



## Grade 9 - Unit 5 - Global Conflict

### Unit Focus

Though there are exceptions, for most of human history wars have been fought over land and resources, and have been limited in their scope and their impact on humanity. However, the modern age has brought with it ideological wars, the notion of total war, and has given humanity the ability to destroy itself in just a few hours. In this unit, students will explore how different societies and cultures have grappled with questions of why wars should be fought, how they should be fought, and how does war have the power to ultimately serve the ideas of the common good?

At the end of the unit, students will be thinking as historians by creating an authentic product meant to preserve history for future generations.

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>C3 Framework for Social Studies State Standards</b> <i>Social Studies: 9</i> <i>920990 Dimension 2. Applying Disciplinary Concepts &amp; TOOLS</i> <i>921057 HISTORY</i> <i>921063 Perspectives</i> <i>921064 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i>  • D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. <i>921077 Causation and Argumentation</i> <i>921078 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i>  • D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.  <b>Madison Public Schools Profile of a Graduate</b> • Product Creation: Effectively use a medium to communicate important information. (POG.3.2) • Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective. <b>T2</b> Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> <b>U1</b> Modern principles of just war have been developed as a result of conflicts in the past, but are interpreted and applied in different ways according to the society/culture doing the interpreting <b>U2</b> While modern wars are often fought with competing ideologies in mind, they all to some extent involve land or resources as a motivator. <b>U3</b> Historians and social scientists work to explain what happened and its significance through a continuous process of questioning, research, analysis, and interpretation.	<i>Students will keep considering...</i> <b>Q1</b> What is a "just" war? <b>Q2</b> Can war ever serve the common good? <b>Q3</b> How do people/nations use resources to achieve their goals? <b>Q4</b> How can the people in a place be a source of conflict? <b>Q5</b> How do current perspectives influence our interpretations of the past?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> <b>K1</b> WWI: Ethics of War, have a reason to fight a war, avoiding a punitive treaty when in a position of power <b>K2</b> WWII: Political and economic upheaval can lead to extremism, people will sacrifice freedom for economic security <b>K3</b> Cold War: A conflict of ideals can heavily influence the global community, through war, economic liberties or restrictions, or global policy	<i>Students will be skilled at...</i> <b>S1</b> Evaluation of Sources <b>S2</b> Analyzing Rhetoric <b>S3</b> Comparing contrasting Perspectives <b>S4</b> Argument Creation