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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.
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| ***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.
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| 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.
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| * 6+1 Writing rubric to be uses for all written assignments; and
* Behavior rubric will be used for all class discussions/group work.
 | OTHER EVIDENCETests:* 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
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| **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.
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|  **Post Unit Reflection(s)** |
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