

# Ledyard Public Schools Social Studies Curriculum Grade 9 World History: Modern

## ***I. Description and Purpose of the Course***

World History Modern is the first in the high school sequence of required social studies courses. The purpose of this course is to introduce high school students to a variety of people, events, and movements in world history as well as develop their skills in the social studies. Students will be encouraged to explore cause/effect relationships through the inquiry process. Beginning with the Industrial Age, students will analyze events and issues in Modern World History and evaluate the extent to which common themes connect the human experience over time.

## ***II. Academic Expectations***

Students in the grade nine are expected to consider and investigate issues through a variety of perspectives, while using evidence from multiple sources. Students will be expected to learn to seek out resources with credibility, summarize what they have read, communicate conclusions that incorporate details with relevant information and data to answer research questions posed for each theme. Furthermore, students in grade nine will continue to discover connections between the history, physical and human geography, civics and economics of the world modern era.

## LPS Social Studies Curriculum Unit Planner

Grade Level: 9

Unit One: Revolution

Timeline: 6 weeks

**Unit Overview and Objective:** In this unit students will evaluate the cause and effect of social and political change as influenced by the enlightenment and exemplified in the French and American revolutions. Students will begin this unit with basic reasoning when they compare and contrast enlightenment ideas and ideals. Students will move into more complex reasoning when they investigate the causes of the French Revolution and applying the ideas of the enlightenment to this event. Finally, students will extend their reasoning when they bring leaders to trial, synthesize information from multiple sources about the reign of terror and make predictions about the current revolutionary goals in the Middle East.

**Theme(s):**

1. Culture, conflict, and change

-Analyze the factors that have contributed to global conflict and change in the modern world.

-Examine how national and global changes have both caused, and resulted from, conflict.

-Examine the social, political, and intellectual changes which define the modern world.

2. Human rights and social justice

-Examine various modern philosophies and their influence on society's changing understanding of human rights and justice.

3. Power, Authority, and Governance

-Examine the relationship between people and their governments.

**Essential/Compelling Questions**

What makes the world modern?

In what ways has conflict been a catalyst for change?

**Vocabulary  
(Essential terms in bold)**

**geocentric, heliocentric, scientific method**, inductive reasoning, **rationalism**, philosophe, **laissez-faire**, deism, **social contract**, generation, arbitrary, **enlightened absolutism**, rigid, unique, **federal system**, amendment, **estate, taille, bourgeoisie, sans-culottes**, consumer, exclusion, faction, elector, **coup d'état**, domestic, external, **checks and balances, tolerance, separation of powers, natural rights, absolutism, tennis court oath, political spectrum, liberal, conservative, revolutionary, reactionary**

**Teacher Notes**

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching and communicating conclusions) should drive instructional planning. Use of provided focus questions, or the development of student generated inquiry, should be connected to essential questions in order to explore larger historical themes.

It is equally important to consider this document as a "living document". If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**INQ 9-12.1** Explain how a question reflects an enduring question in the field.

**Supporting Standards:**

[CCSS.ELA-Literacy.RH.9-10.1](#)

**Key Strategies to address standard:**

- Image analysis from Egypt 2011-2013 = identify conflict and assess as catalyst for change
- Image analysis from other historic or contemporary revolutions
- Socratic seminar = How does conflict and change connect to the concept of revolution
- Question Formulation Technique (QFT) = revolutionary or not? (Appendix A)

**Focusing/Supporting Questions:**

1. How did the scientific revolution and enlightenment ideas influence the development of a 'modern' world?
2. Was the French Revolution successful in upholding Enlightenment ideals?
3. What are the roots of radicalism in revolution and how do they impact change?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that world history interacts with, geography, economics and civic life to explain the change, continuity and context of world history from the industrial age to WWII.

**Priority Standards:**

**HIST 9-12.1** Evaluate how historical events and developments were shaped by unique circumstances of the time and place as well as broader historical contexts

**HIST 9-12.3** Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

**HIST 9-12.16** Integrate evidence from multiple sources and interpretations into a reasoned argument about the past

**Supporting Standards:**

**HIST 9-12.5** Analyze how historical contexts shaped and continue to shape people's perspectives.

**CIV 9-12.2** Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles

[CCSS.ELA-Literacy.RH.9-10.1](#)

[CCSS.ELA-Literacy.RH.9-10.9](#)

[CCSS.ELA-Literacy.W.9-10.7](#)

Key Concepts/Content to be addressed:

\*\*Content can be used as a tool for addressing a particular line of inquiry (focus questions or essential questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students

Scientific Revolution (FQ1)  
Hobbes/Locke(FQ1)  
Enlightenment: Philosophies, Social sciences, spread of ideas(FQ1)  
Enlightened Absolutism(FQ1)  
American Revolution(FQ1)  
Causes of French Revolution (FQ2, FQ3)  
Radical Stage of the French Revolution (FQ2, FQ3)  
  
Concepts:  
Cause and Effect of Social and Political Change

Instructional Strategies and Skills

**Skills:**  
-Primary Source Analysis  
-Reading for information  
-Citing Claims with supporting evidence  
-Argumentative essay

	<ul style="list-style-type: none"> <li>-Analyzing Graphic Data or image</li> <li>-Identifying cause and effect relationships</li> <li>-Distinguishing facts from opinion (Recognizing Bias)</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>-Jigsaw Activities</li> <li>-Graded Discussions</li> <li>-Entrance/Exit Tickets</li> <li>-Oral Presentations</li> <li>-Skits</li> <li>-KWL Charts</li> <li>-Center or (station) learning</li> <li>-Think-Pair-Share</li> <li>-Role Play/Simulation</li> <li>-Socratic Seminars</li> </ul>
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<p>Formative Performance Tasks</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>-Quadrant Poster with interactive component</li> <li>-Skit/Role Play on Enlightenment Thinkers</li> <li>-TV France Activity (Social Classes of France)</li> <li>-Role Play on the New Constitution</li> <li>-Illustrating the French Revolution (Creating Graphic Short Stories)</li> <li>-Trial of Louis the XVI</li> <li>-Reign of Terror Mini Document Based Question (DBQ) (Appendix A)</li> </ul>
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Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources

Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.

**Priority Standards:**

**INQ 9-12. 6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the source to guide the selection.

**INQ 9-12. 10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weakness.

**Supporting Standards:**

**INQ 9-12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

[CCSS.ELA-Literacy.W.9-10.1](#)

[CCSS.ELA-Literacy.RH.9-10.1](#)

[CCSS.ELA-Literacy.RH.9-10.9](#)

<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>Enlightenment Document Based Question (DBQ)</p> <p>Common unit 1 summative assessment</p>
<p>Featured Sources</p>	<p><i>World History Modern Times</i> Chapters 10, 11.1, 11.2</p> <p>Primary source documents:</p> <p>Rousseau: “Man is born free...”</p> <p>“The Scientific Revolution and the Enlightenment Documents”</p> <p>“French Revolution Timeline” Primary Sources</p> <p>“Declaration of the Rights of Man and Citizen”</p> <p>“The Reign of Terror” Primary document</p> <p>Other Sources:</p> <p>“TV France”</p> <p>“The French Revolution” - History Channel Documentary</p> <p>Abc-Clio Database <a href="http://databases.abc-clio.com/Authentication/LogOn?returnUrl=%2F">http://databases.abc-clio.com/Authentication/LogOn?returnUrl=%2F</a></p>

## LPS Social Studies Curriculum Unit Planner

Grade Level: 9

Unit Two: Nationalism: Then and Now

Timeline: 6-7 weeks

**Unit Overview and Objective:** In this unit students will investigate the ideas of reaction, revolution, self-determination, and nationalism. Students will consider the impact of conflict and change on culture while understanding the conservative response to prior revolutionary actions and examine the tension between new ideas as they emerge in response to conflict. Students will recall information through the investigation of the rise and fall of Napoleon. Students will go beyond explaining or describing by using evidence to support and communicate conclusions about the impact of the Congress of Vienna, and finally, students will extend reasoning by applying the concept of nationalism to current issues like the annexation of Crimea by Russia, events in the Ukraine, or the Arab Spring uprisings.

**Theme(s):**

1. Culture, Conflict, and Change

-Analyze the factors that have contributed conflict and change in the modern world

2. Nationalism and Sovereignty

-Analyze the reasons for the growth of nationalism in the modern world as well as its impact domestically and internationally.

-Analyze the struggle between sovereignty and hegemony among peoples and nations.

**Essential/Compelling Questions**

How do people and nations react to change?

How have attempts at resolving conflicts created further problems?

**Vocabulary**  
(Essential terms in bold)

consulate, **nationalism**, **Civil Code**, **Napoleon**, militarism, kaiser, plebiscite, emancipation, abolitionism, secede, **conservatism**, **principle of intervention**, **liberalism**, **universal male suffrage**, **multinational state**, constitution, **radical/revolutionary**, **reactionary**, **principle of legitimacy**, **balance of power**, **congress of Vienna**, **concert of Europe**,

**, Teacher Notes**

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided focus questions, or the development of student generated inquiry, should be connected to essential questions in order to explore larger historical themes.

It is equally important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**INQ 9-12.1** Explain how a question reflects an enduring issue in the field

**Supporting Standards:**

[CCSS.ELA-Literacy.RH.9-10.1](#)

**Key Strategies to address standard:**

-Image analysis = view images of various groups/nations responses to change

-Socratic seminar = Discuss, using evidence and noting discrepancies in sources, how reaction to change demonstrates theme of culture, conflict, and change

**Focusing/Supporting Questions:**

1. Why was Napoleon able to take control of France and become its emperor?
2. Why might growing nationalism have posed a threat to the rulers of large territories?
3. Why might groups want self-rule, then and now?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that world history interacts with, geography, economics and civic life to explain the change, continuity and context of world history from the industrial age to WWII.

**Priority Standards:**

**HIST 9-12.1** Evaluate how historical events and developments were shaped by unique circumstances of the time and place as well as in broader historical contexts

**HIST 9-12.2** Analyze change and continuity in historical eras

**HIST 9-12.4** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**Supporting Standards:**

**HIST 9-12.14** Analyze multiple and complex causes and effects of events in the past

[CCSS.ELA-Literacy.RH.9-10.2](#)

[CCSS.ELA-Literacy.RH.9-10.3](#)

[CCSS.ELA-Literacy.W.9-10.2](#)

Key Concepts/Content to be addressed:	<ul style="list-style-type: none"><li>-Rise and Fall of Napoleon (FQ1)</li><li>-Congress of Vienna and its Aftermath(FQ2)</li><li>-Unification Movements(FQ2)</li><li>-Nationalism in the 21st Century. (FQ3)</li></ul> <p>Concepts: Impact of Nationalism on the world: Then and Now.</p>
Instructional Strategies and Skills	<p><u>Skills</u></p> <ul style="list-style-type: none"><li>-Primary Source Analysis</li><li>-Reading for information</li><li>-Citing Claims and Supporting with evidence</li><li>-Constructing a narrative or argumentative essay</li><li>-Source evaluation</li></ul> <p><u>Strategies</u></p> <ul style="list-style-type: none"><li>-Jigsaw Activities</li><li>-Simulations</li><li>-Graded Discussions</li><li>-Oral Presentations</li><li>-Skits</li><li>-KWL Charts</li><li>-Center or (station) learning</li><li>-Socratic Seminars</li><li>-Timelines</li></ul>
Formative Performance Tasks <b>**It is important to consider this document as a “living</b>	<ul style="list-style-type: none"><li>-Napoleon Newspaper Project</li><li>-Nationalism in the 21st Century</li><li>-Unification Simulation</li><li>-Congress of Vienna Primary Source Jigsaw (Appendix B)</li></ul>

<p>document”. If the included assessment or activity <b>suggestions</b> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</p>	<p>-Section Quizzes -Entrance/Exit Tickets</p>
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Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources

Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.

**Priority Standards:**

**HIST 9-12.3** Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

**HIST 9-12.16** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

**Supporting Standards:**

**CIV 9-12.7** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights

[CCSS.ELA-Literacy.W.9-10.1](#)

[CCSS.ELA-Literacy.RH.9-10.6](#)

[CCSS.ELA-Literacy.RH.9-10.1](#)

<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>Napoleon: Revolutionary or Reactionary? DBQ (Appendix B)</p> <p>Common end of unit assessment</p> <p>Extension: Nationalism in the 21st century project (Appendix B)</p>
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<p>Featured Sources</p>	<p><i>World History: Modern Times</i> Chapters 11.3, 12.2, 12.3</p> <p>Primary sources -</p> <p>“Napoleon: Revolutionary or Reactionary”</p> <p>“Congress of Vienna” Primary Sources</p> <p>Other Sources:</p> <p>Abc-Clio database</p> <p>“Nationalism: Then and Now” Reading</p>
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## LPS Social Studies Curriculum Unit Planner

Grade Level: 9

Unit Three: Industrialization and Imperialism

Timeline: 4-6 weeks

**Unit Overview and Objective:** In this unit students will analyze the causes and effects of the industrial revolution as well as evaluate the impact of industrialization on both industrialized and nonindustrialized people and nations. Students will also analyze the causes and justification of imperialism and evaluate the impact on both imperialist and colonized people and nations, including connections to industrialism. Students will engage in basic reasoning when they analyze the impact that political and economic systems have on each other as well as on foreign policy. However, they will engage in complex and extended reasoning when they analyze, synthesize, and evaluate solutions to impact of imperialism on India and Africa.

**Theme(s):**

1. Political and Economic Systems

-Analyze the impact that political and economic systems have on foreign policy and human rights.

2. Science, Technology, and Society

-Analyze the ways that advances in science and technology have influenced society and geopolitical events in the modern world.

3. Power, Authority, and Governance

**Essential/Compelling Questions**

What is the relationship between a nation’s social, political, and economic interests and its foreign policy?

**Vocabulary**  
(Essential terms in bold)

**enclosure movement, capital, entrepreneurs, cottage industry, industrial capitalism, socialism, conservatism, liberalism, imperialism, racism, protectorate, direct rule, indirect rule, annexed, indigenous, sepoys, viceroys, social darwinism, genocide, Hutus, Tutsi, nationalism, independent**

**Teacher Notes**

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided focus questions, or the development of student generated inquiry, should be connected to essential questions in order to explore larger historical themes.

It is equally important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**INQ 9-12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**Supporting Standards:**

**INQ 9-12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

[CCSS.ELA-Literacy.RH.9-10.8](#)

**Key Strategies to address standard:**

-Map analysis = analyze wealth maps by region with colonial/imperial maps to make predictions about a country’s foreign policy-

-Document analysis - research answers to questions raised by earlier predictions made

-What is imperialism? cause and effect activity -political cartoon analysis, document analysis

**Focusing/Supporting Questions:**

1. What were some of the effects of the industrial revolution?
2. What topics might a modern writer focus on in his or her work?
3. What are the effects of imperialism?
4. Why did the Europeans want to dominate and colonize Africa?
5. When, if ever, is it okay for a democratic government to deny equal rights to any group.

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that world history interacts with, geography, economics and civic life to explain the change, continuity and context of world history from the industrial age to WWII.

**Priority Standards:**

**HIST 9-12.2** Analyze change and continuity in historical eras.

**HIST 9-12.3** Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

**HIST 9-12.14** Analyze multiple and complex causes and effects of events in the past

**Supporting Standards:**

**ECO 9-12.2** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

**ECO 9-12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

**CIV 9-12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.

[CCSS.ELA-Literacy.W.9-10.2](#)

[CCSS.ELA-Literacy.RH.9-10.2](#)

[CCSS.ELA-Literacy.RH.9-10.8](#)

Key Concepts/Content to be addressed:

Content:

- Industrialization (FQ1)
- Economic systems and thinkers (FQ1)
- Romanticism (FQ2)
- New Age of Science, and Realism (FQ1, FQ2)
- Imperialism in Southeast Asia (FQ3, FQ5)
- Empire Building in Africa (FQ3, FQ4, FQ5)
- British Rule in India (FQ3, FQ5)
- Impact of Colonization in Rwanda in late 20th c. (FQ3, FQ5)

Concepts:

- Industrialization and new economic ideologies influence political and social policies
- 19th century colonial policies contributed to 20th and 21st century conflict.

Instructional Strategies and Skills

Skills

- Primary/Secondary Source Analysis
- Reading for information
- Evidence based conclusion (argumentative writing)
- Analyzing Graphic Data or images

	<ul style="list-style-type: none"> <li>-Identifying cause and effect relationships</li> <li>-Source evaluation</li> </ul> <p><u>Strategies</u></p> <ul style="list-style-type: none"> <li>-Jigsaw Activities</li> <li>-Simulations</li> <li>-Debates</li> <li>-Graded Discussions</li> <li>-Oral Presentations</li> <li>-Skits</li> <li>-KWL Charts</li> <li>-Timelines</li> </ul>
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<p>Formative Performance Tasks</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>-Entrance/Exit Tickets</li> <li>-DBQ: Lives of Workers in Industrial Age (Appendix C)</li> <li>-Romanticism and Realism Document Analysis</li> <li>-FRANKENSTEIN AND FEAR OF SCIENCE IN 21ST CENTURY ACTIVITY</li> <li>-Economic Systems Simulation (Appendix C)</li> <li>-Beveridge Speech on U.S. Rule in the Philippines</li> <li>-“White Man’s Burden” and Responses (Brown Man’s Burden, etc.)</li> <li>- “Scramble for Africa” Simulation</li> <li>- “Elephant and the Hut” fable analysis</li> <li>-Modern African Nation Atlas project</li> <li>--Mini DBQ on colonization of Africa (Appendix C)</li> <li>-Rwanda Response (PBS Reading and Documentary “Ghosts of Rwanda” - Appendix C)</li> </ul>
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Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources

Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.

**Priority Standards:**

**INQ 9-12.10** - Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weakness.

**INQ 9-12.12** - Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using digital technologies.

**Supporting Standards:**

[CCSS.ELA-Literacy.RH.9-10.1](#)

[CCSS.ELA-Literacy.RH.9-10.2](#)

[CCSS.ELA-Literacy.CCRA.W.1](#)

<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>Common summative assessment</p> <ul style="list-style-type: none"> <li>-Imperialism and Genocide in Rwanda DBQ</li> <li>-Extension = Impact of Imperialism awareness video project</li> </ul>
<p>Featured Sources</p>	<p><i>World History: Modern Times</i> Chapters 12.1, 12.4, 14.1, 14.2, 14.3</p> <p><a href="http://www.worldmapper.org/display.php?selected=164">http://www.worldmapper.org/display.php?selected=164</a></p> <p>DBQ- Lives of Workers in the Industrial Age (pg 386-387 of textbook)</p> <p>Child Workers in Factories - Primary Sources</p> <p>“Economic Thinkers” Reading Packet</p> <p>Economic Systems “Rock-Paper-Scissors” Simulation</p> <p>Imperialism Intro Inquiry Political Cartoons</p> <p>“White Man’s Burden” and Responses to</p> <p>Albert Beveridge “On the War in the Philippines”</p> <p>“Ghosts of Rwanda” PBS Documentary</p> <p>“Gandhi Looks at the West” - Primary Document</p> <p>Genocide in Rwanda Reading - Level I</p> <p>Genocide in Rwanda Reading - Levels II &amp; III</p> <p>“The Elephant and the Hut” - Fable</p> <p>“Eyewitness to History” - Accounts of Sepoy Mutiny</p> <p>SE Asia Map</p> <p>Africa Map</p> <p>“The Scramble for Africa” Activity</p> <p>Mini DBQ on Colonization of Africa - ERIC??</p>

## LPS Social Studies Curriculum Unit Planner

Grade Level: 9

Unit Four: 20th Century Crisis (1)

Timeline: 6 weeks

**Unit Overview and Objective:** In this unit students will analyze: the factors that have contributed to global conflict and change in the modern world. Students will also examine the relationship between people and their government and the relationship between nations, and between national and international organizations. Students will begin with a basic reasoning activity in which they use evidence to evaluate historical causes of conflict. Next, they will move to complex reasoning when they align their causes with the themes for the unit and cite evidence to support their categorizations. Students will continue in complex reasoning as they consider the compelling and supporting questions in the context of the content of global conflict. Finally, students will extended their reasoning through evidence based conclusions regarding the impact of atomic weapons on the development of the modern world.

**Theme(s):**

1. World Cooperation vs World Conflict

- Examine the relationships between nations, and national and international organizations
- Analyze the factors that have contributed to global conflict and change in the modern world.
- Examine how national and global changes have both caused, and resulted from, conflict.

**Essential/Compelling Questions**

1. How have attempts at resolving conflicts created further problems?
2. How do people and nations seek and react to change?
3. Have the reasons for competition and conflict changed over time?

**Vocabulary  
(Essential terms in bold)**

**propaganda, trench warfare, total war, war of attrition,** planned economies, **soviets,** war communism, **armistice,** mandates, reparations, collective bargaining, totalitarian state, **militarism, nationalism, alliances, imperialism, Treaty of Versailles. Wilson’s 14 Points, Bolsheviks**

**Teacher Notes**

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided focus questions, or the development of student generated inquiry, should be connected to essential questions in order to explore larger historical themes.

It is equally important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**INQ 9-12.1** Explain how a question reflects an enduring issue in the field

**INQ 9-12.** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge

**Supporting Standards:**

**INQ 9-12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

[CCSS.ELA-Literacy.W.9-10.1](https://www.coreknowledge.org/standards/aligned/ELA/9-10/1)

**Key Strategies to address standard:**

Question Formulation Technique using the 2008 causes of war graph from Economist(Appendix D)

Source evaluation C.R.A.A.P. (Currency, Relevance, Authority, Accuracy, Purpose)test (Appendix D)

Image Analysis

**Focusing/Supporting Questions:**

1. How did nationalism, industrialization, and imperialism lead to global conflict?
2. What were the causes and effects of global war?
3. How did WWI impact the development of the modern world?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that world history interacts with, geography, economics and civic life to explain the change, continuity and context of world history from the industrial age to WWII.

**Priority Standards:**

**HIST 9-12.14** Analyze multiple and complex causes and effects of events in the past

**HIST 9-12.15** Distinguish between long-term causes and triggering events in developing historical argument.

**HIST 9-12.16** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

**Supporting Standards:**

**HIST 9-12.9** Analyze the relationships between historical sources and secondary interpretations made from them.

**GEO 9-12.4** Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

**CIV 9-12. 3** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Key Concepts/Content to be addressed:

**\*\*It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.**

Content:

- Causes of WWI (FQ1, FQ2)
- Events of WWI,
- Russian Revolution and rise of the Soviet Union (FQ1, FQ2)
- End of WWI - impacts, social and political

Concepts:

- 19th Century political and economic policies impact 20th century hegemony.
- How conflict resolution affected world peace and cooperation during the during the 20th century.

Instructional Strategies and Skills

**Skills**

- Primary Source Analysis
- Evidence based reading and writing
- Comparing Points-of-View
- Constructing a narrative or argumentative essay
- Analyzing Graphic Data or images
- Identifying cause and effect relationships

	<p>-Source evaluation</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>-Jigsaw Activities</li> <li>-Simulations</li> <li>-Debates</li> <li>-Graded Discussions</li> <li>-Oral Presentations</li> <li>-Center or (station) learning</li> <li>-Self Reflection on Strengths and Weaknesses</li> <li>-Peer Editing and Revising</li> <li>-Graphic Organizers</li> <li>-Socratic Seminars</li> </ul>
<p>Formative Performance Tasks</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>-Entrance/Exit Tickets</li> <li>-Causes of WWI document analysis</li> <li>-Propaganda analysis and creation</li> <li>-WWI poetry comparison (“The Things that Make a Soldier Great” vs.”Dulce et Decorum Est”)</li> <li>-Zimmerman Note analysis</li> <li>-Sedition Act analysis</li> <li>-Comparison of Wilson’s Fourteen Points and Treaty of Versailles</li> <li>-France: Before and After Photo Analysis</li> <li>-Treaty of Versailles Simulation</li> <li>-Treaty of Versailles DBQ (Appendix D)</li> <li>-<i>All Quiet on the Western Front</i> (German perspective)</li> </ul>
<p>Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources</p>	
<p>Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.</p>	
<p><b>Priority Standards:</b></p> <p><b>INQ 9-12.10</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>Supporting Standards:</b></p> <p><a href="#">CCSS.ELA-Literacy.RH.9-10.1</a></p> <p><a href="#">CCSS.ELA-Literacy.RH.9-10.2</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.1</a></p>	
<p>Summative Assessment/Extensions with evidence based claims (Suggested)</p>	<ul style="list-style-type: none"> <li>-Common summative objective assessment</li> <li>-WWI Thesis Project</li> </ul>
<p>Featured Sources</p>	<p><i>World History: Modern Times</i> Chapters 16.1-4, 17.1</p> <p>Causes of WWI Primary Sources</p>

	<p>WWI Thesis Intro/Inquiry Primary Documents</p> <p>Zimmerman Note</p> <p>Sedition Act</p> <p>WWI Propaganda Examples</p> <p>Wilson's 14 Points</p> <p>Treaty of Versailles</p> <p>German Reply to the Treaty of Versailles</p> <p>WWI Map</p> <p>WWI Poem Analysis/Comparison - Wilfred Owen and Edgar Guest</p> <p>Abc-Clio Database</p> <p>Cavendish Online Database</p>
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## LPS Social Studies Curriculum Unit Planner

Grade Level: 9

Unit Five: 20th Century Crisis (2)

Timeline: 4-6 weeks

**Unit Overview and Objective:** In this unit students will analyze: the factors that have contributed to global conflict and change in the modern world; the ways that advance in science and technology have influenced society and geopolitical events in the modern world. Students will also examine the relationship between people and their government and the relationship between nations, and between national and international organizations. Students will begin with a basic reasoning activity in which they use evidence to evaluate historical causes of conflict specifically as they relate to prior conflict (WWI) and attempts to resolve earlier conflict (Treaty of Versailles). Students will continue in complex reasoning as they consider the compelling and supporting questions in the context of the content of global conflict. Finally, students will extended their reasoning through evidence based conclusions regarding the impact of atomic weapons on the development of the modern world.

### Theme(s):

1. World Cooperation vs World Conflict

- Examine the relationships between nations, and national and international organizations
- Analyze the factors that have contributed to global conflict and change in the modern world.
- Examine how national and global changes have both caused, and resulted from, conflict.
- Analyze the ways that advances in science and technology have influenced society and geopolitical events in the modern world.
- Examine the impact of global competition on the advancement of science and technology.

### Essential/Compelling Questions

1. How have attempts at resolving conflicts created further problems?
2. How do people and nations seek and react to change?
3. Have the reasons for competition and conflict changed over time?

### Vocabulary (Essential terms in bold)

deficit spending, **depression**, collective bargaining, **totalitarian**, **collectivization**, **fascism**, **Nazi**, Aryan, concentration camps, **demilitarized**, **sanctions**, **appeasement**, **blitzkrieg**, isolationism, neutrality, partisans, genocide, collaborators, mobilization, kamikaze, blitz, Cold War, communism, **authoritarianism**, **Holocaust**

### Teacher Notes

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided focus questions, or the development of student generated inquiry, should be connected to essential questions in order to explore larger historical themes.

It is equally important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

### Priority Standards:

**INQ 9-12.1** Explain how a question reflects an enduring issue in the field

**INQ 9-12.** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge

### Supporting Standards:

**INQ 9-12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

[CCSS.ELA-Literacy.W.9-10.1](https://www.illustrativemathematics.org/HS-ELA-Literacy-W.9-10.1)

**Key Strategies to address standard:**

Question Formulation Technique using the 2008 causes of war graph from Economist(Appendix E)

Source evaluation C.R.A.A.P. (Currency, Relevance, Authority, Accuracy, Purpose)test (Appendix E) <http://tinyurl.com/zlanwjz>

Image Analysis - Analysis of German Children playing with Marks (Money) and woman burning Marks (Money) for fuel. (Appendix E)

**Focusing/Supporting Questions:**

1. How did nationalism, industrialization, and imperialism lead to global conflict?
2. What were the causes and effects of global war?
3. How did WWII alter international relationships?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that world history interacts with, geography, economics and civic life to explain the change, continuity and context of world history from the industrial age to WWII.

**Priority Standards:**

**HIST 9-12.14** Analyze multiple and complex causes and effects of events in the past

**HIST 9-12.15** Distinguish between long-term causes and triggering events in developing historical argument.

**HIST 9-12.16** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

**Supporting Standards:**

**HIST 9-12.9** Analyze the relationships between historical sources and secondary interpretations made from them.

**ECO 9-12.2** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

**CIV 9-12. 3** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Key Concepts/Content to be addressed:

**\*\*It is important to consider this document as a "living document". If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.**

Content:

- Economic effects of war: The Great Depression(FQ1)
- Rise of Dictators (FQ1, FQ2)
- Causes of WWII (FQ1, FQ2)
- Events of WWII (FQ1, FQ2)
- End of WWII and its global implications (FQ3, FQ4)

Concepts:

- 19th Century political and economic policies impact 20th century hegemony.
- How conflict resolution affected world peace and cooperation during the during the 20th century.

Instructional Strategies and Skills

**Skills**

- Primary Source Analysis
- Evidence based reading and writing
- Comparing Points-of-View
- Constructing argumentative essay
- Evaluating cause and effect relationships

	<p>-Source evaluation</p> <p><b>Strategies</b></p> <p>-Jigsaw Activities</p> <p>-Simulations</p> <p>-Debates</p> <p>-KWL Charts</p> <p>-Center or (station) learning</p> <p>-Think-Pair-Share</p> <p>-Socratic Seminars</p> <p>-Timelines</p>
<p>Formative Performance Tasks</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>- West Between the Wars - “The Futile Search for Stability” Cartoon Analysis and Creation</li> <li>-Rise of Dictators: Infamous Persons Chart</li> <li>-<i>Swing Kids</i> Response</li> <li>- Paths to War Timeline (Appendix E)</li> <li>-Munich Agreement Mini Debate (Appendix E)</li> <li>-Causes of WWI/ WWII Comparison</li> <li>-Atomic Bomb advisory simulation activity (Appendix E)</li> </ul>
<p>Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources</p> <p>Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.</p>	
<p><b>Priority Standards:</b></p> <p><b>INQ 9-12.10</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>Supporting Standards:</b></p> <p><a href="#">CCSS.ELA-Literacy.RH.9-10.1</a></p> <p><a href="#">CCSS.ELA-Literacy.RH.9-10.2</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.1</a></p>	
<p>Summative Assessment/Extensions with evidence based claims (Suggested)</p>	<ul style="list-style-type: none"> <li>-Atomic Bomb DBQ</li> <li>-Common summative objective assessment</li> </ul>
<p>Featured Sources</p>	<p><i>World History: Modern Times</i> Chapters 17.1-3, 19.1-19.4</p> <p>“The Futile Search for Stability” Political Cartoons</p> <p>“Either Perish or Overtake Capitalistic Countries” - Stalin Speech</p>

Franco Speech

“Italy Seizes Ethiopia”

Lenin Speech

Appeasement Mini Debate Documents

“The Decision to Drop the Bomb” - Peter Cross

Science, Morality, and the Atomic Bomb: *The Choices Program*

<http://www.trumanlibrary.org/teacher/abomb.htm#source> - Truman Library