

## Understanding by Design Unit Template

Title of Unit	Renaissance	Grade Level	9
Curriculum Area	World History	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

**Key Ideas and Details:**[CCSS.ELA-Literacy.RH.9-10.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

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

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

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

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Craft and Structure:**[CCSS.ELA-Literacy.RH.9-10.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

[CCSS.ELA-Literacy.RH.9-10.5](#)

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Integration of Knowledge and Ideas:**[CCSS.ELA-Literacy.RH.9-10.7](#)

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

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

Assess the extent to which the reasoning and evidence in a text support the author's claims.

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

Compare and contrast treatments of the same topic in several primary and secondary sources.

**Range of Reading and Level of Text Complexity:**[CCSS.ELA-Literacy.RH.9-10.10](#)

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical

<p><b>1.</b></p> <p><b>Government and economics affect cultural achievements.</b></p> <p><b>2. Explosions of ideas often have unintended consequences and unpredictable effects.</b></p> <p><b>3. Influence and achievements of individuals has had profound effects on society.</b></p> <p><b>4. Good leadership qualities don't necessarily make a good person.</b></p> <p><b>5. Humanism combined with Classical art and ideas to create great changes in thought and achievement.</b></p>	<p>How did the Renaissance change daily life?</p>	<p><b>1. Does technology improve society? Explain.</b></p> <p><b>2. Would you rather be feared or loved?</b></p> <p><b>3. Can science and religion coexist? Explain.</b></p> <p><b>4. What role do the arts have in the development of society?</b></p> <p><b>5. What does it mean to be a well rounded person?</b></p> <p><b>6. What is the greatest invention of all time?</b></p>
<p>Related Misconceptions</p>		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	

1. Vocabulary:  
 -Summarize, Analyze, Identify, Compare/Contrast, Interpret, Primary Source/  
 Secondary Source **(Tier 2)**  
 -Florence, Classical Art and Learning, Perspective, Patron, City-State, Republic,  
 Humanities, Secular, Chapel, Proportion, New World, Subject, Comedy/  
 Tragedy/Satire **(Tier 3)**
2. Factors that contribute to the decline of Feudalism led to the birth of the  
 Renaissance. **(U1)**
3. Key aspects of the lives and achievements of Renaissance figures. **(U3)**
4. How to identify art from different time periods. **(U5)**
5. Describe key Renaissance advances in literature, the arts, math/science,  
 architecture, economics, and government.  
**(U 2/3/5)**

- Analyze and resolve conflicts in order to work and live cooperatively with others.
- Apply knowledge of political and social systems to participate actively as an informed citizen of a democracy.
- Critically appraise historical and contemporary claims/decisions.

Apply-concepts and systems of economics to participate productively in a global economy.

- investigate the innovations of previous civilizations (e.g., Asian, Greek, Islamic, Roman) that impacted the rebirth of humanistic values
- assess the significance of geography in the spread of Renaissance ideals (e.g., Italian city-states, trade routes, urbanization in Northern Europe)
- research the development of secular thought and its impact on culture and the arts determine the impact of new technologies (e.g., the printing press) on the development and dissemination of new intellectual, philosophical, and scientific ideas
- analyze the impact of expanded European trade on the development of new financial systems
- document learning in electronic journal entries
- communicate digitally with peers to assess learning from diverse perspectives

### Assessment Evidence (Stage 2)

### Performance Task Description

**CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT**

-Assume the role of a major Renaissance figure. You will create a "Facebook" page on a poster board. Included on each poster will be essential biographical info, accomplishments, photographs and drawings, friends (other Renaissance figures) and family lists. This will also include chats and conversations between your Facebook person and other Renaissance figures.

- Goal
- Role
- Audience
- Situation
- Product/  
Performance
- Standards

Oral: Students write and present a 3-4 minute song about a Renaissance or Reformation figure.

Written - Objective tests with multiple choice, matching and short essay questions.

Visual:

-Beat the Master. Students will explore a piece of Renaissance art by completing the second half of the masterpiece. They will write a short history of the piece. They will also give their interpretation and discuss five aspects of the piece that show it was created during the Renaissance period.

-Students will compare and contrast works of art from the Medieval and Renaissance Periods.

Written:

-Machiavelli or More:

Students will compare and contrast the philosophies of Renaissance writers Nicola Machiavelli and Thomas More. They will learn the life experiences that influenced each man. Students will be put in pairs and given 10 quotes. They will have to interpret the quotes and assign the each quote to one of the Renaissance thinkers.

Other Evidence

- Completed note packets
- Blank world map—labeled and complete
- Jigsaw individual and group questions
- Entrance and exit slips
- o Reflective Writing
  - T-Charts
  - Student-created Political Cartoons
  - Editorial
  - Political cartoon exhibit note sheet
  - Multiple choice quiz
  - Posters
  - Jigsaw Graphic Organizers
  - Triple Venn Diagram
  - Matching Quiz
  - Map questions
  - Think-Ink-Pair-Share
  - Multiple choice chapter assessment
- o Multiple Choice
  - Graphic Organizers

Learning Plan (Stage 3)

<ul style="list-style-type: none"> <li>• Where are your students headed? Where have they been? How will you make sure the students know where they are going?</li> <li>• How will you hook students at the beginning of the unit?</li> <li>• What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?</li> <li>• How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?</li> <li>• How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?</li> <li>• How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?</li> <li>• How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Lesson 1: Introduction Causes of the Renaissance</b> -Explanation of factors that encouraged the rebirth in culture and shift from Medieval times to the Renaissance. See the graphic organizer on p. 315 -Analyze and examine art from the Classical, Medieval and Renaissance periods. -Use content response notes / graphic organizers to examine the influence of Florence on the Renaissance</li> <li>- <b>Lesson 2: What was the Renaissance?</b> -Examination of the Renaissance thru achievements in engineering, architecture, sculpting, science, art, and literature. Including Brunelleschi's Duomo, Michelangelo's Pieta. -Machiavelli vs. Moore: analyze and examine both secondary and primary sources on Machiavelli and Thomas Moore. -Use content Response notes to analyze the achievements in each field</li> <li>- <b>Lesson 3: Leading Figures of the Renaissance</b> -Identify leading figures of the Renaissance and delve into the contributions of figures such as da Vinci, Michelangelo, Shakespeare, Copernicus, Cervantes, Queen Isabella/ Elizabeth, and Gutenberg.</li> <li>- -students will participate in a jigsaw activity to outline and present the major contributions and achievements of Renaissance figures</li> </ul>
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Title of Unit	Reformation	Grade Level	9
Curriculum Area	World History	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			

## Content Standards

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### Craft and Structure:

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

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### Integration of Knowledge and Ideas:

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

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

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### Range of Reading and Level of Text Complexity:

#### [CCSS.ELA-Literacy.RH.9-10.10](#)

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Understandings

Essential Questions

Overarching Understanding	Overarching	Topical
<ol style="list-style-type: none"> <li>1. Established religions and the advancement of society often clash.</li> <li>2. Explosions of ideas often have unintended consequences and unpredictable effects.</li> <li>3. Influence and achievements of individuals have had profound effects on society.</li> <li>4. Leadership qualities can be seen in both a positive and negative light.</li> <li>5. The different traits/characteristics of the different forms of Christianity.</li> </ol> <p>Technologies influence the spread of new ideas.</p>	<p>In what ways did events in Europe have far reaching effects?</p>	<ol style="list-style-type: none"> <li>1. Should a person be able buy their way out of trouble?</li> <li>2. Does technology improve society?</li> <li>3. How do institutions react to internal conflicts?</li> <li>4. How do religious institutions typically deal with change?</li> </ol>
Related Misconceptions		
Knowledge Students will know...	Skills Students will be able to...	
<ol style="list-style-type: none"> <li>1. Content vocabulary: Identify, Examine, Interpret, Defend, analyze, Debate, Persuasive Writing, Influence Reformation, Protestant, Indulgence, Simony, Denomination, Counter-Reformation, Predestination, Theocracy, Blasphemy, Council of Trent</li> <li>2. Identify corrupt practices and key events that weakened the Catholic Church.</li> <li>3. Describe the theological and political ideas of religious reformers.</li> <li>4. Identify factors that contributed to the spread of Protestant ideas throughout Europe.</li> <li>5. Analyze how the Counter Reformation revitalized the Catholic Church and slowed the spread of the Reformation.</li> </ol> <p>Identify and describe key beliefs and practices of different forms of Christianity.</p>	<ul style="list-style-type: none"> <li>• summarize the factors that led to the Reformation and the impact on European politics (e.g., religious corruption, secular thought, global exploration)</li> <li>• assess the role of absolutism vis à vis religion in Europe and the colonies</li> <li>• examine iconic documents that transformed politics in England and France</li> <li>• relate authentic documents (e.g., the English Bill of Rights) to the foundation of the American government</li> </ul> <p>-Recognize, define, and use content specific vocabulary related to the Reformation and Counterreformation.</p> <p>-Identify, examine, and interpret primary and secondary source documents to increase understanding of events and life during the Reformation and counter Reformation.</p> <ul style="list-style-type: none"> <li>-Life of Martin Luther</li> <li>-95 Theses</li> <li>-Changes made during the Council of Trent</li> </ul> <p>-Select and defend writing positions in discussion and debate.</p> <p>-Make connections from historic events from the Reformation to current world events.</p> <p>-Express their understanding through persuasive writing (speech).</p>	

## Assessment Evidence (Stage 2)

### Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/  
Performance
- Standards

Write a speech from the point of view of Martin Luther. The speech should include biographical information about Luther as well as a list of church abuses. Your audience is a crowd gathered at a church located near the University of Wittenburg on October 31, 1517, the same day he nailed the 95 Theses to the church door. Your speech should be written in the voice of Martin Luther and contain key vocabulary from the Reformation.

-Students write and present a 3-4 minute song about a Reformation figure.

- Objective tests with multiple choice, matching and short essay questions.

-Debates between student groups taking both sides of the controversial religious and academic issues of the Reformation.

-Beat the Master. Students will explore various Protestant churches and analyze their physical structure and its special connection to their daily religious activities. They will write a short essay explaining how each Protestant sect had their unique religious practices and beliefs. A longer essay could be a comparison and contrast between one Protestant sect and Catholic practices.

-Luther or Calvin. Students will compare and contrast the religious philosophies of Reformation leaders John Calvin and Martin Luther. They will learn the life experiences that influenced each man. Students will be put in pairs and given 10 quotes. They will have to interpret the quotes and assign the each quote to one of the Reformation leaders.

-95 Theses close Reading

-Classroom Indulgences

### Other Evidence

- Completed note packets
- Blank world map—labeled and complete
- Jigsaw individual and group questions
- Entrance and exit slips
- o Reflective Writing
- T-Charts
- Student-created Political Cartoons
- Editorial
- Political cartoon exhibit note sheet
- Multiple choice quiz
- Posters
- Jigsaw Graphic Organizers
- Triple Venn Diagram
- Matching Quiz
- Map questions
- Think-Ink-Pair-Share
- Multiple choice chapter assessment
- o Multiple Choice
- Graphic Organizers

Learning Plan (Stage 3)

<ul style="list-style-type: none"> <li>• Where are your students headed? Where have they been? How will you make sure the students know where they are going?</li> <li>• How will you hook students at the beginning of the unit?</li> <li>• What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?</li> <li>• How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?</li> <li>• How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?</li> <li>• How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?</li> <li>• How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?</li> </ul>	<p><b>Lesson 1: Introduction</b>  Essential Question: Should a person be able to buy their way out of trouble? -Classroom Indulgences Activity  -Explanation Reference the Graphic organizer on p. 347 of History Alive Textbook.</p> <p><b>Lesson 2:</b>  In this lesson the causes of the Reformation will be examined including the corruption within the Church and the political conflicts with European rulers.  -Content Response Notes on the corruption and political conflicts.</p> <p><b>Lesson 3:</b>  In this lesson Students will analyze the life and achievements of Martin Luther and his impact on Christianity.  -Analyze the 95 Theses  -Sensory Imagery Activity on Martin Luther and his 95 Theses</p> <p><b>Lesson 4</b>  In this lesson groups of students will compare and the three major branches of Christianity that emerged following the Reformation:  -Identify leading figures of the Reformation and delve into the contributions of figures such as John Calvin, King Henry VIII  -Venn Diagram of the similarities and differences of Lutheranism, Anglicanism and Calvinism.  <b>(Equip/Rethink/Tailor)</b>  -Debate on the three main branches of Christianity.)</p> <p><b>Lesson 6:</b>  In this lesson students will examine and discuss the Catholic Response to the protestant reformation.  -Content Response notes breaking down the outcomes of the Council of Trent and other changes made by the Catholic Church  -Examine the Map other major Christian religions in Europe around the year 1600 (p. 366 History Alive)</p>
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### Understanding by Design Unit Template

Title of Unit	Enlightenment and European Revolution	Grade Level	9
Curriculum Area	World History	Time Frame	4 weeks
Developed By	Rose Ann Berberich		

## Identify Desired Results (Stage 1)

### Content Standards

#### Key Ideas and Details:

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#### Craft and Structure:

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#### Integration of Knowledge and Ideas:

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Compare and contrast treatments of the same topic in several primary and secondary sources.

#### Range of Reading and Level of Text Complexity:

##### [CCSS.ELA-Literacy.RH.9-10.10](#)

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>A successful revolution should be measured by the merit it brings to the people.            Political upheaval is sometimes unsafe.            Politics, economics, and social systems are all connected.</p>	<p>What events may have led to social, political, and economic change?</p>	<p>When does conflict lead to a revolution?</p> <p>What makes a revolution successful?</p>
Related Misconceptions		
Knowledge Students will know...	Skills Students will be able to...	

Vocabulary: Authority, power, nationalism (uniting people bound by common language, culture, shared history, and geography), recognition (legitimacy in a nation's existence), liberalism of the governed, restriction of the power of church and state, republic governments, freedom press and individual), socialism (multiple definitions including more power for the working democracy (government's establishment of popular sovereignty), absolutism (exclusive power individual over a nation), constitution, civil rights, independence. principles of these important documents: Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the 1789), and the U.S. Bill of Rights (1791) influence of these philosophers and their ideals: John Locke, Charles-Louis Montesquieu, Jean-Rousseau, Simon Bolivar, Thomas Jefferson, and James Madison reasons for and outcomes of the revolutions in America, France and Latin America and their continuing significance to other nations.

American Revolution – Enlightenment ideals and demands of economic independence, democracy, constitution, civil rights, first European colony to declare independence, led to war between the colony imperializing mother nation.

Revolution – influenced by the Enlightenment ideals and success of the American Revolution, social and political upheaval, decline of the power of the monarchy and church, rise of democracy and nationalism, economic reasons, resentment, and crisis were responsible for the internal and revolution

Revolution – influenced by the successes of the American and French Revolutions, ended in the new nation, established a republic, considered the only successful slave rebellion as it in independence from imperializing mother nation. Recognition as an independent state was to garner.

American Revolutions – Influenced by the successes of the American, French, and Haitian

track the development of the principles of the Enlightenment (e.g., secularism, natural rights, separation of powers, *laissez-faire* economics)

- assess the effects of the Enlightenment on specific demographics (e.g., social classes, women, the clergy)
- analyze the reasons for the emergence of revolutionary thought in England, France, and the colonies
- determine the effect of new ideas on social, political, and economic rights research the foundations, workings, and influence of British Parliamentary government
- relate European revolutions to Latin American political movements
- document learning in electronic journal entries
- communicate digitally with peers to assess learning from diverse Perspectives

-Tracing political, social, and economic change in individual nations, and their influence on other nations.

-Analyzing the spread of nationalism and evaluate its impact on Europe.

- major ideals of philosophers and their impact.

-Comparing causes and effects of revolutions and their impact.

-Using maps to identify the change of national boundaries and identify the spread of ideas.

-Analyzing primary-source documents.

## Assessment Evidence (Stage 2)

### Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/  
Performance
- Standards

#### PERFORMANCE TASKS:

Students will show that they understand by evidence of...

...choosing one of the following Performance Tasks, or to suggest one of their own to the teacher for approval:

Revolutionary Play - The student will write a synopsis of a play ASB might perform. The student will one Revolution from the Age of Revolutions on which to focus, and must include characters who existed, setting for the revolution, and clear identification of the causes of the conflict as well as opposing perspectives on the conflict itself. The student must also include an evaluation of the success of the revolution from opposing perspectives. The climax of the play should coincide with the climax of the revolution, and needs to include the effects of the revolution, as well as the impact the revolutions had other revolutions.

Comparison Essay – The student will choose two of the revolutions we've studied in class and compare success of each revolution. The student must include the context for each revolution, the causes, effects, impact on other revolutions of the two that are compared. Opposing perspectives within each revolution must be addressed and compared.

Propaganda Pamphlets – The student will choose one of the revolutions we've studied to be in. The student will create pamphlets of support for and against the revolution. Include significant reasons for and against each side of the revolution and be sure to include or address enlightenment ideals and absolutism support in your arguments. Create 2 pamphlets and 2 propaganda posters that could be used to convince both of your argument. In at least one pamphlet, the impact of other revolutions on your own revolution must

### Other Evidence

- Completed note packets
- Blank world map—labeled and complete
- Jigsaw individual and group questions
- Entrance and exit slips
- o Reflective Writing
  - T-Charts
  - Student-created Political Cartoons
  - Editorial
  - Political cartoon exhibit note sheet
  - Multiple choice quiz
  - Posters
- Jigsaw Graphic Organizers
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- Matching Quiz
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- Think-Ink-Pair-Share
- Multiple choice chapter assessment
- o Multiple Choice
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Learning Plan (Stage 3)

- Where are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you hook students at the beginning of the unit?
- What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
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- How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?
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- How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?

Student success at transfer, meaning, and acquisition depends upon...

Day I. Primary Source Analysis – Magna Carta – Students will, in pre-assigned mixed-ability and gender groups, be given a simplified English copy of the Magna Carta, as well as a series of questions. They will work in groups to understand the document and answer the questions provided. Once each group has finished, we will share out with the whole class their findings and understandings of the document. They will be asked to suppose where they think the document is from, when it was written, and who the audience was supposed to be. They will also be asked to share the main ideas of the document and this will lead into a discussion about what the ideas are, and whether or not we as a class agree with these ideas of the consent of the governed, balance of power, and equal representation in government. Students will then have to add to the growing list of rights from the Magna Carta by including rights they value as well (ex: freedom of speech, right to a lawyer, etc.). We'll discuss that there have been smart thinkers who put into words these ideas before we did.

Day II. Philosophers' Foldable – Enlightenment Thinkers – Students will create a foldable with the name of multiple Enlightenment Thinkers (Voltaire, Thomas Hobbes, John Locke, Charles-Louis Montesquieu, Mary Wollstonecraft, Jean- Jacques Rousseau, Cesare Beccaria) in which they will research and then include their name, name(s) of their major literary work(s), describe their main ideas, and create a symbol for each philosopher. This will be homework, if not completed in class.

Day III & IV. English Revolution – Direct Instruction:  
 Anticipatory Set: Watch the first scene in A Knight's Tale and discuss "Who has the power?" according to the characters. We'll discuss the rights and balance of power between lords and the king.  
 Presentation of New  
 Material: Definition of Revolution, Nationalism, Economic Hardship, Liberalism, Democracy, and Socialism  
 will be introduced through a PowerPoint lecture that walks through the causes, revolution, effects, and impact of the English Revolution (Civil War). We will discuss "revolution" and what we would count as a successful revolution, and according to whom is it successful. Guided Practice: Using their notes, students will create flashcards for the ideas/concepts/vocabulary they found to be most important from the lecture. This will lead

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<b>Developed By</b>	Rose Ann Berberich		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			

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Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical

<ol style="list-style-type: none"> <li>1. Identify the motives that led European countries to explore the American continents.</li> <li>2. Locate the different geographical regions that European countries settled on the American continents.</li> <li>3. Investigate the contributions and influences of the major European powers had on the settlements and people on the American continent.</li> </ol>	<p>How did events in Europe influence Latin American independence?</p>	
<b>Related Misconceptions</b>		
<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...	
<ol style="list-style-type: none"> <li>1. The reasons that European powers came to the Americas.</li> <li>2. The impact that European heritage and government had on explorers and settlers.</li> <li>3. Relevant vocabulary about the major countries and American geography.</li> <li>4. The political and economic atmosphere of the world in the 15<sup>th</sup> century.</li> </ol>	<ul style="list-style-type: none"> <li>utilize technology to investigate current revolutionary thought and action in Latin American</li> <li>• employ technology to communicate with peers in Latin American countries</li> <li>• document learning in electronic journal entries</li> <li>• communicate digitally with peers to assess learning from diverse perspectives</li> <li>• identify geographical factors that promoted the development of Latin American colonies</li> <li>• determine how trade enhanced social, political, and economic growth in Latin America</li> <li>• discuss independence movements and leaders in Latin America</li> <li>• assess the influences that contributed to the struggle for independence in Latin America(e.g religion, language, desire for autonomy)</li> </ul> <ol style="list-style-type: none"> <li>1. Identify the motives that led European countries to explore the American continents.</li> <li>2. Locate the different geographical regions that European countries settled on the American continents.</li> <li>3. Investigate the contributions and influences of the major European powers had on the settlements and people on the American continent.</li> </ol>	
<b>Assessment Evidence (Stage 2)</b>		

## Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/  
Performance
- Standards

- Final Project Options can be a PowerPoint, essay, or other type of presentation format w/approval:
  1. Explorer's Journal-Research project about 1 explorer's culture, journey, good and bad contributions to exploration, summary of his/her life through a diary format.
  2. Thematic Project-Theme must connect to the entire unit
  3. Map/s showing trade routes, political boundaries, native populations, settlements, and major events in both Europe and the American continents during the 15<sup>th</sup> century.
- 1. 3 small writing assignments the unit will ask students to reflect on (1) their personal opinion on the journeys, motivations, and policies of European explorers, (2) their own personal or ancestral connections to oppression, and (3) their summation and analysis of the political structures that existed during the period of European exploration and any connections they see in our world today.

## Other Evidence

- Completed note packets
- Blank world map—labeled and complete
- Jigsaw individual and group questions
- Entrance and exit slips
- o Reflective Writing
- T-Charts
- Student-created Political Cartoons
- Editorial
- Political cartoon exhibit note sheet
- Multiple choice quiz
- Posters
- Jigsaw Graphic Organizers
- Triple Venn Diagram
- Matching Quiz
- Map questions
- Think-Ink-Pair-Share
- Multiple choice chapter assessment
- o Multiple Choice
- Graphic Organizers

- Where are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you hook students at the beginning of the unit?
- What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?
- How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?

Post essential questions for unit

Set up Word Wall and class timeline if not already in place

### 1. Cultures Collide - 45 minutes

**Guiding question - What would happen if aliens invaded your city or town?**

(HOOK) “What would happen if aliens invaded your city or town?” Students write a response in their interactive notebook (a notebook in which students take notes and reflect and write on information learned)

Play audio version of the Orson Wells broadcast, “War of the Worlds”, and show video clip of people’s response to the broadcast at the time of the event. Hold a class discussion We are going to study an example from history where two different cultures collided. What happens when different cultures collide? Can you think of any examples from your own experience?

### 2. Perspectives on Columbus - 90-120 minutes

**Unit Essential Question - What happens when cultures collide? What is a perspective? Start class making connection with the first lesson on War of the Worlds. Who was telling the story? Do you think there was another possible view point? Discuss concept of “perspective” How can there be different versions of the same event?**

**Guiding question - Columbus: Alien invader or hero? What is a “perspective?” What are the perspectives on Columbus?**

List prior knowledge on Columbus (without correcting misconceptions)

Teacher reads two selections on Columbus, one that presents traditional account of his voyages, the other a modern account ( Encounter by Jane Yolen). Teacher takes notes as students add information on Columbus to the list after the class has read both accounts.

Teacher records students suggestions to create 2 new lists, drawn from the list just created, one for **FACTS** about Columbus, the other for **OPINIONS/PERSPECTIVES**. How are the two accounts different? Similar?

Establish the long term goal for the unit - Discuss the performance assessment for the unit-

Discuss essential questions and key vocabulary on Word Wall.

### 3. Trade With the Far East and the Search for Alternative Routes to the Far East – 45- 60 minutes

**Essential Questions - Why Explore? How does exploration change the existing world?**

This lesson provides background on why Europeans explored and orients these events in time

Why Europeans wanted to get to the Far East - Mini lesson on Marco Polo

Students given samples of spices, salt, silk and gold - Why would people want these items?

Teacher uses modern day world map to narrate travels of Marco Polo

## Understanding by Design Unit Template

Title of Unit	Imperialism	Grade Level	9
Curriculum Area	World History	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

**Key Ideas and Details:**[CCSS.ELA-Literacy.RH.9-10.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

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

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

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

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Craft and Structure:**[CCSS.ELA-Literacy.RH.9-10.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

[CCSS.ELA-Literacy.RH.9-10.5](#)

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Integration of Knowledge and Ideas:**[CCSS.ELA-Literacy.RH.9-10.7](#)

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

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

Assess the extent to which the reasoning and evidence in a text support the author's claims.

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

Compare and contrast treatments of the same topic in several primary and secondary sources.

**Range of Reading and Level of Text Complexity:**[CCSS.ELA-Literacy.RH.9-10.10](#)

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical

<p>U1 The political, social, and economic motives of European nations spurred the conquest of Africa.</p> <p>U2 Political relationships affect economic relationships</p> <p>U3 Control of colonies varied with the different imperial powers</p> <p>U4 Effects of Imperialism impeded the development of Africa.</p>	<p>In what ways did imperialism affect current global affairs?</p>	<p>Does might make right?</p> <p>EQ2 Have right and wrong always been right and wrong?</p> <p>EQ3 Who determines right from wrong?</p> <p>EQ4 Is Imperialism defensible?</p>
<b>Related Misconceptions</b>		
<p><b>Knowledge</b> Students will know...</p>	<p><b>Skills</b> Students will be able to...</p>	
<p><i>Students will know...</i> <span style="float: right;"><i>K</i></span></p> <p>*New Imperialism involved control over acquired lands politically, socially, and economically.</p> <p>*The new phase of imperialism circa 1875 was intensely competitive between the European powers, the United States, Japan.</p> <p>*Interest in colonizing the continent of Africa grew as a result of industrialized nations sought both resources and new markets for their products.</p> <p>*Governance of colonies varied from direct rule over a colony to an indirect approach of a protectorate or economic control of trade.</p> <p>Tier 2 vocabulary</p> <p style="text-align: center;">❖</p>	<ul style="list-style-type: none"> <li>define imperialism</li> <li>• research factors that contributed to the development of imperialism (e.g., economics, natural resources, expansion of power)</li> <li>• relate the Industrial Revolution to European imperialism</li> <li>• compare and contrast 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> century global political boundaries</li> <li>• analyze the impact of imperialism on human perspectives (e.g., race and religion, colonists' versus imperialists' power)</li> <li>examine sample case studies of the effects of imperialism (e.g., Europe in Africa and Asia)</li> <li>• analyze the current impact of imperialist powers in South Asia (e.g., India, Pakistan)</li> <li>• document learning in electronic journal entries</li> <li>• communicate digitally with peers to assess learning from diverse perspectives</li> <li>-discriminate the bias of the historical source.</li> <li>-examine the impact of cultural diffusion on society.</li> <li>-recognize how the introduction of new technology and ideas serve as a catalyst for change.</li> <li>-identify the cause and effect of conflicts and conquests.</li> <li>-analyze how economic systems and trade have shaped global interaction.</li> </ul>	
<b>Assessment Evidence (Stage 2)</b>		

## Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/  
Performance
- Standards

### Assessment Evidence

PERFORMANCE TASK(S): A prominent news agency has asked you to conduct research on and report on your finding regarding imperialism in Africa. Through interviews and photos you will tell the story of both the colonizers and those who were colonized.

Role: Investigative reporter

Audience: Your editor, and the public

Situation: This challenge involves analysis of eyewitness accounts in the form of both written testimonials and images.

Product – You will write a document based essay

## Other Evidence

- Completed note packets
- Blank world map—labeled and complete
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- Entrance and exit slips
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- How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL

**Lesson 1 Scramble for Africa (Copy the essential question here to help focus learning & objectives\*\*\*\*\*)**

Short Quiz/Discussion –

Students will take a True/False quiz (all answers are true) and discuss facts about Africa. This discussion could be a rate the believability exercise in small groups rather than true/false quiz. Report findings to class discussion  
<https://docs.google.com/document/d/1iImIcVfPaDRoWmGhNbb8Y3mnlrXvgdiEbrFtJ5R4Uxk/edit?usp=sharing>

Map Analysis - Imperialism in Africa

Students should complete a map activity to connect Imperialism & the Global Economy with the continent of Africa.

[https://docs.google.com/document/d/1L-v9pfHylVb4mwazMv-7TUxb\\_Gu1LIsTXVv\\_ingTPI0/edit?usp=sharing](https://docs.google.com/document/d/1L-v9pfHylVb4mwazMv-7TUxb_Gu1LIsTXVv_ingTPI0/edit?usp=sharing) (This document uses “Legacy “text to explore the lure of Africa)

Alternative Activity: [http://higher.ed.mheducation.com/sites/0072957549/student\\_view0/chapter39/interactive\\_map\\_quiz.html](http://higher.ed.mheducation.com/sites/0072957549/student_view0/chapter39/interactive_map_quiz.html) (This one online)

Content Response Notes –Use Legacy text page 358-359 for background new imperialism (social economic, political, cultural)motives

Examining Vocabulary - Frayer Model see World History page of wiki for document

Students are to define the key terms associated with Imperialism. Analyze the reasons European countries imperialize Africa

<http://www.slideshare.net/Golfin/scramble-for-africa-15084408>

I see/It Means cartoon# 1 Students will examine imperialism of colonial powers.

[http://1.bp.blogspot.com/-el3Sq\\_T0zgg/T0kelhFwLzI/AAAAAAAAABY/YrwaJc587-8/s1600/Br\\_and\\_US\\_imperialism.jpg](http://1.bp.blogspot.com/-el3Sq_T0zgg/T0kelhFwLzI/AAAAAAAAABY/YrwaJc587-8/s1600/Br_and_US_imperialism.jpg)

Lesson 2 Frame, Focus & Follow up <http://youtu.be/LbT44HwzNrl>

European Imperialism in Africa Part 1 -(Up to minute 10:38 ) European nations act on their desire to dominate Africa including the Berlin Conference 1885

Part 2 10:42 - 23:44 European exploitation of resources, use of Africans in defense of the European empires in the world wars led to the beginning of the quest for independence

Part 3 23:44 - 33:40 Independence Movements includes Nkrumah of Ghana & Lumumba of

### Understanding by Design Unit Template

<b>Title of Unit</b>	The 20 <sup>th</sup> Century Conflicts	<b>Grade Level</b>	9
<b>Curriculum Area</b>	World History	<b>Time Frame</b>	14 weeks
<b>Developed By</b>	Rose Ann Berberich		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			

**Key Ideas and Details:**

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

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

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By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical

<p>reformers moved to protect workers from the ills of unfettered capitalism.</p> <p><b>U2:</b> struggles for wealth, power, and resources lead to tensions amongst world powers that still continues into the present.</p> <p><b>U3:</b> colonies moved for self-rule, self-government, and home-rule from Imperial Powers.</p> <p><b>U4:</b> the spread of and resistance to democracy has lead to a world of uncertainty and fear.</p> <p><b>U5:</b> science, technology, and globalization are factors that are changing and leading the world into the 21<sup>st</sup> century.</p>	<p>What global challenges arose after World War II?</p>	<p><b>Q1:</b> to what extent have ideologies affected the behavior of nations?</p> <p><b>Q2:</b> what factors can lead to global/world conflicts?</p> <p><b>Q3:</b> how new technology can affect warfare?</p> <p><b>Q4:</b> how depressions/ recessions impact people's confidence in their government?</p> <p><b>Q5:</b> how nationalism influences the historical path of the world's nations?</p> <p><b>Q6:</b> how nations try to defend themselves in the Nuclear Age?</p> <p><b>Q7:</b> what the Berlin Wall symbolizes in the past, present, and future?</p> <p><b>Q8:</b> how globalization has made the world "smaller"?</p>
<p>Related Misconceptions</p>		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	

**K1:** all key vocabulary.

**K2:** the background of key historical figures.

**K3:** the importance of a stable economy for the strength and well being of a nation and its people.

**K4:** the geographic and cultural areas of the world and the issues and challenges the unit and divide them.

**K5:** all cultures have histories, present perspectives, and future ambitions.

- analyze the causes of World War I (e.g., nationalism, militarism, imperialism, alliances)
  - determine the significant events of World War I
  - relate World War I to the causes of the Russian Revolution
  - examine authentic documents (e.g., Treaty of Versailles, Wilson's 14 points)
  - investigate the events of the interwar period that led to World War II
  - track the rise of new government and political philosophies (e.g., fascism, socialism, communism)
  - research and report the outcomes of both world wars (e.g., new technologies, new boundaries, new coalitions)
  - collaborate to research past and current genocides and government responses
  - document learning in electronic journal entries
  - communicate digitally with peers to assess learning from
- a. Investigate the military strategies employed during World War I and World War II and the impact of technology on them.
  - b. Map European boundaries and compare the changes that resulted from World War I and World War II.
  - c. Analyze the rise of totalitarian governments.
  - d. Identify important leaders and achievers.
  - e. Evaluate the importance of economic competition in the Cold War era.
  - f. Assess the impact of changing European ideologies on the global conflicts of the twentieth century (e.g., Communism, Nationalism, Imperialism, Capitalism,
- a. Analyze causes of largescale population movements from rural areas to cities.
  - b. Examine the movement of people and the cultural diffusion that resulted.

- explain the global effects of World War II (e.g., challenges to independence in Africa, Asia, and Western Europe, the United Nations, the European Union, Cold War policies)
  - research the United Nations response to 20<sup>th</sup> century issues, (e.g., human rights, human trafficking, global conflict, genocide in Cambodia, Armenia, and Bosnia)
  - determine the reasons for the Cold War and its effect on United States and Russian policies and current affairs collaborate to report the major facts and/or events of the Space Race, Arms Race, and nuclear proliferation
  - document learning in electronic journal entries
  - communicate digitally with peers to assess learning from diverse Perspectives
- explain the causes of World War I.**

**S2:** analyze and articulate the impact of technology on all facets of our daily lives (i.e, conflicts, transportation, trade, etc..).

**S3:** compare and contrast life under communism and life in a democracy.

**S4:** assess the impact of the economy on the stability of our world.

**S5:** determine the influence of propaganda in political policy agendas.

**S6:** investigate the importance of self-determination in the creation of our modern world.

**S7:** devise a way in which nations value human rights over political goals.

**S8:** assess how the readiness of information shapes peoples opinions of major historical events, leaders, movements, etc..

**S9:** identify how tension amongst old and new, native and foreign, affects societies throughout the world.

**S10:** explain why turmoil in the Middle East continues and shapes many on the conflicts throughout the world.

**S11:** determine how the rapid modernization of many once nominal nations has changed the status quo in the international arena.

## Assessment Evidence (Stage 2)

### Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/  
Performance
- Standards

- Front-loading exercise: A concept map of terms relating to globalization will be drawn on the board and in the students' notebooks. Discussion will largely be student directed with input and guidance from the teacher. - 10
- Lecture: Define and elaborate on economic terms from concept map exercise and terms from the vocabulary list. Explain how concept maps can be used and how they work. - 50

#### Day 2

- Group Discussion: What are the positive and negative effects of globalization? How does globalization affect us and what is our affect on globalization? - 50
- Lecture: Summary of discussion and explanation of role-playing exercise for day 3. - 10

#### Day 3

- Role-playing: Students will receive handouts stating the country they are representing and one product they have and another that they need. They will also get a card with a picture of their good on it. Students will need to find the country that has the product they need to trade with in order to get the goods they need. - 30
- Class discussion: What did we learn from the role-playing activity? What does this look like in the real world? - 25
- Lecture: Review of day 4's activities. - 5

#### Day 4

- Review: Concept mapping in light of the information learned. - 15
- Review: Question and answer time, individual study time, small group discussions, etc. to review for quiz. - 20
- Quiz: On terms and concepts learned (multiple choice, T/F, short answer) – 25

Hold a mock International Trial to settle a global dispute. Research the conflicting points of view on the issue and speculate on topics for current disputes.

### Other Evidence

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- Multiple choice chapter assessment
- o Multiple Choice
  - Graphic Organizers

Learning Plan (Stage 3)

- Where are your students headed? Where have they been? How will you make sure the students know where they are going?
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- [Teaching Unit 9.1](#)  
World politics and the global economy after World War II

#### [Teaching Unit 9.2](#)

The two big powers and their Cold War

