**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

* **80% of our students will graduate from high school college or career ready**
* **90% of students will graduate on time**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The CLIP ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students, across content areas. Destination 2025 and the CLIP establish common goals and expectations for student learning across schools and are the underpinning for the development of the Elementary Social Studies curriculum maps.

Designed with the teacher in mind, the Elementary Social Studies curriculum maps focus on integrating literacy skills and strategies with content standards. This map presents a framework for organizing instruction around the TN State Standards (CCRA) so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and this map provides guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

A standards-based curriculum, performance-based learning and assessments, and high quality instruction are at the heart of the Social Studies Curriculum guides. Educators will use this guide and the standards as a road map for curriculum and instruction. Carefully crafted curricu­lar sequences and quality instructional resources enable teachers to devote more time and energy in delivering instruction and assessing the effectiveness of instruction for all learners in their classrooms, including those with special learning needs.

**How to Use the Social Studies Curriculum Maps**  
Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, it is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded within social studies. Students must employ essential literacy strategies that explicitly demonstrate the application of reading, writing, and thinking strategies to support learning in social studies.

The integration of literacy and social studies is critical for student success. This curriculum map is designed to help teachers make effective decisions about what Social Studies content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment the with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

(1) Regular practice with complex text and its academic language.

1. Reading, writing, and speaking grounded in evidence from text, both literary and informational.
2. Building knowledge through content-rich nonfiction.

Throughout this curriculum map, you will see high-quality texts that students should be reading, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around each of the three shifts that teachers should consistently access:

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| **The TNCore Literacy Standards** | | |
| The TNCore Literacy Standards (also known as the College and Career Ready Literacy Standards):  <http://www.tncore.org/english_language_arts.aspx> | | Teachers can access the TNCore standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. |
| **Shift 1: Regular Practice with Complex Text and its Academic Language** | | |
| Student Achievement Partners Text Complexity Collection:  <http://achievethecore.org/page/642/text-complexity-collection> | | Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection. |
| Student Achievement Partners Academic Work Finder: <http://achievethecore.org/page/1027/academic-word-finder> | | Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text. |
| **Shift 2: Reading, Writing and Speaking Grounded in Evidence from the Text** | | |
| Student Achievement Partners Text-Dependent Questions Resources:  <http://achievethecore.org/page/710/text-dependent-question-resources> | | Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis. |
| **Shift 3: Building Knowledge through Content-Rich Non-fiction** | | |
| Student Achievement Partners Text Set Projects Sequenced:  <http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction> | | Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world. |
| **Content Area Literacy** | | |
| Achieve The Core for Social Studies: http://achievethecore.org/dashboard/300/search/1/1/6/7/  8/page/737/history-social-studies-lessons-list-pg | Teachers can access sample lessons for use in middle school  Social Studies classrooms. | |
| **Close Reading** | | |
| Teaching History.Org section on Close Reading Lessons  in Social Studies: http://teachinghistory.org/teaching-materials/teachingguides/25690 | Teachers can learn more about how to lead their Social Studies students in a close read. | |
| **Text Dependent Questioning** | | |
| TNCore Text **Dependent** Question in Social Studies:  http://tncore.org/literacy\_in\_social\_studies/instructional\_r  esources/text\_dependent\_questions.aspx | Teachers can use the resources to craft their own text-dependent questions based in Social Studies. | |
| **Document Based Questioning** | | |
| Teaching History.org on DBQs in Middle School:  http://teachinghistory.org/teaching-materials/teachingguides/  23560 | Documents are plentiful, but many are too difficult for middle school students. This link will help a middle school teacher modify documents for their students so they can employ document based questioning. | |

**Important Details**

This document is to be used with the McGraw-Hill textbook- *United States History & Geography Modern Times.* There are notations in the Instructional Activities & Resources section for specific pages and materials that are part ofthe textbook. Educators must request and receive an access code from the district Instructional Advisor for full accessto the online pieces. Educators are also encouraged to explore the online resource package for other materials notmentioned in this document. Abbreviated codes in Instructional Activities & Resources section match the coding in theTeacher Edition of the text.

**WIDA**

***WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards.* *By referencing the provided MPIs and those MPIs within the given links, teachers have access to “I can” statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments****.*

**WIDA ”Can Do” Name charts may be located here:**[**http://shelbycountyesl.weebly.com/wida.html**](http://shelbycountyesl.weebly.com/wida.html)**(password: SCS-ESL)**

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| **WIDA**  <https://www.wida.us/standards/ELP_standardlookup.aspx>  **Below is a sample of modifications provided on the WIDA site, feel free to search WIDA for other examples.** |

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| Example: Reading 9-12 “Behavior of individuals & groups” |  |  |  |  |
| **Entering:**  Locate visually supported information on social issues (e.g., from photographs, headlines, and bylines in newspapers, magazines, or on the Internet) | **Beginning:**  Locate visually supported information on social issues (e.g., in newspaper, magazine, or website articles) | **Developing:**  Compare and contrast visually supported information on social issues or inequities from various news sources | **Expanding:**  Interpret visually supported information on social issues or inequities from various news sources | **Bridging:**  Evaluate authenticity of information on social issues or inequities from various news sources |

**A Word About Vocabulary Instruction…**

Effective Tier 2 academic vocabulary development necessitates daily direct and explicit instruction in vocabulary that includes systematic practice, review, and deep processing. Teachers must immerse students in word-rich environments, while teaching and modeling word learning strategies.

In all content areas, academic vocabulary instruction must be cumulative, and the terms should be integrated into increasingly complex tasks. In language arts, more time should be spent on instruction about the nuance of the word, its origin, root, and/or affixes. Additionally, language arts teachers should use word work strategies such as parts of speech, semantic word webs, and other evidence-based vocabulary practice

Vocabulary **Common Core State Standards: Focus on Tier 2 & Tier 3 Academic Vocabulary**

Tier 1 Basic words that commonly appear in spoken language. Because they are heard frequently in numerous contexts and with nonverbal communication, Tier 1 words rarely require explicit instruction. Examples of Tier 1 words are clock, baby, happy and walk.

Tier 2 High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are obvious, complex, establish and verify.

Tier 3 Words that are not frequently used except in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content. Medical, legal, biology and mathematics terms are all examples of these words.

Explicit instruction of the Tier 2 academic words is required in order for students to know and use the words accurately in reading, writing, and speaking. Multiple exposures and practice are key characteristics of effective vocabulary instruction. Teachers are expected to use evidence-based vocabulary strategies, such as those found in the SCS curriculum maps.

Links to Support Vocabulary Instruction & Development

<http://www.learningunlimitedllc.com/2013/07/5-steps-vocabulary-instruction/>

<https://wvde.state.wv.us/strategybank/VocabularyStrategies.html>

<https://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>

**World History & Geography – Grade 9**

**Pacing Guide**

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| **Time** | **1st Quarter** |  | **Time** | **3rd Quarter** |
| Weeks 1-3 | The Enlightenment and the Founding of the United States (1750-1797)   * Explain causes, courses, and outcomes of the Enlightenment * Analyze impact of Enlightenment thinking on the United States |  | Weeks 1-2 | Nationalism (1919-1939)   * Explain how economic exploitation and political control can lead to nationalist movements |
| Weeks 4-6 | The Age of Revolution (1750-1850)   * Evaluate the influence of the U.S. revolution and Enlightenment thinking on succeeding revolutions in history |  | Weeks 3-5 | World War II (1939-1945)   * Evaluate impact of War on society |
| Weeks 7-9 | The Industrial Revolution (1750-1914)   * Understands the causes, courses, and consequences of the Industrial Revolution * Analyze influence of industry on mass society and modern ideas |  | Weeks 6-9 | The Cold War (1945-1989)   * Analyze how political relationships and change can develop conflict and impact the economy * Explain conflicts in the developing countries of the Middle East, Asia, Africa, and Latin America (1993) |
| **Time** | **2nd Quarter** |  | **Time** | **4th Quarter** |
| Weeks 1-3.5 | Unification and Imperialism (1800-1914)   * Compare and Contrast colonial and empire rule in Southeast Asia, Africa, India, and Latin America * Analyze native resistance to Imperialism |  | Weeks 1-3 | Post Cold War Changes (1989- Present)   * Evaluate motivations to end the Cold War * Explain the collapse of the Soviet Union * Research the economic and social developments occurring in Western Europe, North America, China, Japan, and the Koreas |
| Weeks 3.5-7 | World War I (1914-1919)   * Evaluate impact of politics and technology on war |  | Weeks 4-6 | A New Era   * Identify and summarize challenges in the modern world including weapons of mass destruction, terrorism, ethnic conflict, and global poverty. |
| Weeks 7-9 | Interwar Changes (1919-1939)   * Research the influence of political change and economic instability on society |  | Weeks 7-9 | Culture, Geography, History, & Economics   * Recognize Global and Environmental Issues * Africa in April and Memphis in May * Locate pre and post-war countries on a map/globe. * Compare and contrast culture, holidays, and themes across nations. |

| **State Standards** | **Guiding Questions/Vocabulary**  **Tier 2 & 3** | **Instructional Activities & Resources** |
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| **Weeks: 1-3** | | |
| **W.13** Summarize the causes, course, and consequences of unification in Italy and Germany including the role of Giuseppe Garibaldi and Otto von Bismarck. (G, H, P)  **W.14** Cite strong and thorough textual evidence to support analysis of the causes of 19th century European imperialism, the role of Social Darwinism, the desire for increased political power, and the search for natural resources and new markets as prelude to the Berlin Conference. (C, E, G, H, P)  **W.15** Describe the Berlin Conference and the rise of modern colonialism in the 19th century and describe the impact of colonization on indigenous populations by such nations as England, France, Germany, Italy, Spain, & the US. (C, G, H,P)  **W.16** Analyze the political, social, and industrial revolution in Japan (Meiji Restoration) and its growing role in international affairs. (C, E, H, P)  **W.17** Compare the progression of imperialistic claims on the African continent using historical maps. (G, H, P)  **W.18** Students describe the independence struggles of the colonized regions of the world including imperialism in Africa (Zulu Wars, Ashanti Wars, and Ethiopia’s struggle to remain independent). (H, P)  **W.19** Explain the growing influence of the West in China, the Boxer Rebellion, Sun Yat-sen, and the Xinhai Revolution. (G, H)  **W.20** Explain the transfer in 1858 of government to Great Britain on the Indian Subcontinent following the Sepoy Rebellion. (G, H, P)  **W.21** Describe American imperialism in the Philippines and the Philippine-American War led by Emilio Aguinaldo. (G, H, P)  **W.22** Cite evidence from text to describe the movements led by Emiliano Zapata, Francisco Madero, Pancho Villa, and Venustiano Carranza in Mexico stemming from the desire for land reform and democratic participation. (G, H, P) | Unification and Imperialism (1800-1914)  **W.13**  What political developments did Central and Eastern Europe experience in the late nineteenth century?  **Vocabulary (Tier 3)``**  Ministerial responsibility, Democracy, commodities, provincial, dollar diplomacy, viceroys, Kaiser, imperialism, racism, protectorate, indirect rule, direct rule, modernism, psychoanalysis, Social Darwinism, Annex, Indigenous, Queen Victoria, Livingstone, Uncharted, Berlin Conference  Academic vocabulary (Tier2): Controversy, Insecure, abstract, intensity, export, exploit, civil, estate, Whereas, sector, highlighted, exclusive, phase, motive  **W.14** What were the motivations for the new imperialism?  **W.15** How did colonization rise and thrive?  **W.16** How did Japan respond to foreign pressure to end its isolationist policies?  **W.17**  What was the “Scramble for Africa”, and what were the motivations behind the divisions?  **W.18**  How and why did natives resist imperialism?  **W.19** Did the rebellions and revolutions in china do anything to suppress the foreign presence?  **W.20** What were the sources of conflict between the British and the Indian people?  What were the effects of the Great Rebellion?  **W.21** What fueled American imperialism in the Philippines? What was the outcome of the Philippine-American War?  **Content Vocabulary (Tier 3)**  Emilio Aguinaldo,  Annexation, Provincial, Commodities, Open Door Policy, Indemnity, sepoys  Viceroys, extraterritoriality, Indemnity, provincial, commodities, self-strengthening, spheres of influence, concessions, prefecture,  Academic Vocabulary (Tier 2):  Civil, Estate, Sector, whereas, Exclusive, Phase Motive, exclusive, subsidy, context  **W.22** How did U.S. involvement impact Latin America in the early 20th century? | McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 214-217. Print.  **W.13**  Create a Venn Diagram summarizing the differences and similarities of Italy’s and Germany’s separate unifications in the 19th Century. Venn Diagram can also serve as a template for a short, informational writing assignment. **Writing.** **WHST.9-10.2**  Illustrate maps showing Italy’s and Germany’s separate unifications.  <http://saburchill.com/history/chapters/empires/0043.html>  Write an explanation how the governments of Italy and Germany compared to those of Western Nations.  <http://www2.newcanaan.k12.ct.us/education/components/scrapbook/default.php?sectiondetailid=5395&linkid=nav-menu-container-4-167>  **W.14**  1.Create a T-chart to list Western nations and their regions of colonial takeover. Be sure to list the political status of each region.  2. Evaluate colonial influence on Southeast Asia and Africa. **Literacy.** **RI.9-10.1**  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 226-230 & 231-236. Print.  **W.15** Read biographical informational text about Livingstone. Students decide on the success of Livingstone from the position of Western Europe or an indigenous group. Write a persuasive newspaper article from either perspective. **Writing.** **WHST.9-10.4** <http://www.pbs.org/empires/victoria/empire/livingstone.html>  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 233. Print.  Compose a timeline of events while reading  <http://www.pbs.org/empires/victoria/history/scramble.html>  **W.16**  Discuss impact of the Meiji Restoration and their political, economic, and social reforms.  Create a graphic organizer to synthesize information.  Identify the countries in conflict with Japan from 1870-1918 using maps.  Hypothesize why aspects of Japanese culture became fashionable in the United States.  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. Pp. 261-265.  **W.17**  Discuss and analyze the “Scramble For Africa” using maps, political cartoons, and secondary sources.  <http://wfps.k12.mt.us/teachers/carmichaelg/new_page_34.htm>  **Literacy. RI.9-10.7**  **W.18**  Compose an informative essay about the struggles of Africa and the Sepoys as their struggled toward independence in India. **Literacy.RI.9-10.1**   * <http://www.sahistory.org.za/south-africa-1806-1899/anglo-zulu-wars-1879-1896> * <http://www.blackpast.org/gah/ashanti-empire-asante-kingdom-18th-late-19th-century> * <http://www.sahistory.org.za/article/fight-against-colonialism-and-imperialism-africa-grade-11> * McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 230, &237-238. Print.   **W.19** Compare and Contrast the influences, events, and outcomes of the Boxer Rebellion and the Xinhai Revolution in China using a graphic organizer. This can also serve as a template for a short, informational writing assignment. **Literacy.RI.9-10.1**   * McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 250-258. Print. * <http://resourcesforhistoryteachers.wikispaces.com/WHII.13> * <http://www.pbs.org/wgbh/amex/1900/filmmore/reference/interview/lafeber_boxerrebellion.html>   **W.20** Create a list of the effects of British manufactured goods, cotton crops, school system, and public services on the Indian people. **Literacy.RI.9-10.1**  Class debate: Did the Sepoy Rebellion help or hurt Indian nationalism?  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 237-240. Print.  **W.21** Evaluate various options opposing the annexation of the Philippines.  Analyze incentives for the U.S. annexing the Philippines.  Hypothesize native reactions.   * <http://edsitement.neh.gov/lesson-plan/birth-american-empire-lesson-3-matter-philippines>   **W.22** Develop a list of problems and reforms in Mexico between the years 1870-1917.  Compare Mexican revolutionaries and their impact on Mexico after 1870.  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 242-245. Print |
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| **Sample Literacy Lessons and Activities** | | |
| **Topic: Imperialism in India**  **Activity:** Respond to the following prompt  **Writing Prompt:**  Some historians have suggested that Imperialism is both a blessing and a curse. Defend this argument while listing the benefits and costs of Imperialism in India.  **Literacy. WHST.9-10.1A**  **Primary Documents and Supporting Texts to Read:**   * “The White Man’s Burden” <http://historymatters.gmu.edu/d/5478/> * Otto von Bismarck’s Letter 1856 <http://www.historyteacher.net/APEuroCourse/DocPackets/Doc_Pkt-Ger_Unification.pdf>   Roosevelt’s Message to Congress- Panama Canal <http://www.pbs.org/wgbh/americanexperience/features/primary-resources/panama-message/> | **Topic: Imperialism:**  **Reading Excerpt**  *Things Fall Apart* by Chinua Achebe  **Fiction Text Suggestion**  **Extended Reading**  *Heart of Darkness* by Joseph Conrad\*  *Things Fall Apart* by Chinua Achebe  **Note:**  ***\*This fiction piece could be used as cross curricular instruction with ELA or as novel study in class. To enrich the content, pair the story with BBC Documentary: White King, Red Rubber, Black Death***  **Activity:**  After reading an excerpt from the text, have students use the details from the text to write about Nigerian life impacted by European Imperialism.   * **Literacy.RI.9-10.2****, RI.9-10.3**   <http://betterlesson.com/community/document/68725/cw-motives-for-imperialism> | **Topic: Philippines**  **Activity:**  Write a description of each cartoon as if you were a newspaper reporter during this time period. Hypothesize the reactions of both American policy makers and Pilipino natives.   * **Literacy.RI.9-10.4**   <https://sheg.stanford.edu/philippine-war-political-cartoons> |
| **W.23** Evaluate primary source documents while analyzing the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent, disorder, propaganda, and nationalism in mobilizing the civilian population in leading to the outbreak of World War I. (C, E, P)  **W.24** Trace the principal theaters of battle, major battles, and major turning points of World War I. (G, H, P)  **W.25** Analyze the importance of geographic factors in military decisions and outcomes. (G)  **W.26** Explain how the Russian Revolution and the entry of the United States into the conflict affected the course and outcome of the war. (H, P)  **W.27** Argue human rights violations and genocide, including the Armenian genocide in Turkey, through collaborative discussions. (C, P)  **W.28** Explain the nature of the war and its human costs (military and civilian) on all sides of the conflict, including unprecedented loss of life from prolonged trench warfare. (C, E, H, P)  **W.29** Trace advances in weaponry, the belief that the “Great War” would end war, and disarmament movements. (H)  **W.30** Describe the effects of the war and resulting peace treaties on population movement, environmental changes resulting from trench warfare, the international economy, and shifts in the geographic and political borders of Europe and the Middle East. (E, G, H, P)  **W.31** Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson’s Fourteen Points, and the causes and effects of the U.S. rejection of the League of Nations on world politics. (H, P)  **W.32** Compare the conflicting aims and aspirations of the conferees at Versailles and the Treaty of Versailles’ economic and moral effects on Germany. (C, E, G, H, P) | **W.23**  How did political rivalries, economic conflicts. And ethnic conflicts play a role in the outbreak of World War I?  **Content Vocabulary (tier 3)**  Conscription, military, mobilization, nationalism, ethnic groups, imperialism, militarism, alliance, assassination, Saravejo, Archduke Franz Ferdinand  Academic vocabulary (tier2): military, complex, target, unrestricted, aid, revolution,  **W.24**  What were the major battles and turning points in World War I?  **Content Vocabulary (tier3):**  Trench warfare, propaganda, War of attrition, total war, Planned economies, front, soviet, war communism, abdicate, mandate, reparation, depression, collective bargaining, deficit spending, surrealism, uncertainty principle, totalitarian state, fascism, collectivization, Nazi, concentration camp, Aryan  Academic Vocabulary (tier 2): psychological cooperation, annual, appropriate, media, attitudes, require, prohibit  **W.25**  How did geography impact World War I?  **W.26**  Why did the Russian Revolution affect the course of the war?  Why did the war widen to become a world conflict?  **W.27** What was the Armenian genocide?  **Content Vocabulary (tier 3)**  Isolationist, propaganda, interventionist, abdicate,  Bolshevik, Soviet, Zimmerman telegram  Lusitania, Genocide,  Human rights violations, Casualty,  PTSD, armistice, surrealism,  Academic Vocabulary (tier2):  Psychological, cooperation, annual, appropriate  **W.28**  What was the impact of total war?  What was the human cost of World War I?  What was the impact of trench warfare?  **W.29**  How did technology change the course of the “Great War”?  **W.30**  How was a final settlement of WWI established and how did this impact the countries involved?  **W.31**  What were the aims of WWI peace settlements?  Why did the U.S. reject the League of Nations?  **W.32**  What were the conflicts at the Versailles Conference?  What were the outcomes and effects of the Treaty of Versailles? | **W.23**  Evaluate primary sources to interpret complicated causes of World War I beyond the assassination of Archduke Franz Ferdinand. Evaluation includes analysis and comprehension questions that are scaffolded. **Literacy. RI.9-10.7**  [Causes of World War I Primary Source Activity](http://sharepoint.mvla.net/teachers/KevinH/World%20Studies/Lists/World%20Studies%20Calendar/Attachments/87/WWI%20causes%20group%20work.pdf)  Using a sequence chain, have students create a timeline of events leading up to the outbreak of World War I.  On a map of Europe before World War I, have students locate and label all of the countries involved in World War I along with coding which alliance they are members of.  Students will be assigned a country in Europe and then write a few paragraphs that describes the position of their assigned country prior to the beginning of World War I. Then have students present their position to the class.  **Literacy. RH.9-10.2**   * McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 270-272. Print. * [Map of Pre- WWI](http://www.worldology.com/Europe/pre-war_imap.htm) * [Causes of WWI](http://www.history.com/topics/world-war-i/world-war-i-history/videos/causes-of-world-war-i)   **W.24**  Compose a list of major battles during World War I including date, countries involved, and impact on the overall War.  Recreate the trench system in visual format, noting the placement of trenches on the Eastern and Western fronts and evaluating the impact of trench warfare on soldiers and the overall war.  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 274-278 & 285-286. Print.  [**https://www.pbs.org/greatwar/maps/**](https://www.pbs.org/greatwar/maps/)  **W.25**  Compare and contrast the geographic features of the Eastern and Western front.  Write an argumentative paragraph on why trench warfare developed on the Western front and not the Eastern front.  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 274-277. Print.  **W.26**  Prepare a list of grievances that the Russian people had with the provisional government.  Create a biography of Lenin outlining his rise to power.  Compare and contrast Russia’s involvement in World War I before and after the Russian Revolution.  Synthesize events leading up to United States involvement in World War I.  Divide students into groups and have each group create a radio talk show that discusses whether America should join the war. (Group members should include the host, an isolationist, and an interventionist)  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 277-278 & 280-284. Print.  **W.27**  Review and interpret primary source survival stories noting geographic locations, experiences, and relations to nationalist or political conflict.  <http://www.teachgenocide.org/files/iwitness_Photo_Activity.pdf>  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 315. Print.  **W.28**  Create a Socratic Circle discussion posing the human costs for civilians and the human cost for military.  Allow the students to work out their ideas using accountable talk stems.  Write an argumentative piece to defend each position using discussion points from the Socratic circle.  **RL – Literacy. W. 9-10.1**   * McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 278-279. Print. * <http://alphahistory.com/worldwar1/human-cost/> * <http://www.npr.org/2011/08/11/138823855/the-human-toll-of-the-war-to-end-all-wars> * <http://www.1914-1918.net/intrenches.htm>   **W.29** Students will list each new form of technology created during World War I, its description, and its effects on soldiers and the war. Then write a paragraph explaining which innovation had the greatest impact on the war.  [**http://mentalfloss.com/article/31882/12-technological-advancements-world-war-i**](http://mentalfloss.com/article/31882/12-technological-advancements-world-war-i)  **W.30**  Examine news articles discussing the effects of WWI, and list the looming effects and details using a graphic organizer. **Literacy. RH.9-10.2**  [**https://www.gilderlehrman.org/history-by-era/world-war-i/resources/global-effect-world-war-i**](https://www.gilderlehrman.org/history-by-era/world-war-i/resources/global-effect-world-war-i)  **W.31**  List the aims of world leaders (U.S. Great Britain, France) using a T-chart.  Serving as members of Woodrow Wilson’s advisors, students will reduce the Fourteen Points peace plan to Seven Points. Students have the options of eliminating, combining, or creating new terms. Students should also justify their actions.  Analyze political cartoons using graphic organizers noting author intent.   * <https://sheg.stanford.edu/league-of-nations> * McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 287-289. Print. * [Fourteen Points](http://edsitement.neh.gov/sites/edsitement.neh.gov/files/worksheets/Wilsonianism04.pdf)   **W.32**  Evaluate whether the Treaty of Versailles was fair for all countries involved.   * <https://www.gilderlehrman.org/history-by-era/world-war-i/resources/treaty-versailles-and-president-wilson-1919-and-1921> * <http://spartacus-educational.com/FWWversailles.htm> * <http://www.historylearningsite.co.uk/modern-world-history-1918-to-1980/the-treaty-of-versailles/> * McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 287-289. Print. |
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**World War I 1914-1919 Sample Literacy Lessons and Activities**

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| **Standard W.24, W.25, W.28, W.30, W.32**  Activity: Read through poems of WWI soldiers, primary and secondary sources, and have students write diary entries as soldiers. **Literacy- RH.9-10.6**  Students will compose four diary entries of a soldier during World War I. The entries should focus on the following four events:   * Enlistment or being drafted * During battle * End of the War * Signing of the Treaty of Versailles   [Poems](http://www.warpoetry.co.uk/biogs99.htm) | **Treaty of Versailles**  Create an alternate peace treaty to the Treaty of Versailles. Keep in mind stipulations of war, national boundaries, reparations, national casualties, disarmament, and other issues. **Literacy.W.9-10-4-Literacy.W.9-10.6**  <http://www.eyewitnesstohistory.com/versailles.htm> | **Propaganda**  [Propaganda Posters](http://www.loc.gov/pictures/collection/wwipos/)  [Poster Analysis Sheet](https://www.archives.gov/education/lessons/worksheets/poster_analysis_worksheet.pdf)  Compare and contrast propaganda posters during World War I using a primary source analysis sheet.  Students should be sure to note the probable effectiveness of the propaganda posters on the intended audience. **Literacy- RH.9-10.5** |
| **Primary Documents and Supporting Texts to Read:**  [Zimmerman Telegram](http://www.archives.gov/education/lessons/zimmermann/#documents)  [Lusitania Sinking](https://www.gilderlehrman.org/history-by-era/world-war-i/resources/theodore-roosevelt-sinking-lusitania-1915)  [African American Recruiting Posters](https://www.gilderlehrman.org/history-by-era/world-war-i/resources/recruiting-posters-for-african-american-soldiers-1918)  ["A Farewell to Arms" by Ernest Hemingway](http://www.kkoworld.com/kitablar/Ernest_Heminquey_Elvida_silah_eng.pdf)  *Archie’s War* by Marcia Williams  \*Helpful for ELL and ESL students.\* | **Fiction Text Suggestion**  *All Quiet on the Western Front* by Erich M. Remarque  [**FULL TEXT**](http://www.myteacherpages.com/webpages/esimpson/files/AQWF%20-%20full%20text.pdf)  [EXCERPTS](file:///C:\Users\smithlv\Desktop\faculty.kirkwood.edu\ryost\hist201\Nationalism\remarque1929.doc)  *Text can be paired with movie titled “All Quiet on the Western Front” 1930 & 1979.* |  |

**Interwar Changes 1919-1939**

**Weeks: 8 - 9**

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| **W.33** Explain how the outcome of World War I contributed to nationalist movements in the Middle East, India, Africa, and Southeast Asia.  **W.34** Analyze various accounts of the impact of World War I on women and minorities.  **W.35** Integrate multiple sources of information presented in diverse media explaining the influence of World War I on literature, art, and intellectual life, including Pablo Picasso, the “Lost Generation,” and the rise of Jazz music.  **W.36** Compare the impact of restrictive monetary and trade policies.  **W.37** Describe the collapse of international economies in 1929 that led to the Great Depression, including the relationships that had been forged between the United States and European economies after World War I.  **W.38** Gather information from multiple sources describing issues of overproduction, unemployment, and inflation. | **W.33**  How did nationalism and the desire for change shape world events after World War I?  **Vocabulary**  Ethnic cleansing, Young Turks, Caliphate, Ho Chi Minh, Pan-Africanism, Thuku, Civil disobedience, zaibatsu, Gandhi, communism, Balfour Declaration, Mao Zedong, genocide, caliphate, Pan-Africanism, civil disobedience, zaibotsu, guerrilla tactics, redistribution of wealth, oligarchy  Academic Vocabulary (tier2): annual, appropriate, depress, element, legislate, volunteer, compensation, ceased, eventually, investor establish  **W.34**  What gains did women and minorities make in the postwar era of the 1920’s and the 1930’s?  **W.35**  How were the arts and sciences influenced by World War I?  **Vocabulary**  Dada, Albert Einstein, Harlem Renaissance, Surrealism, Uncertainty principle, demilitarized, collaborator  Academic Vocabulary: dominate, violation  **W.36**  What impact did trade and monetary policies have on the world post WWI?  **W.37**  What triggered the Great Depression?  How did the United States and Europe react to the Great Depression?  **W.38**  How did the Great Depression affect people’s confidence in democracy?  How did different countries try to rectify the Great Depression?  **Vocabulary**  Weimar Republic, Hyperinflation, Overproduction, Dictator, Collective bargaining, Deficit spending  Academic Vocabulary: widespread, circumstance, ethnic, occupation | **W.33**  Write newspaper headlines that summarize major developments for each of the nationalist movements: Arab, Africa, Southeast Asia, India.  After headlines are made, make an accompanying illustration and short write up of key points. **Literacy.W.9-10.4**  Create a timeline of events for a country affected by post-WWI nationalism movement. Categorize each event as positive or negative and write a brief analysis of their findings.  Locate and label on a map countries and events associated with the 1920s and 1930s nationalism movements around the world.  Research individual nationalists and give class presentations about the person, his or her life, beliefs and goals, and methods used to accomplish their goals.   * McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 314-330. Print. * [Pan Africanism](http://exhibitions.nypl.org/africanaage/essay-pan-africanism.html) * [Back to Africa Movement](http://historymatters.gmu.edu/d/5124/) * [Egyptian Independence](http://nvdatabase.swarthmore.edu/content/egyptians-campaign-independence-1919-1922) * [Gandhi](http://zenhabits.net/mahatma-gandhis-5-teachings-to-bring-about-world-peace/) * [Arab Nationalism](http://www.aljazeera.com/focus/arabunity/2008/02/200852518399431220.html)   **W.34**  Create a T-chart listing the gains and setbacks for women and other minority groups in the United States.  <http://admin.bhbl.neric.org/~mmosall/ushistory/topics/presentation.htm>  [Women Post WWI](http://www.bbc.co.uk/guides/z9bf9j6)  **W.35**  Compose a list of changes to art and science after World War I using a graphic organizer.  <http://articles.latimes.com/2012/jul/21/entertainment/la-et-cm-world-war-art-20120722>  McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 298. Print.  **W.36 - W.37**  Summarize the causes of the Great Depression into short paragraphs. Students will then debate which cause was the most responsible. **Litercay.W.9-10.1**  Compare and contrast economic plunges from 1929-1939 in different countries using charts.   * [Global Depression](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3433) * McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 294-297. Print.   **W.38**  Compare and contrast the United State’s New Deal with France’s Popular Front using a graphic organizer.  List the details of dictators rise to power in Europe after World War I. (Mussolini, Hitler, Stalin). Be sure to include impact of economic instability on dictator popularity.   * [Weimar Economics](https://www.facinghistory.org/weimar-republic-fragility-democracy/primary-sources/weimar-economics)   McGraw Hill*. World History and Geography Modern Times*. Ohio: Columbus, 2015. 294-297 & 299-307. Print. |
|  | **Quarter 2, Weeks 8-9, Interwar Changes 1919-1939**  **Literacy Lessons and Activities 9th GRADE** |  |
| **Nationalism**  Write a letter from the perspective of a colonial nationalist that urges people to break from traditional cultural norms and adopt the new Western customs of their colonizers. Have students consider resistance and what arguments should be used to make the letter effective.  **Literacy.W.9-10.4-Literacy.W.9-10.6**  Simulate a mock League of Nations meeting in which students address the nationalism movements and provide response to the events taken place in each of the countries/regions. **Literacy.RI.9-10.2** | **Arts/Sciences/Music**  Choose a poem from the Harlem Renaissance that best depicts the time period. Students will read the passage out loud, give their interpretation of its meaning, and explain how it reflects the social changes that took place after World War I.  **Literacy.RH.9-10.2**  Gather various artistic, musical, and writings to produce a museum exhibit that highlights the culture and society of the 1920s and 1930s in America and around the world. Along with the exhibit, students should a program that includes the name of the exhibit and background on each piece.  **Literacy.RH.9-10.2** | **Great Depression**  Research the New Deal programs created by the United States during the Great Depression. Choose an issue and create an original New Deal program. Include the issue, name of the program, abbreviation, and description. To extend this activity, use publishing or office documents to create a propaganda poster supporting your New Deal program.  **Literacy.WHST.9-10.3**  Rewrite the famous Great Depression song “Brother Can You Spare a Dime” to reflect economic and social conditions of today. |
| **Hyperinflation/Overproduction**  [HYPERINFLATION Primary Documents](http://www.johndclare.net/Weimar_hyperinflation.htm)  [Causes of the Great Depression Reading](http://ic.galegroup.com/ic/uhic/ReferenceDetailsPage/ReferenceDetailsWindow?displayGroupName=Reference&zid=6d3bef0712b41d824dc3a746da70ef24&action=2&documentId=GALE%7CCX3425600011&userGroupName=mlin_c_montytech&jsid=c9674adb2ee4f7742f7c0575588b0c0d) | **Books:**  *The Great Gatsby* by F. Scott Fitzgerald  *The Grapes of Wrath* by John Steinbeck  *As I Lay Dying* by William Faulkner | **Non-Fiction Text:**  *A Peace to End All Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East* by David Fromkin  *The Seven Pillars of Wisdom* by T.E. Lawrence |