

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Modern World History

December 2021

BOE Approved March 2022



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## **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.

## Modern World History

### Grade 10

Modern World History is a full-year course designed to help students develop reading, researching, analytical, writing, cooperative, and organizational skills through the study of the peoples of the world in the last 500 years. It follows the 9th grade World History course as part of a two year sequence. Students will investigate political, economic, religious, social, intellectual, and artistic events, achievements, and challenges. Students will observe the global interconnectedness of the Americas, Europe, Africa, and Asia through trade, migration, warfare, and peacemaking. Each unit of study is structured around a theme such as, political unity and disunity, trade and economic competition, and religious and intellectual movements. As time allows, teachers will present current event case studies in conjunction with historical events. Particular attention will be paid to the manner in which three waves of globalization have brought various regions of the world closer. Students will have opportunities to examine cause and effect, change over time, comparison and contrast, and interpretation of primary sources and infographics of real world data. Students will demonstrate their learning through a variety of media. The course is also intended to provide a hands-on opportunity for students to practice problem resolution skills and assess the manner in which nations have related toward one another in the past and present.

## Pacing Guide

Include a list of the units and the approximate number of days/weeks it will take to teach the unit.

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|----------------------------------------------------------|---------------------------------------------|
| 1. Review of 1st Wave of Globalization                   | Three to five 80 minute block periods       |
| 2. Absolutism and Revolutions in Thought and Government  | Eleven to thirteen 80 minute block periods  |
| 3. Industrialization & the Emergence of a Modern Economy | Eight to ten 80 minute block periods        |
| 4. 2nd Wave of Globalization: Nationalism & Imperialism  | Fourteen to sixteen 80 minute block periods |

### Midterm Exam

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|----------------------------------------------------------|------------------------------------------------|
| 5. World Wars & Cold War beginnings                      | Nineteen to twenty-one 80 minute block periods |
| 6. Nationalism, Decolonization, & Independence Movements | Fifteen to seventeen 80 minute block periods   |
| 7. 3rd Wave of Globalization: Computer Revolution        | Eight to ten 80 minute block periods           |

### Final Exam

<p><b>ESTABLISHED GOALS</b></p> <p>HIST 9–12.2 Analyze change and continuity in historical eras.</p> <p>HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.</p> <p>CCSS ELA-Literacy.RH.9-10.3: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS ELA-Literacy.WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p> <p>INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>Describe the causes and consequences of global interdependence in trade, migration, and communication.</li> <li>Assess the impact of political, economic, religious, social, intellectual, artistic, and/or technological change in one part of the world on another part of the world.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>Transoceanic trade routes linked the world as never before.</li> <li>Exchanges of food, technologies, diseases, and ideas transformed how people ate, lived, and saw the world around them.</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>What does cultural diffusion add to human possibility?</li> <li>How do improvements in transportation and communication both enrich and imperil human life?</li> <li>What makes the world modern?</li> </ol>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p>Review of 9th grade unit on global exchange</p> <ul style="list-style-type: none"> <li>Exploration</li> <li>Colonization in the Americas</li> <li>Triangular trade</li> <li>Trans-Atlantic slavery</li> <li>European trading ports in Africa and Asia</li> </ul>	<p><i>Students will be skilled at...</i></p> <p>Explaining the economic causes and effects of maritime exploration by the various European states.</p> <p>Explaining changes and continuities in systems of slavery during this period.</p> <p>Analyzing resistance efforts from indigenous people in response to European colonization.</p> <p>Comparing and contrasting the role of social hierarchy and gender relations in this time period.</p>

<p>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 print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p>		<p>Crafting a historical argument using evidence.</p> <p>Explaining a source’s point of view, purpose, historical situation, and audience.</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue.</p>
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Teacher created rubric with 3 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> <li>• Required Elements</li> <li>• Authentic Content</li> <li>• Presentation Style</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><i>The global community represents cultural diffusion of goods, ideas, and technologies through trade, migration, and warfare and every person is a part of the global community.</i></p> <p>Goal/Challenge = Create a poster that shows how they are a part of a global community.</p> <p>Role = A researcher in the student's own family history and cultural experience.</p> <p>Audience = Classmates within and outside of their class period.</p> <p>Situation = Using research methods (interview, picture &amp; image search, data collection) students will identify examples of goods, ideas, and technologies that make up a significant part of their families' material culture (items frequently used , i.e. phone, car, clothing); intellectual/spiritual culture (political, religious beliefs); and aesthetic culture (art, music); and how their families came to call New Milford home (i.e., where did their ancestors come from?)</p> <p>Product and performance = Students use a piece of 9x12" poster paper or 2 Google slides to display an image or collage of images on one side and 4-5 sentences on the other side to show and tell their personal part within the global community.</p> <p>Standards/criteria for success = Posters are personally authentic and complete with all required elements displayed in an easy to read format.</p>

A	Evaluation of student notebooks with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and historical concepts.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction.	Guided reading and note-taking from primary and secondary sources, global studies textbook, and teacher-created slideshows about globalization.
T, M, A	Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.	Answering daily review, preview, summary, and speculative questions.
T, M	Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors.	Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, role-play, and/or assess a political, economic, social, and/or cultural issue presented before a simulated world audience.
T, M, A	Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.	Multiple choice, stimulus-based, and short answer quizzes.
		Multiple choice, stimulus-based, short answer, and short essay tests.

### Stage 3

<b>Code</b>	<b><i>Pre-Assessment</i></b>
	Show 8-10 illustrative photos of classrooms around the world and of international organizations at work around the world on white board and ask students to ask questions, make connections to things they already know, make predictions about what content they might learn in this unit.
	Scavenger hunt like activity to review first global age content

	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M, A	Teacher will provide readings from textbook or primary and secondary sources (Brown University Choices, Stanford Program in International and Cross-Cultural Education {SPICE}, Yale Center for International and Area Studies, NYTimes/Scholastic Upfront and/or Stanford History Education Group Reading Like a Historian) about the first wave of globalization.	
M, A	Students will take notes to acquire domain specific vocabulary and general and specific biographical details, and paraphrase sources to demonstrate comprehension.	Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions.
M, A	Teacher will ask provocative, open-ended questions using unit vocabulary, concepts, and skills, i.e. "How do improvements in transportation and communication both enrich and imperil human life?"	Teacher looks for engaged and varied responses from multiple students.
M, A	Students will view short videos (from NYTimes Learning Network, PBS, BBC, TED-Ed, or National Geographic) and answer interpretive, inferential, and analysis questions.	Teacher looks for engaged and varied responses to scaffolded questions from multiple students.
M, A	Students will complete a graphic organizer to analyze cultural diffusion.	Teacher circulates to ensure that students are practicing low to higher level thinking skills. Periodic pauses for students to explain answers in their own words.
T, M, A	Students will work cooperatively to discuss, interpret, analyze, and/or make judgments about the transition to the modern world.	Teacher looks for engaged and evidence-based responses from multiple students.
T, M, A	Students will practice test-taking strategies with practice quizzes to explain why the right answer is correct and how the other choices serve as distractors.	
T, M, A	Students will practice argumentative writing strategies to isolate elements of the argumentative writing process, i.e. claim/thesis, historical context, reasoning, gathering evidence, explaining evidence, documenting evidence, summarizing, making conclusions, and transitioning.	

<p><b>ESTABLISHED GOALS</b> from the CT Common Core and CT Social Studies Framework</p> <p>HIST 9–12.2 Analyze change and continuity in historical eras.</p> <p>HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.</p> <p>CCSS ELA-Literacy.RH.9-10.3: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS ELA-Literacy.WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p> <p>INQ 9–12.10 Construct arguments using precise and knowledgeable</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Apply the scientific method to problem-solving in all areas of life and society.</li> <li>2. Analyze how new ideas in politics and economics can revolutionize societies.</li> <li>3. Consider the differences between evolutionary and revolutionary changes.</li> <li>4. Debate what is the proper balance between the rights of the individual and the power of government.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. Monarchs in Europe and Asia claimed divine right to rule and established absolutism and enlightened absolutism.</li> <li>2. Enlightenment philosophers applied reason to political, social, and economic problems.</li> <li>3. Unequal distribution of power sparked revolutions in the Americas and Europe.</li> <li>4. Ideas such as natural rights and consent of the governed fundamentally changed the relationship between people and their governments.</li> <li>5. The quest for the expansion of rights extended to movements that sought the abolition of slavery and women's rights.</li> <li>6. Both the French and Haitian revolutions were followed by tremendous social upheaval while</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. Why power was consolidated in absolute monarchs in some places while others established constitutional monarchies.</li> <li>2. Who were the leading figures of the Enlightenment and how did their intellectual contributions change governments and societies?</li> <li>3. Why did citizens challenge established society?</li> <li>4. How did political changes lead to changes in socioeconomic classes? Are there examples of political changes without socioeconomic changes?</li> <li>5. To what extent did established patterns of society give way to new countries, social class interactions, and new forms of art, literature, and music?</li> <li>6. How can we best balance the desire for change</li> </ol>

<p>claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>	<p>the revolutions in North and South America were spearheaded by elites and led to few social changes in the short term.</p>	<p>with the desire for stability?</p>
<p>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 print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>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.</p> <p>CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.</p>	<p><b>Acquisition</b></p>	
	<p><i>Students will know...</i></p> <p>Absolutism (&amp; England as the exception)</p> <ul style="list-style-type: none"> <li>● absolutism</li> <li>● enlightened absolutism</li> <li>● divine right to rule/Mandate of Heaven</li> <li>● constitutional monarchy</li> <li>● English Bill of Rights</li> </ul> <p>Enlightenment</p> <ul style="list-style-type: none"> <li>● natural law</li> <li>● natural rights</li> <li>● social contract</li> <li>● Thomas Hobbes</li> <li>● John Locke</li> <li>● Baron de Montesquieu</li> <li>● Voltaire (Francois Marie Arouet)</li> <li>● Jean-Jacques Rousseau</li> <li>● Thomas Jefferson</li> <li>● Declaration of the Rights of Man and of the Citizen</li> <li>● Vindication of the Rights of Woman</li> </ul> <p>Revolutions</p> <ul style="list-style-type: none"> <li>● Declaration of Independence</li> <li>● American Bill of Rights</li> <li>● <i>ancien regime</i></li> <li>● bourgeoisie</li> <li>● Estates General</li> <li>● faction</li> <li>● Reign of Terror</li> <li>● Napoleonic Code</li> <li>● Louis XVI</li> <li>● Maximilien Robespierre</li> <li>● Napoleon Bonaparte</li> <li>● Toussaint L'Ouverture</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Explaining the development of absolutism in government.</li> <li>● Explaining the development of constitutional forms of government.</li> <li>● Analyzing how literature, arts, and music reflected ideas before and after the Enlightenment.</li> <li>● Contrasting the lives of the elite with the agrarian poor, and the rising middle class.</li> <li>● Comparing the ideas of the various Enlightenment philosophers.</li> <li>● Describing how Enlightenment ideas helped bring about revolutions in Europe and the Americas.</li> <li>● Describing the influence of women in advocating for women's rights.</li> <li>● Detailing the impacts of the American, French, Haitian, and Latin American revolutions on the Americas and Europe.</li> <li>● Crafting a historical argument using evidence.</li> <li>● Explaining a source's point of view, purpose, historical situation, and audience.</li> <li>● Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Miguel Hidalgo</li><li>• Jose Moreles</li><li>• Simon Bolivar</li><li>• Jose San Martin</li><li>• peninsulares</li><li>• creoles</li><li>• mestizos</li><li>• mulattoes</li></ul> |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> <li>• Purpose and Focus</li> <li>• Organization, Unity, Coherence</li> <li>• Development</li> <li>• Language/Media</li> <li>• Conventions</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Revolutions in thought and government took many forms producing a spectrum of results. Some regions experienced pronounced political and social changes, while other regions experienced few changes.</i></p> <p>Goal/Challenge = Create a museum display (12"x16") poster with illustration and informational placard that synthesizes visual and text data about a specific region experiencing a revolution in thought and government for use as a classroom resource.</p> <p>Role = An expert on a region's revolutionary experience (American colonies, France, Haiti, Latin America).</p> <p>Audience = Classmates within and outside of their class period.</p> <p>Situation = Students research data from multiple print and electronic sources, plan, and produce a poster that is prominently displayed in the classroom.</p> <p>Product and performance = Students create and present a poster to their classmates as part of a museum gallery walk, including a Works Cited page in proper MLA format.</p> <p>Standards/criteria for success = Posters are accurate and complete with all required elements displayed in a colorful, easy to read format.</p> <p><i>There are different perspectives on a region's response to revolutionary ideas which present an opportunity to take a stance and defend a position using evidence from primary and secondary sources.</i></p>
T, M, A	<p>Social Studies Department Argumentative Writing Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> <li>• Introduction with claim and historical context</li> </ul>	<p>Students will demonstrate the following facets of understanding: explain, apply, interpret, take a perspective, and show empathy when conducting a formal debate and/or writing a formal essay in response to a prompt. The response will</p>

	<ul style="list-style-type: none"> <li>• Support using evidence</li> <li>• Support using explanatory bridges</li> <li>• Critical thinking</li> <li>• Conventions</li> </ul>	<p>include a claim, reasons to support the claim, and historical context in the introduction. Each reason will have its own paragraph and be supported with evidence from multiple sources and explained (bridged) to show its support of the claim. Evidence will be documented with in-text citations and a Works Cited in proper MLA format. The essay will have a conclusion that restates the claim and reasons and offers some insight or calls the reader to action.</p> <p>Possible prompts:</p> <ul style="list-style-type: none"> <li>• Compare and contrast the revolutions in America, France, Haiti, Mexico, and/or Greater Colombia.</li> <li>• Which group was more successful in bringing about political and social change during the revolutionary period: moderates or radicals?</li> </ul>
A	Evaluation of student notebooks with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and historical concepts.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction.	Guided reading and note-taking from primary and secondary sources, global studies textbook, and teacher-created slideshows about absolutism and revolutions in thought and government: divine right and enlightened absolutism, Enlightenment, revolutions in North and South American and France.
T, M, A	Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.	Answering daily review, preview, summary, and speculative questions.
T, M	Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors.	Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, role-play, and/or assess a political, economic, social, and/or cultural situation within Europe and the Americas. For example, students will compare and contrast primary sources such as the Declaration of the Rights of Man and Citizen and the Jamaica Letter.
T, M, A	Evaluation of student mastery of content and skills	Multiple choice and short answer quizzes
		Multiple choice, stimulus-based, short answer, and short essay tests.



	with these criteria of success: accuracy, depth in detail, and completion of all tasks.	
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Code	<b>Pre-Assessment</b>	
	Whole class discussion asking, “What are your rights?” and probing questions about where rights come from, are they inalienable, and who protects/violates human rights.	
	Sampling of popular music about revolutions, from The Beatles to John Mayer. Discussion and/or personal reflection writing on what elements are needed to revolt and be successful in bringing about meaningful change.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M, A	Teacher will provide readings from textbook or primary and secondary sources (Brown University Choices, Stanford Program in International and Cross-Cultural Education {SPICE}, Yale Center for International and Area Studies, NYTimes/Scholastic Upfront and/or Stanford History Education Group Reading Like a Historian) about Absolutism, Enlightenment, and revolutions in the Americas and Europe.	
M, A	Students will take notes to acquire domain specific vocabulary and general and specific biographical details, and paraphrase sources to demonstrate comprehension.	Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.
M, A	Students will view short videos (from NYTimes Learning Network, PBS, BBC, TED-Ed, or National Geographic) and answer interpretive, inferential, and analysis questions.	Teacher looks for engaged and varied responses from multiple students.
M, A	Students will create a graphic organization to compare and contrast different countries with absolute rulers and how England is an exception with its evolutionary change to a constitution of the crown.	Teacher looks for engaged and varied responses to scaffolded questions from multiple students.
M, A	Teacher will ask provocative, open-ended questions, such as “Why did citizens challenge established society?” to promote discussion of Enlightenment philosophies.	Teacher circulates to ensure that students are practicing low to higher level thinking skills. Periodic pauses for students to explain answers in their own words.

M, A	Students will view illustrations and photographs of revolutionary leaders and discuss cooperatively to compare and contrast goals, successes, and failures. Students may make “Most Wanted” posters to demonstrate comprehension, evaluation and synthesis.	Teacher looks for engaged and evidence-based responses from multiple students.
T, M ,A	Students will practice test-taking strategies with practice quizzes to explain why the right answer is correct and how the other choices serve as distractors.	
T, M, A	Students will practice argumentative writing strategies to isolate elements of the argumentative writing process. They will practice taking a stance and defending a historical claim.	

<p>ESTABLISHED GOALS from the CT Common Core and CT Social Studies Framework</p> <p>HIST 9–12.2 Analyze change and continuity in historical eras.</p> <p>HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.</p> <p>CCSS ELA-Literacy.RH.9-10.3: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS ELA-Literacy.WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p> <p>INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Assess the impact of technological changes on societies.</li> <li>2. Evaluate the needs of all people in a modern economy.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. Changes in resources, means of production, and growing populations sparked the industrial revolution.</li> <li>2. Effects of industrialization included rapid urbanization, rise of a new middle class, new forms of communication and transportation, disruptions to family life, and environmental degradation.</li> <li>3. Not everyone prospered as a result of the Industrial Revolution, nor did all places experience industrialization in the same way.</li> <li>4. The plight of the proletariat prompted the teachings of Karl Marx and economists are still debating the proper balance of power between free enterprise, workers' rights, and government regulation.</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. How will people continue to innovate and produce the goods and services deemed necessary by modern society?</li> <li>2. How can modern society mitigate the social, economic, and environmental harm caused by industrialization?</li> <li>3. To what extent did industrialization influence new economic systems, settlement patterns, social class interactions, changes to family life and standards of living, the creation of mass society, and new forms of art, literature, and music?</li> <li>4. Who were the leading figures of the Industrial Revolution and how did their intellectual and practical contributions change governments and societies?</li> </ol>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p>Industrial Revolution</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Comparing and contrasting capitalism, socialism,</li> </ul>

<p>counterclaims and evidentiary weaknesses.</p> <p>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 print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p> <p>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p> <p>ECO 9–12.3 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p>	<ul style="list-style-type: none"> <li>● industrialization</li> <li>● automation</li> <li>● capital</li> <li>● entrepreneur</li> <li>● factory system</li> <li>● child labor</li> <li>● urbanization</li> <li>● standard of living</li> <li>● social mobility</li> <li>● free market enterprise</li> <li>● capitalism</li> <li>● socialism</li> <li>● communism</li> <li>● proletariat</li> <li>● Adam Smith</li> <li>● Karl Marx</li> <li>● inventors</li> <li>● advances in science, communication, and transportation</li> </ul> <p>Social changes</p> <ul style="list-style-type: none"> <li>● changes in business and labor practices</li> <li>● women’s suffrage</li> <li>● public education</li> <li>● changes in art, music, literature</li> </ul>	<p>and communism</p> <ul style="list-style-type: none"> <li>● Considering the reasoning supporting Adam Smith’s beliefs in a free market system and the reasoning supporting Karl Marx’s beliefs in communism.</li> <li>● Identifying the causes and effects of the Industrial Revolution on the production, distribution, and consumption of goods and services</li> <li>● Explaining the relationship between political and economic changes brought on by the industrial revolution.</li> <li>● Evaluating the changes in human lives brought on by the industrial revolution, especially for women and children.</li> <li>● Identifying the contributions of inventors, artists, writers, musicians, and reformers in response to economic and technological changes.</li> <li>● Explaining reasons that the Industrial Revolution was experienced with far less intensity in regions such as Latin America, the Ottoman empire, China, and Russia.</li> <li>● Crafting a historical argument using evidence.</li> <li>● Explaining a source’s point of view, purpose, historical situation, and audience.</li> <li>● Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue.</li> </ul>
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Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> <li>• Purpose and Focus</li> <li>• Organization, Unity, Coherence</li> <li>• Development</li> <li>• Language/Media</li> <li>• Conventions</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><i>The Industrial Revolution altered human lives across the globe as realized through changes in agriculture, manufacturing, business practices, ideas about the role of entrepreneurs and laborers, living patterns in urban and rural areas, migration, social mobility across socioeconomic classes, technology, communication, resource extraction, and globalization.</i></p> <p>Goal/Challenge = Create a digital infographic that may be displayed in a museum kiosk with illustrations and facts that synthesizes visual and text data about a specific person, place, invention, or event experiencing industrialization for use as a classroom resource.</p> <p>Role = An expert on a specific person, place, invention, or event.</p> <p>Audience = Classmates within and outside of their class period.</p> <p>Situation = Students research data from multiple print and electronic sources, plan, and produce a digital infographic that is republished in the Google Classroom.</p> <p>Product and performance = Students create and present a digital infographic to their classmates as part of a museum kiosk demonstration, including a Works Cited page in proper MLA format.</p> <p>Standards/criteria for success = Digital infographics are accurate and complete with all required elements displayed in a colorful, easy to manipulate format.</p> <p><i>There are different perspectives on industrialization which present an opportunity to take a stance and defend a position using evidence from primary and secondary sources.</i></p>
T, M, A	Social Studies Department Argumentative Writing Rubric with 5 criteria and 4 bands of success:	Students will demonstrate the following facets of understanding: explain, apply, interpret, take a perspective, and show empathy when conducting a formal

	<ul style="list-style-type: none"> <li>● Introduction with claim and historical context</li> <li>● Support using evidence</li> <li>● Support using explanatory bridges</li> <li>● Critical thinking</li> <li>● Conventions</li> </ul>	<p>debate and/or writing a formal essay in response to a prompt. The response will include a claim, reasons to support the claim, and historical context in the introduction. Each reason will have its own paragraph and be supported with evidence from multiple sources and explained (bridged) to show its support of the claim. Evidence will be documented with in-text citations and a Works Cited in proper MLA format. The essay will have a conclusion that restates the claim and reasons and offers some insight or calls the reader to action.</p> <p>Possible prompts:</p> <ul style="list-style-type: none"> <li>● Different parts of the world experienced industrialization at different times. Choose any two areas to compare and contrast their experiences in response to industrialization (Great Britain, Japan, Mexico, Bangladesh).</li> <li>● Did industrialization bring about more benefits or problems for people and societies?</li> </ul>
A	Evaluation of student notebooks with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and historical concepts.	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources, global studies textbook, and teacher-created slideshows about industrialization, socioeconomic changes in response to industrialization, and the emergence of a modern economy in various places (Great Britain, Mexico, Japan, and Bangladesh) and times (18th → 21st centuries).</p>
M, A	Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction.	<p>Answering daily review, preview, summary, and speculative questions.</p>
T, M, A	Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.	<p>Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, role-play, and/or assess a political, economic, social, and/or cultural situation within Europe, Asia and the Americas. For example, students will role play a debate in the British parliament over working conditions in the factories. Then they can connect it to current debates over working conditions around the world today.</p>
T, M	Evaluation of student test-taking skills with these	Multiple choice and short answer quizzes.

T, M, A	<p>criteria of success: accuracy and completion, ability to eliminate distractors.</p> <p>Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.</p>	Multiple choice, stimulus-based, short answer, and short essay tests.
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Code	<b>Pre-Assessment</b>	
	<p>Whole class discussion based on responses to the question, “If you could bring any product or service to market, what would it be, how would it work, how do you know you could make/provide it?”</p> <p>Personal reflection or whole class discussion about fairness and equal opportunity in work and international trade.</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p>	Progress Monitoring
M, A	Teacher will provide readings from textbook or primary and secondary sources (Brown University Choices, Stanford Program in International and Cross-Cultural Education {SPICE}, Yale Center for International and Area Studies, NYTimes/Scholastic Upfront and/or Stanford History Education Group Reading Like a Historian) about industrialization and the creation of a modern economy.	
M, A	Students will take notes to acquire domain specific vocabulary and general and specific biographical details, and paraphrase sources to demonstrate comprehension.	Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.
M, A	Teacher will ask provocative, open-ended questions using unit vocabulary, concepts, and skills, i.e. “How can modern society mitigate the social, economic, and environmental harm caused by industrialization?”.	Teacher looks for engaged and varied responses from multiple students.
M, A	Students will view short videos (from NYTimes Learning Network, PBS, BBC, TED-Ed, or National Geographic) and answer interpretive, inferential, and analysis questions.	Teacher looks for engaged and varied responses to scaffolded questions from multiple students.
M,A	Students will complete a graphic organizer to analyze changes in politics, economies, society, and culture/the arts as a result of the industrial revolution.	Teacher circulates to ensure that students are practicing low to higher level thinking skills. Periodic pauses for students to explain answers in their own words.
M,A	Students will work cooperatively to discuss, interpret, analyze, and/or make judgments about the transition to the modern world. Students make a promotional poster for a new product or service.	Teacher looks for engaged and evidence-based responses from multiple students.
T, M ,A	Students will practice test-taking strategies with practice quizzes to explain	



T, M, A	<p>why the right answer is correct and how the other choices serve as distractors.</p> <p>Students will practice argumentative writing strategies to isolate elements of the argumentative writing process, i.e. claim/thesis, historical context, reasoning, gathering evidence, explaining evidence, documenting evidence, summarizing, making conclusions, and transitioning.</p>	
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<p><b>ESTABLISHED GOALS</b> from the CT Common Core and CT Social Studies Framework</p> <p>HIST 9–12.2 Analyze change and continuity in historical eras.</p> <p>HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.</p> <p>CCSS ELA-Literacy.RH.9-10.3: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS ELA-Literacy.WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p> <p>INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Determine the power and limits of a nation-state across time and place.</li> <li>2. Evaluate the arguments used by those in power to exert political, economic, or intellectual control over others.</li> <li>3. Elaborate on the challenges of diversity.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. Nationalism can sometimes lead to unity and sometimes to disunity.</li> <li>2. The rise of nationalism in Europe and the Americas from 1750-1914 is correlated with an increasing state of competition among states.</li> <li>3. Motives for imperialism included the need for natural resources, new markets, racism, and the spread of religious beliefs.</li> <li>4. Using superior military technology and advanced communication and transportation, imperialist empires dominated other less powerful peoples.</li> <li>5. Subjugated people fought back against their oppressors in a variety of ways including physical resistance, accommodation,</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. How did nationalism ignite conflict between traditionalists and modernists?</li> <li>2. Why do some ideas unite people while others are divided?</li> <li>3. What drives governments and societies to expand beyond their borders?</li> <li>4. What are the responsibilities of powerful nations toward those who are less powerful?</li> <li>5. Why do people resist subjugation and what methods are most successful?</li> <li>6. Who were the leading figures of nationalism and imperialism and how did their contributions change governments and societies?</li> <li>7. To what extent did European imperialism bring</li> </ol>

counterclaims and evidentiary weaknesses.	synthesis, and adaptation.	benefits and problems to non-Western societies?
<p>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 print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>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.</p> <p>GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p> <p>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p>	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p>Nationalism</p> <ul style="list-style-type: none"> <li>● ideology</li> <li>● autonomy/autonomous</li> <li>● nationality/ethnicity</li> <li>● unification</li> <li>● Zionism</li> <li>● Otto von Bismarck</li> </ul> <p>Imperialism</p> <ul style="list-style-type: none"> <li>● colony/protectorate/sphere of influence</li> <li>● Scramble for Africa/Berlin Conference</li> <li>● British East India Company</li> <li>● Dutch East India Company</li> <li>● Opium War</li> <li>● Taiping Rebellion</li> <li>● Qing Dynasty</li> <li>● Sun Yatsen/Sun Yixian</li> <li>● Tokugawa Shogunate</li> <li>● Meiji Restoration</li> <li>● Sino-Japanese War</li> <li>● Monroe Doctrine</li> <li>● Shaka Zulu</li> <li>● Boer Wars</li> <li>● Ethiopian independence</li> <li>● Suez Canal</li> <li>● direct vs. indirect rule</li> <li>● Sepoy Rebellion</li> <li>● Indian National Congress</li> <li>● Muslim League</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Identifying the influence of nationalism in popular revolts, state-building, and imperialism.</li> <li>● Describing participation by common people, ethnic minorities, industrialists, and government officials in promoting and resisting imperialism.</li> <li>● Comparing and contrasting the comprehensiveness of imperialism in different parts of the world.</li> <li>● Compare and contrast the responses of different people to imperialist actions.</li> <li>● Describing the economic policies followed by imperialist powers, and the consequences of these policies.</li> <li>● Explaining the political, economic, and social causes of European imperialism.</li> <li>● Assessing the political, economic, and social consequences of European imperialism.</li> <li>● Describing the technological factors that contributed to the success of imperialism.</li> <li>● Analyzing the relationship between culture and economics on migration to seek work.</li> <li>● Analyzing the difference between industrialization and westernization.</li> <li>● Analyzing the relationship between a nation's economic interests and its foreign policy.</li> <li>● Crafting a historical argument using evidence.</li> <li>● Explaining a source's point of view, purpose, historical situation, and audience.</li> </ul>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> <li>• Purpose and Focus</li> <li>• Organization, Unity, Coherence</li> <li>• Development</li> <li>• Language/Media</li> <li>• Conventions</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><i>Imperialism was imposed in many different facets with a spectrum of results.</i></p> <p>Goal/Challenge = Present a well-researched claim at a simulated international conference.</p> <p>Role = An expert delegate from a specific country within an affected region of the world: Europe, Africa, the Middle East, South Asia, Southeast Asia, or East Asia.</p> <p>Audience = Classmates within their class period.</p> <p>Situation = Students research data from multiple print and electronic sources, plan, and present an oral claim at a simulated international conference.</p> <p>Product and performance = Students present an oral claim to their classmates as part of a simulated international conference, including a Works Cited page in proper MLA format.</p> <p>Standards/criteria for success = Oral claims are accurate and complete with all required elements presented in an eloquent, easy to understand speech.</p> <p><i>Both nationalism and imperialism were caused by and responses to increasing global interaction. In turn they resulted in far-reaching consequences for all people involved. These ideas present an opportunity to consider long and short term causes and effects in history.</i></p>
T, M, A	<p>Social Studies Department Writing Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> <li>• Introduction with claim and historical context</li> <li>• Support using evidence</li> <li>• Support using explanatory bridges</li> </ul>	<p>Students will demonstrate the following facets of understanding: explain, apply, interpret, take a perspective, and show empathy when conducting a formal debate and/or writing a formal essay in response to a prompt. The response will include a claim, reasons to support the claim, and historical context in the introduction. Each reason will have its own paragraph and be</p>

	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Conventions</li> </ul>	<p>supported with evidence from multiple sources and explained (bridged) to show its support of the claim. Evidence will be documented with in-text citations and a Works Cited in proper MLA format. The essay will have a conclusion that restates the claim and reasons and offers some insight or calls the reader to action.</p> <p>Possible prompts:</p> <ul style="list-style-type: none"> <li>• Describe the causes and consequences of nationalism in two or more regions of the world (Europe, Latin America, the Middle East, Africa, South &amp; Southeast Asia, and/or East Asia).</li> <li>• Explain the causes and consequences of imperialism in two or more regions of the world (Europe, Latin America, the Middle East, Africa, South &amp; Southeast Asia, and/or East Asia).</li> <li>• Compare and contrast earlier waves of colonization (1500-1750) with the colonization of the imperialist period (1750-1914).</li> <li>• Compare and contrast the resistance to imperialism in two or more regions of the world (Europe, Latin America, the Middle East, Africa, South &amp; Southeast Asia, and/or East Asia).</li> </ul>
A	Evaluation of student notebooks with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and historical concepts.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction.	Guided reading and note-taking from primary and secondary sources, global studies textbook, and teacher-created slideshows about nationalism and imperialism in the following regions: Europe, Africa, Middle East, India, East Asia, and/or Southeast Asia
T, M, A	Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.	Answering daily review, preview, summary, and speculative questions.
		Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, role-play, and/or assess a political, economic, social, and/or cultural situation within Europe, Africa, Middle East, India, East Asia, and/or Southeast Asia. For example, students can role play “Gentlemen of the Jungle” by Jomo Kenyatta.

T, M	Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors.	Multiple choice and short answer quizzes.
T, M, A	Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.	Multiple choice, stimulus-based, short answer, and short essay tests.

Code	<b>Pre-Assessment</b>	
	Have students sketch a family tree of ancestors or make a list of family traditions to remind themselves of their nationalities/ethnic roots. Discuss differences between nationalism and patriotism.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
	Teacher will provide readings from textbook or primary and secondary sources (Brown University Choices, Stanford Program in International and Cross-Cultural Education {SPICE}, Yale Center for International and Area Studies, NYTimes/Scholastic Upfront and/or Stanford History Education Group Reading Like a Historian) about nationalism and imperialism.	
M, A	Students will take notes to acquire domain specific vocabulary and general and specific biographical details, and paraphrase sources to demonstrate comprehension.	Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.
M, A	Teacher will ask provocative, open-ended questions using unit vocabulary, concepts, and skills, i.e. "What are the responsibilities of powerful nations toward those who are less powerful?" or "Why do people resist subjugation and what methods are most successful?"	Teacher looks for engaged and varied responses from multiple students.
M, A	Students will view short videos (from NYTimes Learning Network, PBS, BBC, TED-Ed, or National Geographic) and answer interpretive, inferential, and analysis questions.	Teacher looks for engaged and varied responses to scaffolded questions from multiple students.
M, A	Students will label a world map to visually organize colonial powers, colonized regions, and where subjugated people resisted imperialism.	Teacher circulates to ensure that students are practicing low to higher level thinking skills. Periodic pauses for students to explain answers in their own words.
M, A	Students will work cooperatively to discuss, interpret, analyze, and/or make judgments about nationalism and imperialism. Students may create a political cartoon questioning the stated goals of imperialists and/or the real impact on the people colonized.	Teacher looks for engaged and evidence-based responses from multiple students.
T, M, A	Students will practice test-taking strategies with practice quizzes to explain	

T, M, A	<p>why the right answer is correct and how the other choices serve as distractors.</p> <p>Students will practice argumentative writing strategies to isolate elements of the argumentative writing process, i.e. claim/thesis, historical context, reasoning, gathering evidence, explaining evidence, documenting evidence, summarizing, making conclusions, and transitioning.</p>	
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<p><b>ESTABLISHED GOALS</b> from the CT Common Core and CT Social Studies Framework</p> <p>HIST 9–12.2 Analyze change and continuity in historical eras.</p> <p>HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.</p> <p>CCSS ELA-Literacy.RH.9-10.3: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS ELA-Literacy.WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p> <p>INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Evaluate the decision making process in the lead up to war.</li> <li>2. Assessing the moral and legal claims that buttress the justifications of war and settling the peace.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. Imperial rivalries, militarism, extreme nationalism, and a system of competing alliances contributed to the outbreak of World War I.</li> <li>2. Modern military technology led to high casualty rates among combatants and civilians alike.</li> <li>3. World wars engulfed the entire planet as governments directed economies and societies towards the war effort: supply of labor, materials, technology, propaganda.</li> <li>4. Communists seized power in Russia.</li> <li>5. Crimes against humanity are more likely to occur in times of conflict.</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. Is war ever justified?</li> <li>2. What are the short and long term causes and consequences of war?</li> <li>3. What are the advantages and disadvantages of technological change?</li> <li>4. What is responsible action with regards to aggressive militarism and authoritarianism?</li> <li>5. How did geography and technology impact fighting in the world wars?</li> <li>6. Who were the leading figures of the world wars and how did their actions change governments and societies?</li> <li>7. What were some of the human, economic, and political costs of the world wars?</li> <li>8. How have attempts of conflict resolution created further problems?</li> </ol>

	<b>Acquisition</b>	
<p>counterclaims and evidentiary weaknesses.</p> <p>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 print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>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.</p> <p>CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.</p> <p>GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p> <p>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p>	<p><i>Students will know...</i></p> <p>World War I</p> <ul style="list-style-type: none"> <li>● militarism</li> <li>● alliances</li> <li>● imperialism</li> <li>● nationalism</li> <li>● mobilization</li> <li>● Balkans: Serbia</li> <li>● stalemate</li> <li>● trench warfare</li> <li>● modern military technology: poison gas, machine guns, tanks, fighter aircraft, submarines</li> <li>● total war</li> <li>● conscription</li> <li>● propaganda</li> <li>● self-determination</li> <li>● reparations</li> <li>● Treaty of Versailles</li> <li>● mandate system</li> </ul> <p>Russian Revolution</p> <ul style="list-style-type: none"> <li>● USSR</li> <li>● Vladimir Lenin</li> <li>● Bolsheviks</li> <li>● Joseph Stalin</li> </ul> <p>Changes in art, music, literature, science, technology between the wars</p> <p>Changes in politics, economics, and society between the wars</p> <p>Great Depression</p> <p>WWII</p> <ul style="list-style-type: none"> <li>● Fascism</li> <li>● Nazism</li> <li>● totalitarianism</li> <li>● Adolf Hitler</li> <li>● Benito Mussolini</li> <li>● Francisco Franco</li> <li>● appeasement</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Describing the short and long term causes of WWI, WWII, and the Cold War.</li> <li>● Analyzing how alliances both helped and hindered war and peacemaking efforts.</li> <li>● Identifying and describing the impacts of military technology on military personnel and civilians.</li> <li>● Tracing the course of the world wars on multiple battle fronts.</li> <li>● Explaining how and why the world wars were global in scale.</li> <li>● Describing the effects of total war in terms of financial costs and loss of human life.</li> <li>● Evaluating the effectiveness of peace treaties that have multiple aims: assign blame, punish, allow self-determination, prevent future aggression.</li> <li>● Describing how total war changed politics, economies, and societies, especially for civilians.</li> <li>● Tracing the course of the political and economic revolutions in Russia and the USSR.</li> <li>● Differentiate between the ideals and realities of warfare and peacemaking.</li> <li>● Describe how the political and economic effects of WWI changed the power structures of many countries.</li> <li>● Analyzing the use of terror to control civilian populations.</li> <li>● Compare and contrast democracy, fascism, Nazism, and totalitarianism.</li> <li>● Tracing the decision making in the years leading up to WWII.</li> <li>● Describing the short and long term consequences of the world wars.</li> <li>● Tracing the events that led to the Holocaust and other genocides during the world wars.</li> <li>● Assessing the impact of war and peace on military and civilian populations.</li> </ul>

	<ul style="list-style-type: none"> <li>● Axis Powers</li> <li>● Allied Powers</li> <li>● modern military technology: machine guns, tanks, fighter and bomber aircraft, submarines, aircraft carriers, atomic bombs</li> <li>● blitzkrieg</li> <li>● Winston Churchill</li> <li>● Franklin Roosevelt</li> <li>● Harry Truman</li> <li>● Hiroshima and Nagasaki</li> <li>● civilian deaths</li> </ul> <p>Post WWII world and Cold War</p> <ul style="list-style-type: none"> <li>● genocide</li> <li>● Holocaust</li> <li>● United Nations</li> <li>● Marshall Plan</li> <li>● Berlin Wall</li> <li>● nuclear arms race</li> <li>● detente</li> </ul>	<ul style="list-style-type: none"> <li>● Considering how to assign blame in international affairs.Crafting a historical argument using evidence.</li> <li>● Explaining a source’s point of view, purpose, historical situation, and audience.</li> <li>● Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue.</li> </ul>
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> <li>• Purpose and Focus</li> <li>• Organization, Unity, Coherence</li> <li>• Development</li> <li>• Language/Media</li> <li>• Conventions</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><i>The all-encompassing nature of total global warfare including examples from political, economic, social, technological, intellectual, and artistic spheres.</i></p> <p>Goal/Challenge = Present a narrated slideshow or video on any aspect of total war.</p> <p>Role = An expert in a political, economic, social, technological, intellectual, and artistic sphere.</p> <p>Audience = Classmates within and beyond their class period.</p> <p>Situation = Students research data from multiple print and electronic sources, plan, and present a narrated slideshow or video.</p> <p>Product and performance = Students present a narrated slideshow or video (3-5 minutes in duration), including a Works Cited page in proper MLA format.</p> <p>Standards/criteria for success = Facts, images, and data are accurate and complete with all required elements presented in an eloquent, easy to understand slideshow or video.</p> <p><i>The interconnectedness of civilians and combatants during the world wars.</i></p>
T, M, A	<p>School-wide Communication Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> <li>• Purpose and Focus</li> <li>• Organization, Unity, Coherence</li> <li>• Development</li> <li>• Language/Media</li> <li>• Conventions</li> </ul>	<p>Goal/Challenge = Present a series of letters between two fictional, but historically accurate, people who would have lived between 1914 and 1945.</p> <p>Role = Students work in pairs assuming the fictional, but historically accurate identities of two people who lived through the world wars.</p> <p>Audience = Classmates within and beyond their class period.</p> <p>Situation = Students research data from multiple print and electronic sources,</p>

T, M, A	<p>Social Studies Department Writing Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> <li>● Introduction with claim and historical context</li> <li>● Support using evidence</li> <li>● Support using explanatory bridges</li> <li>● Critical thinking</li> <li>● Conventions</li> </ul>	<p>plan, and present a series of letters.</p> <p>Product and performance = Students present a series of letters (minimum 5 letters), spanning the years 1914-1945, including a Works Cited page in proper MLA format.</p> <p>Standards/criteria for success = Personal accounts are accurate and complete with all required elements presented in an eloquent, easy to read series of letters .</p> <p><i>The world wars of the 20th century were caused by and responses to increasing global interaction. In turn they resulted in far-reaching consequences for all people involved. These ideas present an opportunity to consider long and short term causes and effects in history.</i></p> <p>Students will demonstrate the following facets of understanding: explain, apply, interpret, take a perspective, and show empathy when conducting a formal debate and/or writing a formal essay in response to a prompt. The response will include a claim, reasons to support the claim, and historical context in the introduction. Each reason will have its own paragraph and be supported with evidence from multiple sources and explained (bridged) to show its support of the claim. Evidence will be documented with in-text citations and a Works Cited in proper MLA format. The essay will have a conclusion that restates the claim and reasons and offers some insight or calls the reader to action.</p> <p>Possible prompts:</p> <ul style="list-style-type: none"> <li>● Describe the causes and consequences of World War I. In your response include examples of consequences that are outside of the European theater of war.</li> <li>● Explain the causes and consequences of World War II. In your response include examples of consequences that are outside of the European theater of war.</li> <li>● Compare and contrast World War I and World War II across two or more categories: governments and leaders, military technology, impacts on civilians.</li> </ul> <p><i>After the horrors of the world wars and the genocides of the 20th century, the world community decided to expressly list and describe human rights. The United Nations and the Universal Declaration of Human Rights present an opportunity</i></p>
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	cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.	cultural situation within and between Europe, Middle East, Africa, and Asia. For example, students can offer alternative plans of action to consider in the face of acts of aggression leading up to World War II, i.e. Japan in Manchuria, Italy in Ethiopia, Germany in the Sudetenland.
T, M	Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors.	Multiple choice and short answer quizzes.
T, M, A	Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.	Multiple choice, stimulus-based, short answer, and short essay tests.

Code	<i>Pre-Assessment</i>	
	<p>Class discussion around the sacrifices made in war.</p> <p>Class discussion or personal reflection around the need for safety and stability, following a charismatic leader, and/or seeking revenge.</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will provide readings from textbook or primary and secondary sources (Brown University Choices, Stanford Program in International and Cross-Cultural Education {SPICE}, Yale Center for International and Area Studies, NYTimes/Scholastic Upfront and/or Stanford History Education Group Reading Like a Historian) about the 20th century world wars.</p>	<p>Progress Monitoring</p> <p>Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.</p>
M, A	Students will take notes to acquire domain specific vocabulary and general and specific biographical details, and paraphrase sources to demonstrate comprehension.	
M, A	Teacher will ask provocative, open-ended questions using unit vocabulary, concepts, and skills, i.e. "Is war ever justified?" or "How have attempts of conflict resolution created further problems?"	Teacher looks for engaged and varied responses from multiple students.
M, A	Students will view short videos (from NYTimes Learning Network, PBS, BBC, TED-Ed, or National Geographic) and answer interpretive, inferential, and analysis questions.	Teacher looks for engaged and varied responses to scaffolded questions from multiple students.
M, A	Students will label a world map to visually organize the multiple theaters of war.	Teacher circulates to ensure that students are practicing low to higher level thinking skills. Periodic pauses for students to explain answers in their own words.
M, A	Students will work cooperatively to discuss, interpret, analyze, and/or make judgments about the causes and effects of world war. Students may create propaganda posters that address civilian populations during a period of total war.	Teacher looks for engaged and evidence-based responses from multiple students.
T, M ,A	Students will practice test-taking strategies with practice quizzes to explain why the right answer is correct and how the other choices serve as	



T, M, A	<p>distractors.</p> <p>Students will practice argumentative writing strategies to isolate elements of the argumentative writing process, i.e. claim/thesis, historical context, reasoning, gathering evidence, explaining evidence, documenting evidence, summarizing, making conclusions, and transitioning.</p>	
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<p><b>ESTABLISHED GOALS</b></p> <p>from the CT Common Core and CT Social Studies Framework</p> <p>HIST 9–12.2 Analyze change and continuity in historical eras.</p> <p>HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.</p> <p>CCSS ELA-Literacy.RH.9-10.3: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS ELA-Literacy.WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p> <p>INQ 9–12.10 Construct arguments</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>Determine the power and limits of a nation-state across time and place.</li> <li>Evaluate the arguments used by those in power to exert political, economic, or intellectual control over others.</li> <li>Elaborate on the challenges of diversity.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>Nationalism can sometimes lead to unity and sometimes to disunity.</li> <li>The rise of nationalism in Africa, Middle East, and Asia in the 20th century is correlated with the fractures caused by the world wars and the desire for self-determination and independence from colonial regimes.</li> <li>Examples of nationalism and decolonization movements include Pan-Africanism, Pan-Arabism, Zionism, and Gandhi's civil disobedience campaign in India.</li> <li>Continued competition during the Cold War impacted decolonization and independence movements.</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>How did nationalism ignite conflict between traditionalists and modernists?</li> <li>Who were the leading figures of the decolonization movement and how did their actions change governments and societies?</li> <li>What are common causes and effects of decolonization and independence movements?</li> <li>How did international relationships change when previously subjugated nations in Africa and Asia pursued nationalist and independence movements?</li> <li>How did nations in Africa, Middle East, and Asia modernize?</li> </ol>
	<b>Acquisition</b>	

<p>using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>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 print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>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.</p> <p>CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.</p> <p>GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p> <p>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p>	<p><i>Students will know...</i></p> <p>Chinese Revolution</p> <ul style="list-style-type: none"> <li>• Sun Yatsen</li> <li>• Chiang Kaishek</li> <li>• Mao Zedong</li> <li>• Deng Xiaoping</li> <li>• May Fourth Movement</li> <li>• Nationalists</li> <li>• Communists</li> <li>• Chinese Civil War</li> <li>• Taiwan</li> <li>• Great Leap Forward</li> <li>• Cultural Revolution</li> <li>• Four Modernizations</li> <li>• Socialism with Chinese Characteristics</li> </ul> <p>Vietnam</p> <ul style="list-style-type: none"> <li>• Ho Chi Minh</li> <li>• Dien Bien Phu</li> <li>• Viet Cong/guerilla warfare</li> </ul> <p>Africa</p> <ul style="list-style-type: none"> <li>• Congo - Patrice Lumumba, Joseph Mobutu, Joseph Kabila, Katanga province</li> <li>• Algeria - National Liberation Front, guerilla warfare, political Islam</li> <li>• South Africa - Afrikaners, apartheid, African National Congress, Nelson Mandela, Desmond Tutu, FW de Klerk</li> </ul> <p>India/Pakistan</p> <ul style="list-style-type: none"> <li>• Mohandes Gandhi</li> <li>• Muhammad Ali Jinnah</li> <li>• Jawaharlal Nehru</li> <li>• Indian National Congress</li> <li>• Muslim League</li> <li>• Partition</li> <li>• India, Pakistan, Bangladesh, Kashmir</li> <li>• civil disobedience</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Identifying the influence of nationalism in popular revolts, independence, and state-building.</li> <li>• Describing participation by common people, ethnic minorities, revolutionaries, and government officials in promoting nationalism and independence movements.</li> <li>• Comparing and contrasting the comprehensiveness of decolonization in different parts of the world.</li> <li>• Comparing and contrasting the responses of different people to nationalist actions.</li> <li>• Identifying and analyzing how political and economic inequalities may sometimes lead to revolutions.</li> <li>• Crafting a historical argument using evidence.</li> <li>• Explaining a source's point of view, purpose, historical situation, and audience.</li> <li>• Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue.</li> </ul>
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<p>ECO 9–12.3 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p>	<ul style="list-style-type: none"> <li>● Amritsar Massacre</li> <li>● Salt March</li> </ul> <p>Israel and Arab Nationalism</p> <ul style="list-style-type: none"> <li>● Zionism</li> <li>● Balfour Declaration</li> <li>● Hussayn-McMahon Letter</li> <li>● Mandate system</li> <li>● UN Partition Plan, UN Resolution 194, UN Resolution 242</li> <li>● Israeli War of Independence</li> <li>● competing “rights of return”</li> <li>● 1967 Six Day War</li> <li>● West Bank, Gaza, Golan Heights, Jerusalem</li> <li>● PLO, Yasir Arafat, PA, Mahmoud Abbas</li> <li>● Hamas</li> <li>● intifadas, suicide bombers, rocket attacks</li> <li>● settlements, checkpoints, The Wall</li> <li>● Two State Solution v. One State Solution</li> <li>● obstacles to peace</li> </ul>	
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> <li>• Purpose and Focus</li> <li>• Organization, Unity, Coherence</li> <li>• Development</li> <li>• Language/Media</li> <li>• Conventions</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><i>Decolonization, new nationalist movements, and wars of independence had some common themes while also experiencing events particular to its own experience.</i></p> <p>Goal/Challenge = Create a museum display (12"x16") poster with illustration and informational placard that synthesizes visual and text data about a specific region experiencing decolonization, new nationalist movements, and wars of independence for use as a classroom resource.</p> <p>Role = An expert on a region's independence experience (Africa, East Asia, Southeast Asia, Middle East).</p> <p>Audience = Classmates within and outside of their class period.</p> <p>Situation = Students research data from multiple print and electronic sources, plan, and produce a poster that is prominently displayed in the classroom.</p> <p>Product and performance = Students create and present a poster to their classmates as part of a museum gallery walk, including a Works Cited page in proper MLA format.</p> <p>Standards/criteria for success = Posters are accurate and complete with all required elements displayed in a colorful, easy to read format.</p> <p><i>Decolonization, new nationalist movements, and wars of independence had varying degrees of success.</i></p>
T, M, A	<p>School-wide Communication Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> <li>• Purpose and Focus</li> <li>• Organization, Unity, Coherence</li> </ul>	<p>Goal/Challenge = Present a series of social media posts that trace the course of events and actions by people working towards independence and a new national identity.</p>

T, M, A	<ul style="list-style-type: none"> <li>• Development</li> <li>• Language/Media</li> <li>• Conventions</li> </ul> <p>Social Studies Department Writing Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> <li>• Introduction with claim and historical context</li> <li>• Support using evidence</li> <li>• Support using explanatory bridges</li> <li>• Critical thinking</li> <li>• Conventions</li> </ul>	<p>Role = Students assume a fictional, but historically accurate identity of a person who lived through the decolonization and eventual independence of their specific country.</p> <p>Audience = Classmates within and beyond their class period.</p> <p>Situation = Students research data from multiple print and electronic sources, plan, and present a series of social media posts.</p> <p>Product and performance = Students present a series of social media posts (minimum 10), spanning the specific years of a country's independence, including a Works Cited page in proper MLA format.</p> <p>Standards/criteria for success = Social media posts are accurate and complete with all required elements presented in an eloquent, easy to read series of posts.</p> <p><i>The nationalist and independence movements that accompanied decolonization brought full global citizenship to many parts of the world. These ideas present an opportunity to consider the importance of recognizing the histories of everyone in the world.</i></p> <p>Students will demonstrate the following facets of understanding: explain, apply, interpret, take a perspective, and show empathy when presenting a formal TED-Ed talk and/or writing a formal essay in response to a prompt. The response will include a claim, reasons to support the claim, and historical context in the introduction. Each reason will have its own paragraph and be supported with evidence from multiple sources and explained (bridged) to show its support of the claim. Evidence will be documented with in-text citations and a Works Cited in proper MLA format. The essay will have a conclusion that restates the claim and reasons and offers some insight or calls the reader to action.</p> <p>Possible prompts:</p> <ul style="list-style-type: none"> <li>• Choose a revolutionary leader from a newly independent country in the 20th century and describe how they played a decisive role in their country's history.</li> <li>• Choose a political, economic, or social movement and describe how it played a decisive role in winning the independence of a new country in the 20th century.</li> </ul>
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		<ul style="list-style-type: none"> <li>Choose a newly independent country in the 20th century that still struggles with political, economic, or social discord despite its people's efforts.</li> </ul>
A	Evaluation of student notebooks with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and historical concepts.	<p><b>OTHER EVIDENCE:</b>  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources, global studies textbook, and teacher-created slideshows about decolonization, independence movements, and nationalism in Asia, Middle East, and Africa.</p> <p>Answering daily review, preview, summary, and speculative questions.</p> <p>Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, role-play, and/or assess a political, economic, social, and/or cultural situation within Asia, Middle East, and Africa. For example, students can analyze primary sources on the partition of India. They can contrast Nehru and Gandhi's argument for a unified India with Jinnah's argument for a separate Muslim state. They can then examine excerpts from people who experienced the violence of partition to see the effects of that decision.</p> <p>Multiple choice and short answer quizzes.</p> <p>Multiple choice, stimulus-based, short answer, and short essay tests.</p>
M, A	Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction.	
T, M, A	Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.	
T, M	Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors.	
T, M, A	Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.	

Code	<b>Pre-Assessment</b>	
	“Know-Want to Know” questioning about newly independent countries in the 20th century with Think-Pair-Share	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will provide readings from textbook or primary and secondary sources (Brown University Choices, Stanford Program in International and Cross-Cultural Education {SPICE}, Yale Center for International and Area Studies, NYTimes/Scholastic Upfront and/or Stanford History Education Group Reading Like a Historian) about the second wave of nationalism, decolonization and wars of independence.</p>	Progress Monitoring
M, A	Students will take notes to acquire domain specific vocabulary and general and specific biographical details, and paraphrase sources to demonstrate comprehension.	Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.
M, A	Teacher will ask provocative, open-ended questions using unit vocabulary, concepts, and skills, i.e. “How did nationalism ignite conflict between traditionalists and modernists?”	Teacher looks for engaged and varied responses from multiple students.
M, A	Students will view short videos (from NYTimes Learning Network, PBS, BBC, TED-Ed, or National Geographic) and answer interpretive, inferential, and analysis questions.	Teacher looks for engaged and varied responses to scaffolded questions from multiple students.
M, A	Students will make a graphic organizer to compare wars of independence in Asia and Africa including categories for leaders, goals, involvement of outside forces, and outcomes.	Teacher circulates to ensure that students are practicing low to higher level thinking skills. Periodic pauses for students to explain answers in their own words.
M, A	Students will work cooperatively to discuss, interpret, analyze, and/or make judgments about the actions of common people, ethnic minorities, revolutionaries, and government officials in promoting nationalism and independence movements. Students may create social media posts from multiple perspectives.	Teacher looks for engaged and evidence-based responses from multiple students.



T, M ,A	Students will practice test-taking strategies with practice quizzes to explain why the right answer is correct and how the other choices serve as distractors.	
T, M, A	Students will practice argumentative writing strategies to isolate elements of the argumentative writing process, i.e. claim/thesis, historical context, reasoning, gathering evidence, explaining evidence, documenting evidence, summarizing, making conclusions, and transitioning.	

<p><b>ESTABLISHED GOALS</b> from the CT Common Core and CT Social Studies Framework</p> <p>HIST 9–12.2 Analyze change and continuity in historical eras.</p> <p>HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.</p> <p>CCSS ELA-Literacy.RH.9-10.3: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS ELA-Literacy.WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p> <p>INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Consider how personal and cultural experiences shape perspectives.</li> <li>2. Determine who is responsible for protecting human rights.</li> <li>3. Assess the impact of technological changes on societies.</li> <li>4. Evaluate the needs of all people in a modern economy.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. Industrialized nations and economically developing nations are interdependent economically and politically.</li> <li>2. Technology, free trade, and international organizations, including non-governmental organizations, have contributed to globalization.</li> <li>3. Effects of globalization include continued rapid urbanization, rise of a new global middle class, new forms of communication and transportation, disruptions to family life, and environmental degradation.</li> <li>4. Not everyone has prospered as a result of globalization, nor have all places experienced globalization in the same way.</li> <li>5. Issues of global concern include poverty, human rights, and the environment (pollution)</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. How and why did the balance of world power shift away from Western Europe?</li> <li>2. Who were the leading figures of globalization and how did their intellectual contributions change governments and societies?</li> <li>3. How will people continue to innovate and produce the goods and services deemed necessary by modern society?</li> <li>4. How can modern society mitigate the social, economic, and environmental harm caused by globalization?</li> <li>5. To what extent has globalization influenced new social class interactions, the creation of global society, and new forms of art, literature, and music?</li> </ol>

<p>counterclaims and evidentiary weaknesses.</p> <p>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 print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>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.</p> <p>CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.</p> <p>GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p> <p>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p> <p>ECO 9–12.3 Explain why advancements in technology and investments in</p>	<p>and climate change).</p> <p>6. Terrorism presents a new set of challenges for nations and international organizations like the United Nations.</p> <tr> <th colspan="2" data-bbox="579 313 1980 354"><b>Acquisition</b></th></tr> <tr> <td data-bbox="579 354 1260 1481"> <p><i>Students will know...</i></p> <p>Technology</p> <ul style="list-style-type: none"> <li>● computer revolution</li> <li>● Internet</li> <li>● bio-tech</li> <li>● space exploration</li> <li>● Examples of global culture: Facebook, TikTok</li> </ul> <p>International relations</p> <ul style="list-style-type: none"> <li>● international treaty organizations, international economic associations</li> <li>● multinational corporations</li> <li>● nongovernmental organizations</li> <li>● nuclear nonproliferation</li> <li>● terrorism</li> <li>● Islamic fundamentalism, Al Qaeda, ISIS</li> </ul> <p>Economic development</p> <ul style="list-style-type: none"> <li>● Human Development Index</li> <li>● Purchasing Power Parity</li> <li>● sustainable development</li> <li>● import substitution</li> <li>● birth and death rates</li> <li>● urbanization</li> <li>● population density</li> </ul> <p>Human Rights</p> <ul style="list-style-type: none"> <li>● Universal Declaration of Human Rights, specifically rights for internally displaced persons, migrants, women, and children</li> <li>● indigenous populations</li> <li>● ethnic cleansing/genocide</li> <li>● literacy rates</li> </ul> <p>Environment</p> <ul style="list-style-type: none"> <li>● Green Revolution</li> </ul> </td><td data-bbox="1260 354 1980 1481"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Identifying the causes and effects of globalization on the production, distribution, and consumption of goods and services</li> <li>● Explaining the relationship between political and economic changes brought on by globalization.</li> <li>● Identifying the changes in human lives brought on by globalization.</li> <li>● Comparing and contrasting the effects of globalization on the upper, middle, and lower classes within industrialized and developing nations.</li> <li>● Evaluating the contributions of inventors, artists, writers, musicians, and reformers in response to economic and technological changes.</li> <li>● Debating whether globalization and international trade has led to greater cooperation or conflict.</li> <li>● Crafting a historical argument using evidence.</li> <li>● Explaining a source's point of view, purpose, historical situation, and audience.</li> <li>● Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue.</li> </ul> </td></tr>	<b>Acquisition</b>		<p><i>Students will know...</i></p> <p>Technology</p> <ul style="list-style-type: none"> <li>● computer revolution</li> <li>● Internet</li> <li>● bio-tech</li> <li>● space exploration</li> <li>● Examples of global culture: Facebook, TikTok</li> </ul> <p>International relations</p> <ul style="list-style-type: 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capital goods and human capital increase economic growth and standards of living.	<ul style="list-style-type: none"> <li>• desertification</li> <li>• sea level rise</li> <li>• spread of global diseases (AIDS, flu, Covid)</li> <li>• climate change, global warming, pollution</li> </ul>	
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## STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T, M, A	Peer assessment using a student-created rubric	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Advances in technology and communication have brought the world closer together than ever before, yet societies are experiencing stress fractures as globalization challenges established models of governance, economics, social mobility, education, and family structures. These themes allow students to explore change and continuity over time.</i></p> <p>Students will demonstrate the following facets of understanding: explain, apply, interpret, take a perspective, and show empathy when writing a personal reflection in response to a prompt.</p> <p>Possible prompts:</p> <ul style="list-style-type: none"> <li>• Choose a recent change in the world and describe how it affects your daily life.</li> <li>• Choose one of the many seismic changes you studied in world and modern world history and argue how it was a nexus event (central to understanding a major theme of the world's history).</li> <li>• Choose a person, idea, or event in world history and place it in an alternative universe. Narrate how it may have changed history in a different way.</li> </ul>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p>
A	Evaluation of student notebooks with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and historical concepts.	Guided reading and note-taking from primary and secondary sources, global studies textbook, and teacher-created slideshows about globalization.
M, A	Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction.	Answering daily review, preview, summary, and speculative questions.
T, M, A	Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.	Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, role-play, and/or assess a political, economic, social, and/or cultural situation across the globe. For example, students can collaborate in groups to find examples of the globalization of culture in the areas of music, movies, social media, global sporting events, global online commerce, global brands, and global food and drink.
T, M	Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors.	Multiple choice and short answer quizzes
T, M, A	Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.	Multiple choice, stimulus-based, short answer, and short essay tests.

Code	<b>Pre-Assessment</b>	
	Interview an older family member, neighbor, or adult at school about a change in their daily life because of technological change. Conduct a class discussion about “the way life was” in comparison to the way it is in the present, and possibly, ask students to make predictions about the near and far futures.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
	Teacher will provide readings from textbook or primary and secondary sources (Brown University Choices, Stanford Program in International and Cross-Cultural Education {SPICE}, Yale Center for International and Area Studies, NYTimes/Scholastic Upfront and/or Stanford History Education Group Reading Like a Historian) about contemporary globalization.	
M, A	Students will take notes to acquire domain specific vocabulary and general and specific biographical details, and paraphrase sources to demonstrate comprehension.	Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.
M, A	Teacher will ask provocative, open-ended questions using unit vocabulary, concepts, and skills, i.e. “How can modern society mitigate the social, economic, and environmental harm caused by globalization?”	Teacher looks for engaged and varied responses from multiple students.
M, A	Students will view short videos (from NYTimes Learning Network, PBS, BBC, TED-Ed, or National Geographic) and answer interpretive, inferential, and analysis questions.	Teacher looks for engaged and varied responses to scaffolded questions from multiple students.
M, A	Students will make a graphic organizer to rank order the most promising innovations and the most pressing problems of the 21st century.	Teacher circulates to ensure that students are practicing low to higher level thinking skills. Periodic pauses for students to explain answers in their own words.
M, A	Students will work cooperatively to discuss, interpret, analyze, and/or make judgments about the changes brought on by globalization and suggest changes to more successfully live with globalization. Students may give speeches to advocate for changes.	Teacher looks for engaged and evidence-based responses from multiple students.
T, M ,A	Students will practice test-taking strategies with practice quizzes to explain why the right answer is correct and how the other choices serve as	

T, M, A	<p>distractors.</p> <p>Students will practice argumentative writing strategies to isolate elements of the argumentative writing process, i.e. claim/thesis, historical context, reasoning, gathering evidence, explaining evidence, documenting evidence, summarizing, making conclusions, and transitioning.</p>	
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