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| **Stage 1 Desired Results** | | |
| **California Common Core:**  10.5A, 10.5B, 10.5C, 10.5D, 10.5E, 10.6A, 10.6B, 10.6C, 10.6D, 10.7A, 10.7B, 10.7C, 10.8A, 10.8B, 10.8C, 10.8D, 10.8E, 10.8F, 10.9B, 10.9C, 10.9D, 10.9E, 10.9D, 10.9E, 10.9F, 10.10A, 10.10B, 10.10C  **Thai Standards:**  SO4:2.2, SO4.2.3  **MUIDS Standards:**  10.1.d, 10.1.a, 10.1.f, 10.2.b, 10.2.c, 10.2.d, 10.1.g, 10.2a  **Literacy Standards:**  R1, W7, R9, R7, W4, R8, W2 | ***Transfer*** | |
| Students will be able to generate their learning to…  Identify patterns and connections of conflict and change throughout the twentieth century. | |
| ***Essential Understandings*** | |
| * Students will be able to explainhow nationalism, imperialism, militarism, and the alliance system lead to The Great War. * Students will be able to evaluate the positive and negative effects of nationalism on society. * Students will be able to recognize and describe the circumstances that lead nations to pursue violent conflict. * Students will understand the process by which modern nation-states emerged during the Nineteenth and Twentieth Centuries. * Students will be able to analyze the philosophical and ideological underpinnings of modern national and international governments. * Students will be able to examine the ways in which modern technology has transformed warfare, society, economics, and culture throughout the twentieth century. | |
| ***Acquisition*** | |
| *Students will know …*   * Map work (Europe); * Content vocabulary; * Reading skills: How to use context and visuals to find meaning; * Drawing conclusions from viewing short film clips; * Interpreting primary sources (Trench letters, diaries, first-hand accounts of events); * Writing skills: How to produce an empathetic example of what it was like to fight in the trenches. * Map work; * Content vocabulary; * That the ambitions of Japan and Germany led to the outbreak of WWII; * That millions of people were forced to labor for the Japanese and German war machines; * Identify the relationship between geography and Japan’s seizure of Manchuria and North Korea; * How to use a timeline to illustrate the progression of the war; * That the Holocaust took the lives of over 6 million Jews; * How to draw conclusions from watching short film clips; * That the Allied victories forced Germany and Japan to surrender unconditionally; * That after WWII, a new set of Cold War problems faced the international community. * Map work (world map showing American and Soviet allies); * Content vocabulary; * That a period of conflict known as the Cold War developed between the US and the USSR after 1945, dividing Europe; * Why the policies of the Chinese Communist government set up in 1949 failed to bring prosperity; * How political divisions during the Cold War led to the Korean War, the Cuban missile crisis, and the Vietnam War | *Students will be skilled at…*   * Using language frames; * How to find signal words; * Vocabulary skills: Use of a dictionary and a thesaurus; * Analytical skills: students will be able to recognize the use of propaganda and how it influenced civilian to take action; * Making connections between the changes in weapons technology and the high casualty rates of WWI; * Demonstrate comprehension of four major themes and show critical thinking regarding those themes; * Recalling and interpreting aspects of what is covered in class and using the information in their empathetic writing sample; and * Recognize that along with the opportunities of world leadership (military power, decision-making authority, and control over resources) comes obligations (League of Nations). * Vocabulary skills: Using a dictionary and a thesaurus; * identifying signal words; * applying language frames; * Analyzing primary sources to learn more about Hitler’s actions before the war; * Reading and analyzing historical maps about the war; * Using visual literacy skills to understand the ways in which countries mobilized civilians for the war effort; * Analyzing primary sources to understand the causes and effects of the Holocaust; * Comparing and contrasting ways the Allies approached the war in Germany and in Asia; * Analyzing primary sources to understand the importance of the bombing of Hiroshima and Nagasaki; * Writing skills: Journal Entry: Students will write a journal entry from the perspective of either an American, Japanese, German, or British soldier. * Vocabulary skills: Using a dictionary and a thesaurus; * Identifying signal words; * Applying language frames; * Writing skills: Persuasive Essay: Students will choose either a liberal democratic ideology or a communist ideology and state why it is more advantageous than the other for society. * Using a time line to sequence events surrounding the Cold War; * Comparing and contrasting information to learn how political divisions led to the arms race; * Analyzing primary sources to understand that the policy of containment sought to prevent the spread of communism; * Identifying the causes and effects of the Great Leap Forward; * Drawing conclusions about why Mao believed that only permanent revolution was important; * Summarizing China’s relationship with the US and USSR during the Cold War; * Reading and interpreting maps to help identify causes of the Korean War; * Using a time line to sequence events surrounding the Vietnam War; * Drawing conclusions about how the domino theory influenced US policy during the Cold War. |
| ESLR(s): Which Expected School-wide Learning Results is taught and assessed in the unit? | | |
| ESLR(s): **1. Strategic Learners**: a) set personal and academic goals, b) identify what we need to know and make plans to learn, c) manage time well, d) use a variety of resources to learn; **2. Innovative Thinkers**: b) summarize, analyze, interpret, and evaluate information, e) create original work; and **3. Articulate Communicators**: b) Speak and respond appropriately to the social and academic context. | | |
| **Stage 2 – Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| * Composition of the poster (grammar/spelling) * Accuracy/interpretation of material and its application on the poster (objective, advertising tool used, visual description, drawing, slogan); * Speaking/presentation rubric used for each presentation of the poster (graded by both peers and teacher) | PERFORMANCE TASK(S):   1. Students will create a Utopian-style government through compromise and collaboration. Students will utilize the tools of modern governance to propagate their government’s unique ideology. 2. Students will formulate a well-researched, thesis-essay developed through a mix of provided primary source documents and reflective independent research. | |
| * 6+1 Writing rubric to be uses for all written assignments; and * Behavior rubric will be used for all class discussions/group work. | OTHER EVIDENCE  Tests:   * Unit Assessment on content (chronology, map skills, cause and effect, interpreting graphs, important event); * Unit Writing Assignment: Trench Letter (heading, greeting, content of body paragraphs [feelings, living conditions, hardships, shocking facts, personal message], closing); and * Interactive notebook (organization, neatness, completeness, effort, use of graphic organizers)   On-going Assessment:   * Classroom observation; * Peer assessment in critical friends groups; * Group work and pair work; * journals; and | |
| **Stage 3- Learning Plan** | | |
| *Summary of Key Learning Events*  *Pre-Assessment:*  **Learning Activities**:   * Introduce Essential Question, class daily routine, rubrics, and unit project (teacher); * Identify how the assassination of one person could lead to a World War (teacher poses question, small groups identify reasons); * Reflect on what triggered other major historical wars (teacher gives example, students compile other triggers and discuss as a class); * Identify instances of nationalism and imperialism that lead up to WWI (teacher frames concepts, students identify as a class); * Determine and outline the advantages and disadvantages of joining or staying out of a conflict (small groups); * Relate this scenario to the alliances of WWI (small groups); * Analyze the use of propaganda and how it inspired citizen to get involved (individuals identify and then pair-share); * Understand how militarization was changing Europe (map activity)(individuals); * Identify which countries were at an advantage and why (individuals); * Analyze how having the United States enter the war changes the outcome (small group work, as a class); * Summarize the nature of warfare and its impact on the countries that fought in WWI (individuals).   **Monitor Comprehension:**  Teacher in-class observation:   * Think, Pair, Share activity regarding causes of WWI; * Students will complete a daily journal question that will focus on content/concept comprehension ; and * Use of in-class question and answer period.   Teacher out-of-class observation:   * Use of on-line interactive classroom, Edmodo   Student Self-Assessment of Comprehension   * Students will generate daily questions or statements of understanding in their journals.   Peer Assessment of Comprehension   * Daily 5 minute check-in between peer ‘critical friend groups’ to identify comprehension issues. | | |
| **Post Unit Reflection(s)** | | |
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