>Situation: Students analyze multiple sources and write an essay defending their position on the issue.</p> <p>Product or Performance: Essay</p> <p>Standards for Success: Teacher generated rubric.</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p> <ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Quizzes</li> <li>• Tests</li> <li>• French society simulation</li> <li>• Mock trial of King Louis XVI</li> <li>• Webquest on the Reign of Terror</li> <li>• Research paper on the events of the revolution</li> <li>• Essay on Napoleon</li> </ul>
<ul style="list-style-type: none"> <li>• Rogers, Perry McAdow. <i>Aspects of Western Civilization: Problems and Sources in History</i>. Vol 2. 5ed. Upper Saddle River, NJ: Prentice Hall, 1997. Print.</li> <li>• Wiesner, Merry E., Julius Ralph Ruff, and William Bruce Wheeler. <i>Discovering the Western Past: A Look at the Evidence</i>. 2nd ed. Vol. 1. Boston, Mass.: Houghton Mifflin, 1993. Print</li> <li>• "Internet History Sourcebooks." <i>Internet History Sourcebooks</i>. Fordham University, 22 Sept 97. Web. 08 June 2015. &lt;<a href="http://legacy.fordham.edu/halsall/mod/modsbook10.asp#TheEnlightenment">http://legacy.fordham.edu/halsall/mod/modsbook10.asp#TheEnlightenment</a>&gt;.</li> <li>• <i>The French Revolution</i>. A&amp;E Networks, 2005. DVD.</li> <li>• <i>Napoleon Bonaparte: The Glory of France</i>. A&amp;E Networks, 1998. DVD.</li> <li>• Mansel, Phillip. "Napoleon the Kingmaker." <i>History Today</i> (1998): 77-81. Print.</li> <li>• Maclachlan, Matthew. "Napoleon and Empire." <i>History Review</i> (2007): 13-17. Print.</li> <li>• "Europe and the Superior Being." <i>Historyguide.org</i>. N.p., 20 July 2014. Web. 9 Feb. 2015.</li> <li>• "Louis XVI." <i>World History: The Modern Era</i>. ABC-CLIO, 2011. Web. 25 Jan.</li> </ul>	

---

2011.

---

# New Milford Public Schools

Committee Member(s): Christopher Galloway and Christina McCullough  
Unit Title: Post Revolutionary Europe: Congress of Vienna and Unifications

Course/Subject: Development of Western Civilization  
Grade Level: 9th grade  
# of Weeks: Two

## Identify Desired

Common Core Stan

- RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- NCSS 2b. Demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships;
- NCSS 6 f. Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations;

## Enduring Understandings

Students will understand that...

- The Congress of Vienna was a conservative gathering of the leaders of Europe that tried to turn back the clock in Europe
- Prussian Chancellor Otto von Bismarck used realpolitik to unite Germany
- There were major obstacles to progress in Russia and the problems of industrialization contributed to the outbreak of revolution

## Essential Questions

Inquiry used to explore generalizations

- How did the Congress of Vienna try to create a lasting peace in Europe?
- How did Otto von Bismarck, chancellor of Prussia, lead the drive for German unity?
- How did influential leaders help to create a unified Italy?
- Why did industrialization and reform come more slowly to Russia than to Western Europe?

What students

Students will know the following:

- The definition of nationalism and how it impacted the creation of Italy, Germany, and the Austro-Hungarian empire
- The Congress of Vienna was a conservative event that attempted to turn back the clock in Europe
- Count Camillo Cavour and Giuseppe Garibaldi played important roles in the

able to do

struggle to create a unified Italy

- Otto von Bismarck was the architect of German unity
- Russia failed to industrialize and keep up with Western Europe

Students will be able to do the following:

- Explain the major issues that were not addressed by the Congress of Vienna
- Analyze how nationalism impacted Europe in the late 19th century
- Evaluate the impact of late industrialization on Russia and predict the major issues that led to the revolutions of the 1900s
- Explain how the creation of a united Italy and a united Germany upset the historical balance of power in Europe
- Use images, such as political cartoons, to draw conclusions and make predictions

- Perseverance
- Loyalty

- ISTE 3 Students apply digital tools to gather, evaluate, and use information.  
d. Process data and report results

- ISTE 4 Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.  
a. Identify and define authentic problems and significant questions for investigation

Teaching Strategies:

- Teacher will present a PowerPoint on the Congress of Vienna
- Teacher will model how to analyze a political cartoon with the entire class and then provide more political cartoons for students to complete in cooperative groups
- Teacher will provide a reading for students on the Congress of Vienna
- Teacher will lead students in a discussion identifying major ways the map of Europe had changed by the end of the 19th century. Teacher will facilitate student predictions of how the new map could contribute to tensions among European countries

Learning Activities:

- Students will identify and analyze the goals and desires of each of major countries represented at the Congress of Vienna either by completing a graphic organizer or participating in a simulation
- Students will complete a map exercise comparing and contrasting the map of Europe before the French Revolution with the map of Europe after the Congress of Vienna
- Students will complete a timeline of the major changes that occurred in the 19th century including the unification of Italy, the unification of Germany, and the dual compromise that led to the creation of Austria-Hungary
- Students will anal ze olitical cartoons

	<p>depicting the Congress of Vienna, the unification of Italy, or the unification of Germany</p> <ul style="list-style-type: none"> <li>• Students will create their own political cartoon on a major event of their choice from the 19th century</li> <li>• Students will complete a graphic organizer identifying major issues in 19th century Russia and comparing Russia's development with that of Western Europe</li> </ul>
--	---

Performance Task(s)	Assessments
<p>Authentic application to evaluate student achievement of desired results designed according to GRASP.S</p> <p><b>one er:markln _eriod</b></p> <p>Goal:</p> <p>Role:</p> <p>Audience:</p> <p>Situation:</p> <p>Product or Performance:</p> <p>Standards for Success:</p>	<p>Other Evidence</p> <p>Application of the function: In 'classroom' context to evaluate student achievement of desired results</p> <ul style="list-style-type: none"> <li>• Student analysis of political cartoons</li> <li>• Completion of graphic organizer</li> <li>• Participation in class discussions</li> <li>• Completion of timeline</li> <li>• Political cartoons created by students</li> </ul>
Suggested Resources	
<ul style="list-style-type: none"> <li>• Rogers, Perry M. <i>Aspects Of Western Civilization</i>. 5th ed. Vol. II. Upper Saddle River: Pearson/Prentice Hall, 2003. Print.</li> <li>• Butler, Chris. "The Flow of History." <i>FC121: The Unification of Germany (1848-1871)</i>. N.p., n.d. Web. 11 June 2015. &lt;<a href="http://www.flowofhistory.com/units/eme/18/FC121">http://www.flowofhistory.com/units/eme/18/FC121</a>&gt;.</li> <li>• "Unification of German States" Issues- Countries • Office of the Historian, <i>Unification of German States - Issues - Countries - Office of the Historian</i>. U.S. Department of State, n.d. Web. 11 June 2015. &lt;<a href="https://history.state.gov/countries/issues/german-unification">https://history.state.gov/countries/issues/german-unification</a>&gt;.</li> <li>• "Unification of Italian States - Issues - Countries. - Office of the Historian." <i>Unification of Italian States - Issues - Countries - Office of the Historian</i>. U.S. Department of State, n.d. Web. 11 June 2015, &lt;<a href="https://history.state.gov/countries/issues/italian-unification">https://history.state.gov/countries/issues/italian-unification</a>&gt;.</li> <li>• "Political Cartoons and Public Debates." - <i>Primary Source Set</i>. Library of Congress, n.d. Web. 11 June 2015.</li> </ul>	



<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/political-cartoons/>.

- Fenton, Edwin, ed. *The Shaping of Western Society An Inquiry Approach*. New York: Holt, Rinehart and Winston, 1974. Print.

# New Milford Public Schools

Committee Member(s): Christopher Galloway and Christina McCullough Unit Title: Industrial Revolution	Course/Subject: Development of Western Civilization Grade Level: 9th grade # of Weeks: Three-Four
---	---

## Identify Desired Results

- WHST.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- WHST.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- NCSS 2c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;
- NCSS Sa. identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication;

Essential Questions  
Inquiry used to explore generalizations  
students will understand that...

- A variety of events and factors led to the development of the Industrial Revolution
- The Industrial Revolution profoundly changed the social order and long-held traditions in the Western world
- The Industrial Revolution led to an increase in urbanization and other social effects
- The Industrial Revolution led to the development of new economic ideas such as socialism and communism

## Essential Questions

- What events helped bring about the Industrial Revolution?
- What were the social effects of the Industrial Revolution?
- What new ideas about economics and society were fostered as a result of the Industrial Revolution?
- How did the Industrial Revolution change life in the cities?
- How did the Industrial Revolution change the old social order and long-held traditions in the Western world?

Students will know the following:

- The theories of socialism, communism, and laissez-faire economics
- How technology changed the way people communicated and worked
- The new social order and values
- What life was like in industrial cities

Students will be able to do the following:

- Outline the major technological changes that helped trigger the Industrial Revolution
- Analyze the benefits and challenges of industrialization
- Summarize the theories of socialism and communism and explain the difference between the two theories
- Explain laissez-faire economics
- Describe life in the cities
- Evaluate the impact of new technology on industry, transportation, and communication

- Responsibility
- Cooperation

- ISTE 3 Students apply digital tools to gather, evaluate, and use information.
  - c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- ISTE 2 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
  - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

## Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher will present a PowerPoint on the causes and development of the Industrial Revolution
- Teacher will facilitate the ideologies game and lead students in the reflective discussion that follows the game
- Teacher will prepare a selection of readings for students that will assist them in learning about living and working conditions in the Industrial Revolution
- Teacher will instruct students as to

Learning Activities:

- Students will participate in examining and evaluating images from the Industrial Revolution through a stations activity
- Students will view *Mill Times* and complete a viewing guide
- Students will participate in an ideologies game to compare and contrast capitalism, socialism and communism
- Students will complete a graphic organizer comparing and contrasting social, capitalism, and communism

<p>how to write and organize a five paragraph argumentative essay</p> <ul style="list-style-type: none"> <li>Teacher will facilitate student work on a project about life for a worker during the Industrial Revolution</li> </ul>	<ul style="list-style-type: none"> <li>Students will complete readings about living and working conditions in the Industrial Revolution</li> <li>Students will write an essay examining the costs and benefits of Industrialization</li> <li>Students will complete a project on life for a worker in the Industrial Revolution</li> </ul>
--	--

Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS</p> <p>one - er markin erlod</p> <p>Goal: To create a type of media depicting what life was like for a worker during the Industrial Revolution</p> <p>Role: Creators of media depicting life in the Industrial Revolution</p> <p>Audience: People living currently</p> <p>Situation: Students will select a project from a list of options or develop their own with the goal of depicting life in the Industrial Revolution to a modern audience</p> <p>Product or Performance: Student choice but some options may be an Instagram account of a worker's life, a soundtrack of songs that depict working life, a public health campaign about common ailments facing workers, etc.</p> <p>Standards for Success: Presentation Rubric</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p> <ul style="list-style-type: none"> <li>Essay analyzing the costs and benefits of Industrialization</li> <li>Completion of graphic organizing comparing ideologies</li> <li>Completion of viewing guide for <i>Mill Times</i></li> <li>End of unit test</li> </ul>

- Macaulay, David. "Mill Times." *Mill Times*. PBS. 2001.
- Rogers, Perry M. *Aspects of Western Civilization*. 5th ed. Vol. II Upper Saddle River: Pearson/Prentice Hall, 2003. Print
- "The Industrial Revolution in the United States." - *Primary Source Set*. N.p., n.d. Web. 10 June 2015.  
<<http://www.joc.gov/teachers/classroommaterials/primarysourcesets/industrial-revolution/>>.
- Fenton, Edwin, ed. *The Shaping of Western Society*. *An Inquiry Approach*. New York: Holt, Rinehart and Winston, 1974. Print.
- "Man-Made to Machining" History of the Industrial Revolution." *Man-Made to Machining - History of the Industrial Revolution*. N.p., n.d, Web. 15 June 2015.  
<<http://www.thomasnet.com/articles/custom-manufacturing-fabricating/history-of-the-industrial-revolution>>.
- "Internet History Sourcebooks.." *Internet History Sourcebooks*. Fordham University, n.d. Web. 15 June 2015.  
<[http://legacy.fordham.edu/halsall/moc:f/modsbook14.asp](http://legacy.fordham.edu/halsall/moc/f/modsbook14.asp)>.

## New Milford Public Schools

Committee Member(s): Christopher Galloway and Christina McCullough Unit Title: World War I and the Russian Revolution	Course/Subject: Development of Western Civilization Grade Level: 9th grade # of Weeks: Four
<b>Identify Desired Results</b>	
Common Core Standards	
<ul style="list-style-type: none"> <li>• RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</li> <li>• RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</li> <li>• WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</li> <li>• NCSS 2d: Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others</li> <li>• NCSS 6c: Give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict;</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• A variety of causes contributed to the start of WWI</li> <li>• New technology caused the war to turn into a stalemate on the Western Front</li> <li>• The delegates to the Paris Peace Conference faced a variety of major issues which led to the creation of a treaty that caused dissatisfaction to many in Europe</li> <li>• Russia entered the war as an absolute monarchy but underwent two revolutions during the war leading to the establishment of Communist control</li> </ul>	<ul style="list-style-type: none"> <li>• How did international rivalries and nationalism push Europe toward war?</li> <li>• How did WWI become a total war?</li> <li>• What factors influenced the peace treaties that ended WWI and how did people react to the treaties?</li> <li>• How did two revolutions and a civil war bring about Communist control of Russia?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	

Students will know the following:

- The causes and effects of the European alliance system
- Technology made WWI different from earlier wars and was a contributing reason as to why a stalemate developed on the Western Front
- How the assassination in Sarajevo led to the start of WWI
- The issues that needed to be resolved at the Paris Peace Conference
- The causes of the March Revolution in Russia

Students will be able to do the following:

- Explain the MAIN causes of WWI; militarism, alliance system, imperialism, and nationalism
- Identify the Allied and Central Powers fighting in WWI
- Describe how WWI became a total war
- Analyze the costs of WWI both at home and abroad
- Examine the use of propaganda by governments to persuade their citizens to support the war effort
- Identify elements of the Versailles Peace Treaty that led to the dissatisfaction of the German people
- Explain the political, economic, and social factors that led to the Russian Revolution

	Character Attributes	
<ul style="list-style-type: none"> <li>• Compassion</li> <li>• Responsibility</li> </ul>		
	Technology Competencies	
<ul style="list-style-type: none"> <li>• ISTE 3 Students apply digital tools to gather, evaluate, and use information.               <ul style="list-style-type: none"> <li>c: Evaluate and select information sources and digital tools based on the appropriateness to specific tasks</li> </ul> </li> <li>• ISTE 2 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.               <ul style="list-style-type: none"> <li>b: Communicate information and ideas effectively to multiple audiences using a variety of media and formats</li> </ul> </li> </ul>		

### Teaching Strategies: **Develop Teaching and Learning Plan**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Teacher presents PowerPoint on the road to World War I</li> <li>• Teacher provides a reading to students on the causes of WWI</li> <li>• Teacher leads students in a close reading exercise of the poem <i>Dulce Et Decorum Est</i> to examine the impact of Gas Warfare</li> <li>• Teacher provides students with</li> </ul> | <ul style="list-style-type: none"> <li>• Students complete a reading on the causes of WWI and answer questions</li> <li>• Students participate in a discussion on the poem <i>Dulce Et Decorum Est</i> to analyze the impact of gas warfare</li> <li>• Students participate in a stations activity where they examine movement or lack thereof on the Western Front, read about the use of airplanes, and</li> </ul> |
|--|--|

<p>Chapter 6 of <i>All Quiet on the Western Front</i> to read and facilitates discussion</p> <ul style="list-style-type: none"> <li>Teacher models analysis of a piece of propaganda with the entire class</li> <li>Teacher provides an excerpt of Wilson's 14 Points for students to read and analyze</li> <li>Teacher presents PowerPoint on the causes of the Russian Revolution</li> <li>Teacher facilitates scrapbook project</li> </ul>	<p>examine statistics on trench warfare</p> <ul style="list-style-type: none"> <li>Students read and discuss Chapter 6 of <i>All Quiet on the Western Front</i></li> <li>Students complete a poster analysis worksheet on a piece of wartime propaganda</li> <li>Students create their own piece of propaganda trying to persuade people to join the war, buy wartime bonds, work more efficiently in a factory, or plant a victory garden</li> <li>Students compare and contrast maps of Europe before WWI and after the Paris Peace Conference</li> <li>Students complete graphic organizer on the social, political, and economic causes of the Russian Revolution</li> </ul> <p>Students complete WWI scrapbook project evaluating a soldier or nurse's experience during the war</p>
---	---

<div>Performance Task(s)</div> <div>Authentic application to evaluate student achievement of desired results designed according to GRASPS</div> <div>one or more marking period</div>	<div>Other Evidence</div> <div>Application that is functional in a classroom context to evaluate student achievement of desired results</div>
<p>Goal: To evaluate roles played by men and women during WWI</p> <p>Role: Students will create a scrapbook from the Point of View of a soldier or female nurse during WWI</p> <p>Audience: Modern day society discovering the scrapbook</p> <p>Situation: Students are creating a scrapbook of an invented relative that participated in WWI. They will focus on their experiences involving trench warfare and the new technology that</p>	<ul style="list-style-type: none"> <li>Analysis and creation of Propaganda</li> <li>Analysis and discussion of Dulce Et Decorum Est</li> <li>Student participation in class discussions</li> <li>Student completion of graphic organizer</li> <li>Student completion of map exercise</li> <li>End of unit test</li> </ul>



<p>was used during WWI</p> <p>Product or Performance: Scrapbook</p> <p>detailing their participation in WWI</p> <p>Standards for Success: Scrapbook Project</p> <p>Rubric</p>	
<ul style="list-style-type: none"> <li>• Remarque, Erich Maria, and A W, Wheen. <i>All Quiet on the Western Front</i>. Boston: Little, Brown, 1975. Print.</li> <li>• Wilfred, Owen. "DULCE ET DECORUM EST." <i>WILFRED OWEN- DULCE ET DECORUM EST, Text of Poem and Notes</i>. N.p., n.d. Web. 09 June 2015.</li> <li>• Animated Map of Western Front during WWI: <a href="http://www.bbc.co.uk/history/worldwars/wwone/launch_animated_western_frontshtml">http://www.bbc.co.uk/history/worldwars/wwone/launch_animated_western_frontshtml</a></li> <li>• Rogers, Perry M, <i>Aspects of Western Civilization</i>. 5th ed. Vol. 1. Upper Saddle River, NJ: Pearson/Prentice Hall; 2003, Print.</li> <li>• "Political Cartoons and Public Debates." - <i>Primary Source Set</i>. Library of Congress, n.d. Web. 11 June 2015. &lt;<a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/political-cartoons/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/political-cartoons/</a>&gt;.</li> <li>• "The British Cartoon Archive." <i>Welcome to the British Cartoon Archive</i>. University of Kent, n.d. Web. 11 June 2015. &lt;<a href="http://www.cc1rtoons.ac.uk/">http://www.cc1rtoons.ac.uk/</a>&gt;.</li> <li>• "World War I Propaganda Posters." <i>Wake Up, America!</i> -. N.p., n.d. Web. 11 June 2015. &lt;<a href="http://www.learnnc.org/lp/editions/ww1posters">http://www.learnnc.org/lp/editions/ww1posters</a>&gt;.</li> <li>• Fenton, Edwin, ed: <i>The Shaping of Western Society An Inquiry Approach</i>. New York: Holt, Rinehart and Winston, 1974. Print</li> <li>• "Avalon Project - Documents in Law, History and Diplomacy." <i>Avalon Project - Documents in Law, History and Diplomacy</i>. Yale Law School, n.d. Web. 15 June 2015. &lt;<a href="http://avalon.law.yale.edu/default.asp">http://avalon.law.yale.edu/default.asp</a>&gt;.</li> </ul>	

## New Milford Public Schools

Committee Member(s): Christopher Galloway and Christina McCullough Unit Title: Interwar Period	Course/Subject: Development of Western Civilization Grade Level: 9th grade # of Weeks: Two-Three
---	--

### Identify Desired Results

#### Common Core Standards

- WHST.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WHST.9-10.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
- NCSS 2 c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;
- NCSS 5 b. give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture;

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• A variety of political and economic challenges, such as the Great Depression, caused many issues across Europe</li> <li>• Stalin transformed the Soviet Union into a totalitarian state using fear and intimidation as well as five year industrialization plans</li> <li>• Fascist ideology values blind loyalty to the state and aggressive foreign expansion</li> <li>• Hitler and the Nazi party controlled all areas of German life and used secret police to root out opposition</li> </ul>	<ul style="list-style-type: none"> <li>• What political and economic challenges did the leading democracies face in the 1920s and 1930s?</li> <li>• What were the values and goals of fascist ideology?</li> <li>• How did Stalin transform the Soviet Union into a totalitarian state?</li> <li>• How did Hitler and the Nazi party establish and maintain a totalitarian government in Germany?</li> </ul>
Expected Performances What students should know and be able to do	

Students will know the following:

- Hitler's rise to power in Germany
- Conditions in Italy that led to the rise of Mussolini
- Communist changes to Soviet society
- Similarities and differences between fascism and communism

Students will be able to do the following:

- Explain the factors that led to the rise of totalitarian regimes
- Compare and contrast fascism and communism
- Analyze the problems faced by the Weimar Republic in Germany
- Describe the effects of Stalin's five-year plans and policies on the Soviet Union
- Evaluate the impact of the Great Depression on European nations

- Responsibility
- Citizenship

- ISTE 3 Students apply digital tools to gather, evaluate, and use information.
  - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- ISTE 2 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
  - c. Evaluate and select information sources and digital tools based on the appropriateness to tasks

### Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher will present a PowerPoint on conditions in Europe after the Paris Peace Conference
- Teacher will provide readings to students on the rise of Hitler, Mussolini, and Stalin
- Teacher will lead students in primary source readings on topics such as the Soviet Gulag and Hitler's secret police
- Teacher will lead class discussion on similarities and differences between fascism and communism. Teacher and students will highlight that even though the ideologies were different both used totalitarian methods

Learning Activities:

- Students will create a timeline that depicts major political, social, and economic developments from 1919-1939
- Students will complete a graphic organizer comparing the leaders and governments of the totalitarian nations
- Students will analyze conditions in Italy, Soviet Union, and Germany by examining primary sources
- Students will assess examples of propaganda created by totalitarian regimes by working together in cooperative groups
- Students will participate in class discussion on similarities and differences between fascism and

<ul style="list-style-type: none"> <li>Teacher will instruct students as to how to write and organize a five paragraph argumentative essay</li> </ul>	<p>communism</p> <ul style="list-style-type: none"> <li>Students will write an essay explaining how the Treaty of Versailles helped lead to the rise of Hitler in Germany</li> </ul>
---	--

Assessment	
<p>Performance Task(s)</p> <p>Authentic application to evaluate student achievement of desired results designed according to GRASPS</p> <p><b>One ermarkin eriod</b></p> <p>Goal:</p> <p>Role:</p> <p>Audience:</p> <p>Situation:</p> <p>Product or Performance:</p> <p>Standards for Success:</p>	<p>Other Evidence</p> <p>Application that is functional in a classroom context to evaluate student achievement of desired results</p> <ul style="list-style-type: none"> <li>Essay on the connections between the Treaty of Versailles and the rise of Hitler</li> <li>Student participation in class discussion</li> <li>Completion of graphic organizer</li> <li>Assessment of propaganda</li> <li>End of unit quiz</li> </ul>
Suggested Sources	
<ul style="list-style-type: none"> <li>Rogers, Perry M. <i>History of Western Civilization</i>. 5th ed. Vol. II. Upper Saddle River: Pearson/Prentice Hall, 2003. Print.</li> <li>"Political Cartoons and Public Debates." <i>-Primary Source Set</i>. Library of Congress, n.d.. Web.. 11 June 2015. &lt;<a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/politicalcartoons/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/politicalcartoons/</a>&gt;.</li> <li>"The British Cartoon Archive." <i>Welcome to the British Cartoon Archive</i>-. University of Kent, n.d. Web. 11 June 2015. &lt;<a href="http://www.cartoons.ac.uk/">http://www.cartoons.ac.uk/</a>&gt;.</li> <li>"Hitler Comes to Power." <i>United States Holocaust Memorial Museum</i>. United States Holocaust Memorial Council, n.d. Web, 12 June 2015. &lt;<a href="http://www.ushmm.org/outreach/en/article.php?ModuleId=10007671">http://www.ushmm.org/outreach/en/article.php?ModuleId=10007671</a>&gt;.</li> <li>Butler, Chris. "The Flow of History." <i>FC133: Benito Mussolini and the Rise of Fascism in Italy (1919-25)</i>-. N.p., n.d. Web. 12 June 2015. &lt;<a href="http://www.flowofhistory.com/units/etc/20/FC133">http://www.flowofhistory.com/units/etc/20/FC133</a>&gt;.</li> <li>Fenton, Edwin, ed. <i>The Shaping of Western Society An Inquiry Approach</i>. New York: Holt, Rinehart and Winston, 1974. Print.</li> <li>"Avalon Project - Documents in Law, History and Diplomacy." <i>Avalon Project - Documents in Law, History and Diplomacy</i>: Yale Law School, n.d. Web. 15 June 2015. .;&lt;<a href="http://avalon.law.yale.edu/default.asp">http://avalon.law.yale.edu/default.asp</a>&gt;.</li> </ul>	

# New Milford Public Schools

Committee Member(s): Christopher Galloway and Christina McCullough Unit Title: World War II	Course/Subject: Development of Western Civilization Grade Level: 9th grade # of Weeks: Three - Four
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</li> <li>• RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</li> <li>• WHST.9-10.1.B Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>• WHST.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• NCSS 6 c. give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict;</li> <li>• NCSS 2 d. identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others;</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• A series of events occurred in the 1930's that contributed to the outbreak of World War II</li> <li>• World War II was a global war that required countries to devote all of their resources to the war effort</li> <li>• The Axis powers were initially very successful and occupied a huge portion of Europe but began to be pushed back by the Allies in 1943</li> <li>• At the end of World War II tensions arose between the Soviet Union and the United States leading to the Cold War</li> </ul>	<ul style="list-style-type: none"> <li>• What events unfolded between Chamberlain's declaration of "peace for our time" and the outbreak of a world war?</li> <li>• Which regions were attacked and occupied by the Axis powers and what was life like under their occupation?</li> <li>• How did the Allies begin to push back the Axis powers and how did they finally defeat the Axis powers?</li> <li>• What issues arose in the aftermath of World War II and how did new tensions develop?</li> </ul>
<div style="text-align: right;">Expected What students s</div>	<div style="text-align: right;">Students should be able to do</div>
Students will know the following:	

- The causes of World War II
- Major victories by the Allies beginning in 1943 leading to their overall victory in 1945
- The Nazis committed a genocide that targeted Jews, Roma, the disabled, homosexuals, and many Poles and Russians
- WWII was a total war that required a tremendous amount of resources
- Immediately after WWII tensions between the Allies and the Soviet Union led to the development of the Cold War and the division of Europe by the Iron Curtain

Students will be able to do the following:

- Analyze the threat to world peace posed by dictators in the 1930's and how the Western democracies responded
- Summarize the ways in which continuing Nazi aggression led Europe to war
- Describe how the Axis powers came to control much of Europe but failed to conquer Britain
- Examine the Nazi invasion of the Soviet Union and analyze its impact on the war
- Explain how Allied victories began to push back the Axis powers
- Explain how nations devoted all of their resources to fighting World War II
- Describe the reasons for the final defeat of the Nazis
- Analyze how new conflicts developed among the former Allies after World War II

- Perseverance Character
- Citizenship

- ISTE 2
  - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- ISTE 3 Students apply digital tools to gather, evaluate, and use information.
  - d. Process data and report results

#### Teaching Strategies: Develop Teaching and Learning Plan

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Teacher provides an overview of events leading to the outbreak of war and major events during the war</li> <li>• Teacher provides students with charts and graphs documenting civilian and military casualty rates</li> <li>• Teacher shows excerpts of important speeches made by Roosevelt, Churchill, Stalin, and Hitler to students and facilitates a discussion as to how leaders</li> </ul> | <ul style="list-style-type: none"> <li>• Students work cooperatively to examine a variety of propaganda including political cartoons, Disney wartime cartoons, and posters and complete analysis worksheets appropriate for that piece of propaganda</li> <li>• Students create their own piece of propaganda or political cartoon to persuade others to support the war effort</li> <li>• Students create a timeline of the major</li> </ul> |
|--|---|

<p>communicated with their countries</p> <ul style="list-style-type: none"> <li>• Teacher models how to analyze a photograph using photo analysis worksheet</li> <li>• Teacher instructs students as to how to write and organize a five paragraph argumentative essay</li> </ul>	<p>events leading to the declaration of war on September 1, 1939</p> <ul style="list-style-type: none"> <li>• Students use charts and graphs to compare civilian and military casualty rates among nations</li> <li>• Students cooperatively analyze photographs on anti-Semitism in Germany and explain the connection to Hitler and the Holocaust</li> <li>• Students examine one soldier's diary entries before, on, and after the D-Day invasion to evaluate the effectiveness of diaries as primary sources</li> <li>• Students read and interpret excerpts from the meetings at Yalta and Tehran to identify and predict issues that were developing between the Allies and the Soviet Union</li> <li>• Students write a persuasive essay trying to convince the reader to support or oppose the dropping of the atomic bomb on Japan</li> </ul>
---	--

Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS one marking period</p> <p>Goal:</p> <p>Role:</p> <p>Audience:</p> <p>Situation:</p> <p>Product or Performance:</p> <p>Standards for Success:</p>	<p>Application that in a classroom context to evaluate student achievement of desired results</p> <ul style="list-style-type: none"> <li>• Completion of timeline</li> <li>• Essay on dropping of the atomic bomb</li> <li>• Creation of a piece of propaganda or a political cartoon</li> <li>• End of unit test</li> </ul>
Suggested Sources	
<ul style="list-style-type: none"> <li>• RogEirs, Perry M <i>Aspects of Western Civilization</i>, 5th ed. Vol. II. Upper Saddle River: Pearson/Prentice Hall, 2003. Print</li> <li>• "Political Cartoons and Public Debates." o <i>Primary Source Set</i>. Library of Congress, n.d. Web. 11 June 2015.</li> </ul>	

- <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/politicalcartoons/>.
- "The British Cartoon Archive." *Welcome to the British Cartoon Archive*. University of Kent, n.d. Web. 11 June 2015. <http://www.cartoons.ac.uk/>.
  - "Dr. Seuss Went to War." *Dr. Seuss Went to War*. University of California, n.d. Web. 12 June 2015. <http://li.brary.ucsd.edu/speccoll/dswenttowar/index.html>.
  - "LESSON PLANS." *The National WWII Museum*. National WWII Museum New Orleans, n.d. Web. 12 June 2015. <http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/?referrer=https%3A%2F%2Fwww.google.com%2F>.
  - *United States Holocaust Memorial Museum*. United States Holocaust Memorial Council, n.d. Web. 12 June 2015. <http://www.ushmm.org/>.
  - Wiesenthal, Simon. *The Sunflower*. New York: Schocken, 1976. Print.
  - Mayer, S. L., ed. *Rand McNally Encyclopedia of World War II*. Hong Kong: Longmeadow, 1977. Print.
  - "Avalon Project - Documents in Law, History and Diplomacy: Avalon Project...". *Documents in Law, History and Diplomacy*. Yale Law School, n.d. Web. 15 June 2015. <http://avalon.law.yale.edu/default.asp>.



# New Milford Public Schools

Committee Member(s): Christopher Galloway and Christina McCullough Unit Title: The Cold War	Course/Subject: Development of Western Civilization Grade Level: 9th grade # of Weeks: Two-three
--	--

## Identify Desired Results

### Common Core Standards

- RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
- RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- WHST.9-10.2.A Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- WHST.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- NCSS 2 d. identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others;
- NCSS 6 c. give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict;

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• The Cold War was a global conflict that spread throughout the world</li> <li>• Nuclear weapons were a major threat to the world</li> <li>• Europe was divided between communists and capitalist with Germany being divided into two countries</li> <li>• The Cold War ended in 1991 with the collapse of the Soviet Union and the dissolution of the Warsaw Pact</li> </ul>	<ul style="list-style-type: none"> <li>• How did the two sides face off in Europe during the Cold War?</li> <li>• How did nuclear weapons threaten the world?</li> <li>• How did the Cold War spread globally?</li> <li>• How was Germany impacted by the Cold War?</li> <li>• How and why did communism decline worldwide?</li> </ul>
<div> <div>Enduring Understandings</div> <div>What students will understand</div> </div>	<div> <div>Essential Questions</div> <div>What students will be able to do</div> </div>

Students will know the following:

- Europe was divided by the Iron Curtain with Eastern Europe dominated by the

#### Soviet Union

- The Cold war was a global conflict
- Germany and its capital were divided between the Soviet Union and the Western allies
- The Soviet Union collapsed in 1991 due to an inability to keep up with the West economically and the introduction of perestroika and glasnost

Students will be able to do the following:

- Label a map of Europe identifying those countries that were in the U.S.S.R. sphere of influence and those that remained democratic
- Explain the importance of the Berlin Wall
- Examine examples of the Cold War in a global context
- Explain reasons why the Soviet Union collapsed

- Citizenship
- Loyalty

- ISTE 3 Students apply digital tools to gather, evaluate, and use information.
  - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- ISTE 2 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
  - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

#### Teaching Strategies: Develop Teach

- Teacher will present a PowerPoint on major events that occurred throughout the Cold War
- Teacher will provide primary source excerpts from the Yalta and Tehran wartime conferences for students to analyze
- Teacher will model how to analyze propaganda using an analysis worksheet
- Teacher will lead discussion on why communism was appealing in the 1950s
- Teacher will provide reading on the end of the Cold War and the collapse of the Soviet Union

#### Learning Plan

- Students will analyze documents from the Yalta and Tehran wartime conferences to identify major postwar issues and examples of compromises made by the Allies. They will also compare what was promised at Tehran with what actually happened after WWII had concluded
- Students will label a map of postwar Europe and identify which countries were behind the Iron Curtain
- Students will complete a graphic organizer on major events that occurred throughout the Cold War
- Students will compare and contrast examples of communist and capitalist propaganda from the Cold War

	<ul style="list-style-type: none"> <li>Students will complete reading on the collapse of the Soviet Union and explain why the communist system did not last</li> <li>Students will select a topic to research further and create a poster or Google presentation that explains why their topic is important and how it was an effect of the Cold War</li> </ul>
--	---

<div>Assessment</div> <div>Performance Task(s)</div> <div>Authentic application to evaluate student achievement of desired results designed according to GRASPS</div> <div>assessment period</div>	<div>Other Evidence</div> <div>Application that is functional in a classroom context to evaluate student achievement of desired results</div>
<p>Goal: To understand why the Cold War was a global conflict and the positive and negative effects of communism and capitalism</p> <p>Role: That of a third world country deciding which side to align with; capitalists or communists; in the 1950s, or that of the U.S. or USSR trying to persuade your country to adopt capitalism or communism</p> <p>Audience: An undecided third world country</p> <p>Situation: Student tries to persuade their country to adopt either communism or capitalism by creating a presentation/skit/or commercial to appeal to the people of that country.</p> <p>Product or Performance:</p> <p>Presentation/commercial/skit</p>	<ul style="list-style-type: none"> <li>Student created posters or presentations</li> <li>Student maps of postwar Europe</li> <li>End of unit quiz</li> </ul>

Standards for Success: Presentation	
Rubric	
<ul style="list-style-type: none"> <li>• Digital History: Years of Decision <a href="http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit10_11O.pdf">http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit10_11O.pdf</a></li> <li>• Digital History: From Wartime Allies to Cold War Enemies <a href="http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit10_19.pdf">http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit10_19.pdf</a></li> <li>• History Blueprint: Roots of the Cold War <a href="http://historyblueprint.org/CWA1andCWW1Origins_proceduresonly.pdf">http://historyblueprint.org/CWA1andCWW1Origins_proceduresonly.pdf</a></li> <li>• History Blueprint: End of the Cold War <a href="http://historyblueprint.org/CWAW5EndoftheColdWar.pdf">http://historyblueprint.org/CWAW5EndoftheColdWar.pdf</a></li> <li>• Rogers, Perry M. <i>Aspects of Western Civilization</i>. 5th ed. Vol. II. Upper Saddle River: Pearson/Prentice Hall, 2003. Print.</li> <li>• "Political Cartoons and Public Debates." - <i>Primary Source Set</i>. Library of Congress, n.d. Web. 11 June 2015. &lt;<a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/politicalcartoons/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/politicalcartoons/</a>&gt;.</li> <li>• "Avalon Project - Documents in Law, History and Diplomacy." <i>Avalon Project - Documents in Law, History and Diplomacy</i>. Yale Law School, n.d. Web. 15 June 2015. &lt;<a href="http://avalon.law.yale.edu/default.asp">http://avalon.law.yale.edu/default.asp</a>&gt;.</li> </ul>	