

## CV Guarantee (World History/10<sup>th</sup> Grade)

**Big Idea:** What are the roots of democratic tradition and how did different forms of government evolve over time?

**Standards:** (Literacy Skills)

1. Student is able to explain what a primary versus secondary source is and how to tell the difference.
2. Student is able to write complete academic sentences.
3. Student is able to support claims with textual evidence by directly quoting the text.
4. Student is able to compare and contrast two forms of government by explaining their characteristics.
5. Student is able to argue which form of government is better and why.

**Timeline:** 1<sup>st</sup> Quarter

Key Vocabulary:

- Democracy, Monarchy, Veto, Magna Carta, Aristotle, Republic, Monotheistic, Polytheistic

**Vocabulary Activities:**

- Nearpod→direct vocab instruction
- Kahoot
- AVID Close Reading Strategies
- Interactive Notebooks

**Knowledge**

- Students can explain the characteristics of different forms of governments
- Students can recall the classical Greek and Roman roots of democratic tradition
- Students can recall the Judeo-Christian roots of democratic tradition

**Reasoning**

- Students can explain the difference between primary and secondary sources
- Students can compare and contrast two forms of government by explaining their characteristics

**Performance Skills**

- Students can compare and contrast the ideas of Plato and Hobbes
- Students can differentiate between tyrannical forms of government and democratic forms of government
- Students can trace the Aristotle's ideas on the rule of law through modern governments

**Product Examples**

- Students can select proper textual evidence in order to defend an original claim

**Resources:**

- ❖ AVID Close Reading Key Words/Claims Sentence Frames
- ❖ Graphic Organizers
- ❖ Crash Course World History
- ❖ Reading Like a Historian
  - *The Republic*, Plato
  - *Magna Carta*
  - *Leviathan*, Hobbes



## CV Guarantee (World History/10<sup>th</sup> Grade)

**Big Idea:** How did the ideas associated with the Enlightenment impact societies and what were the consequences of trying to implement politically revolutionary ideas in Europe and Latin America?

**Standards:** (Literacy Skills)

1. Student is able to write complete academic sentences.
2. Student is able to support claims with textual evidence by directly quoting the text or paraphrasing research.
3. Student is able to take into account differing points of view on the same historical event.
4. Student is able to prove why the Enlightenment influenced political revolutions around the world.
5. Student is able to compare and contrast the American, Haitian and French revolutions.

**Timeline:** 1<sup>st</sup> Quarter

Key Vocabulary:

- John Locke, Popular Sovereignty, Suffrage, Nationalism, The Enlightenment, Natural Rights, Napoleon Bonaparte, Causes, Effects

**ocabulary Activities:**

- Nearpod→direct vocab instruction
- Kahoot
- Interactive Notebooks

**Knowledge**

- Students can explain the causes and consequences of the American, French and Haitian Revolutions
- Students can distinguish between different philosophers and their beliefs

**Reasoning**

- Students can compare and contrast different revolutions
- Students can summarize the way in which the Enlightenment and Scientific Revolution impacted societies around the world

**Performance Skills**

- Students can critique revolutionary documents and relate how they were inspired by Enlightenment ideals
- Students can argue whether or not Napoleon was good or bad for France

**Product Examples**

- Students can synthesize evidence into a presentation on a specific Enlightenment philosopher and argue how their ideas influence modern governments
- Students can analyze a political cartoon and evaluate the authors purpose

**Resources:**

- ❖ *Declaration of Rights of Man and Citizen*
- ❖ Crash Course World History
- ❖ Reading Like a Historian

## CV Guarantee (World History/10<sup>th</sup> Grade)

**Big Idea:** How was technology, society and the environment transformed by industrialization?

**Standards:** (Literacy Skills)

1. Student is able to take into account differing points of view on the same historical event.
2. Student is able to integrate and evaluate multiple sources of information in order to address a question.
3. Student is able to support claims with textual evidence by directly quoting the text or paraphrasing research.
4. Student is able to argue whether or not the global garment industry has or has not changed since the Ind. Revolution.
5. Student is able to prove who was more important in 19th century medicine, Jenner, Pasteur or Koch.

**Timeline:** 2<sup>nd</sup> Quarter

**Key Vocabulary:**

- Industrialization, Urbanization, Utilitarianism, Communism, Socialism

**Key Vocabulary Activities:**

- Nearpod→direct vocab instruction
- Kahoot
- Interactive Notebooks

**Knowledge**

- Students can define industrialization
- Students can recognize the ways in which industrialization impacted living and working conditions, cities and population size

**Reasoning**

- Students can summarize how industrialization led to technological advancements
- Students can classify different medical breakthroughs of the 19<sup>th</sup> century
- Student can predict a rubric for a writing sample about factory conditions

**Performance Skills**

- Students can cite evidence to construct a claim about whether or not the Industrial Revolution was a negative or positive event
- Students can argue whether or not the global garment industry has changed

**Product Examples**

- Students can synthesize evidence into an infographic on a specific modern garment company to connect the present to the past
- Students can analyze different medical advancements and determine which was most significant

**Resources:**

- ❖ *The True Cost*
- ❖ *Dying for the Shirt on Your Back*
- ❖ Reading Like a Historian
- ❖ Canva
- ❖ *The Jungle*
- ❖ Newslea Article

## CV Guarantee (World History/10<sup>th</sup> Grade)

<b>Big Idea:</b> How did Nationalism effect worldwide political expectations for self-government and individual liberty?			
<b>Standards:</b> (Literacy Skills) <ol style="list-style-type: none"> <li>1. Student is able to able to take into account differing points of view on the same historical event.</li> <li>2. Student is able to integrate and evaluate multiple sources of information in order to address a question.</li> <li>3. Student is able to able to support claims with textual evidence by directly quoting the text or paraphrasing research.</li> <li>4. Student is able to determine when nationalism a centripetal or centrifugal force.</li> <li>5. Describe how nationalism affected the Ottoman Empire differently than it did the Prussian (German) Empire.</li> </ol>		<b>Timeline:</b> 2 <sup>nd</sup> Quarter	
<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>● Centripetal, Centrifugal, Race, Ethnicity, Nationality, Genocide, Multinational</li> </ul>		<b>ocabulary Activities:</b> <ul style="list-style-type: none"> <li>● Nearpod→direct vocab instruction</li> <li>● Jigsaw Activity</li> <li>● Interactive Notebooks</li> </ul>	
<b>Knowledge</b> <ul style="list-style-type: none"> <li>● Students can define centripetal and centrifugal forces in the context of political history.</li> <li>● Students can define race, nationality and ethnicity.</li> </ul>	<b>Reasoning</b> <ul style="list-style-type: none"> <li>● Students can summarize how nationalism affected different countries in both the past and present</li> <li>● Students can compare and contrast how nationalism affected the Russian, Ottoman and Prussian Empires</li> </ul>	<b>Performance Skills</b> <ul style="list-style-type: none"> <li>● Students can cite evidence to construct a claim about how nationalism affected the dissolution of Yugoslavia</li> <li>● Students can connect toxic nationalism to the development of the Armenian genocide</li> </ul>	<b>Product Examples</b> <ul style="list-style-type: none"> <li>● Students can connect the rise of nationalism in the past to current examples of nationalism</li> </ul>
<b>Resources:</b> <ul style="list-style-type: none"> <li>❖ <i>Once Brothers</i></li> <li>❖ <i>The Return of Toxic Nationalism</i></li> <li>❖ Iwitness Armenian Genocide Project</li> <li>❖ Newslea</li> </ul>			

## CV Guarantee (World History/10<sup>th</sup> Grade)

**Big Idea:** What were the social, political, cultural and moral implications of major catastrophes in world history? Can we learn from them to address current catastrophes?

**Standard:**

1. Student is able to take into account differing points of view on the same historical event.
2. Student is able to integrate and evaluate multiple sources of information in order to address a question.
3. Student is able come to discussions prepared, having read and researched material under study.
4. Student is able to analyze the social, political, cultural and moral implications of major catastrophes in world history.

**Timeline:** 3rd quarter

**Key Vocabulary:** Pandemic, Columbian Exchange, , Holocaust, Anti-Semitism, Bias

**Vocabulary Activities:**

- Nearpod→direct vocab instruction
- SBAC Interpreting/Listening Practice
- Interactive Triad
- HIPPO Analysis
- Monster Graphic Organizer

**Knowledge**

- Students can explain specific catastrophes in human history

**Reasoning**

- Students can compare and contrast how different societies responded to the Black Death
- Students can interpret primary sources in order to respond to questions

**Performance Skills**

- Students can evaluate in what ways did gender play a role in the European Witch Hunts of the early Modern Period
- Students can synthesize multiple sources and produce a research project
- Students can appraise how the Columbian Exchange permanently altered the two hemispheres

**Product Examples**

- Case Study: How did the people of the 14<sup>th</sup> century understand the Black Death?
- Socratic Seminar: 21<sup>st</sup> Century Witch Hunts
- Is Man Inherently Good or Evil? Concentration Camp Liberation Sources w/ Perils of Indifference Analysis
- Holding onto Hope Research Project

**Resources:**

- ❖ Teaching Tolerance: One Survivor Remembers
- ❖ Episode 55: 15 Minute history
- ❖ Living in Medieval Europe: Black Death Simulation
- ❖ *Perils of Indifference* Elie Wiesel
- ❖ The Bubonic Plague | Curious Minds
- ❖ This Podcast Will Kill You: Black Death
- ❖ National Geographic

**CV Guarantee**  
**(World History/10<sup>th</sup> Grade)**

**Big Idea:** Why did industrialized nations embark on imperialism and how did it affect the non-Western world?

**Standard:**

1. Student is able to take into account differing points of view on the same historical event
2. Student is able to integrate and evaluate multiple sources of information in order to address a question.
3. Student is able to compare and contrast the same topic in several primary and secondary sources.
4. Student is able to synthesize the effects of imperialism on Africa, South Asia, East Asia and the Middle East.

**Timeline:** 3rd quarter

**Key Vocabulary:** Imperialism, Paternalistic, Trade Deficit, Trade Surplus, Social Darwinism, Berlin Conference, Direct vs. Indirect Rule

**Vocabulary Activities:**

- Quizlet Live
- Jeopardy
- DBQ Graphic Organizer

**Knowledge**

- Students can explain the causes of new imperialism including industrialization, search for natural resources, Social Darwinism, technological advancements and weakening of non-Western states
- Students can recall the effects of imperialism including economic exploitation, loss of cultural heritage, Christianization, nationalism, colonization and rebellion

**Reasoning**

- Students can compare and contrast how different regions were affected by European imperialism
- Students can interpret primary sources in order to respond to questions

**Performance Skills**

- Students can evaluate how differing points of view could lead to different opinions on New Imperialism
- Students can analyze why Ethiopia won the Battle of Adawa
- Students can critique *The White Man's Burden*

**Product Examples**

- Students can design their own political cartoon depicting both a cause and consequence of new Imperialism
- Students can prove the cause of the Sepoy Rebellion citing evidence

**Resources:**

- ❖ The DBQ Project: What Was the Driving Force Behind European Imperialism in Africa?
- ❖ *Shooting an Elephant*
- ❖ Reading Like a Historian: Sepoy Rebellion

CV Guarantee  
(World History/10<sup>th</sup> Grade)

**Big Idea:** What were the causes and consequences of WWI?

**Standard:**

1. Student is able to take into account differing points of view on the same historical event.
2. Student is able to integrate and evaluate multiple sources of information in order to address a question.
3. Student is able to compare and contrast the same topic in several primary and secondary sources.
4. Student is able to analyze how the Treaty of Versailles influenced the rest of the 20<sup>th</sup> century.
5. Student is able to assess what America's role in WWI was and how did Wilson's 14 points effect the conclusion of the war.

**Timeline:** 3rd quarter

**Key Vocabulary:** Propaganda, Total War, Neutrality, Treaty of Versailles, Reparations, Militarism, Pandemic, Russian Revolution

**Vocabulary Activities:**

- 3,2,1 Reading with a Purpose
- Jeopardy
- DBQ Graphic Organizer
- MAIN Acronym

**Knowledge**

- Students can explain the causes of World War I including Alliances, Militarism, Imperialism, Nationalism and Industrialization
- Students can recall the terms of the Treaty of Versailles and their effect on Germany
- Students can define propaganda and recognize its use in the war

**Reasoning**

- Students can compare and contrast construct a timeline of events that led to the outbreak of WWI
- Students can determine the cause and effect of different events surrounding WWI

**Performance Skills**

- Students can evaluate how Wilson's 14 Points were integrated in the end of the war
- Students can analyze why WWI was considered a prelude to WWII

**Product Examples**

- Students can synthesize historical evidence to prove the causes of WWI in an essay format

**Resources:**

- ❖ The DBQ Project: What were the Underlying causes of WWI?
- ❖ *Wilson's 14 Points*
- ❖ Senses in the Trenches activity



## CV Guarantee (World History/10<sup>th</sup> Grade)

<b>Big Idea:</b> Why did totalitarian governments rise to power in the post WWI world and how did this lead to WWII and the Cold War?			
<b>Standard:</b>		<b>Timeline:</b> 4th quarter	
<ol style="list-style-type: none"> <li>1. Student is able to take into account differing points of view on the same historical event.</li> <li>2. Student is able to integrate and evaluate multiple sources of information in order to address a question.</li> <li>3. Student is able to compare and contrast the same topic in several primary and secondary sources.</li> <li>4. Student is able to compare and contrast Stalin and his Communist regime with Hitler or Mussolini's Fascist regimes.</li> <li>5. Student is able to assess how WWII led to the Cold War.</li> <li>6. Student is able to investigate what atrocities were committed during WWII.</li> </ol>			
<b>Key Vocabulary:</b> Propaganda, Total War, Neutrality, Treaty of Versailles, Reparations, Militarism, Pandemic, Russian Revolution		<b>Vocabulary Activities:</b>	
		<ul style="list-style-type: none"> <li>● 3,2,1 Reading with a Purpose</li> <li>● Jeopardy</li> <li>● DBQ Graphic Organizer</li> <li>● MAIN Acronym</li> <li>● AVID Debate</li> </ul>	
<b>Knowledge</b>	<b>Reasoning</b>	<b>Performance Skills</b>	<b>Product Examples</b>
<ul style="list-style-type: none"> <li>● Students can define totalitarianism, democracy, communism and fascism</li> <li>● Students can summarize major events in WWII</li> </ul>	<ul style="list-style-type: none"> <li>● Students can compare and contrast Stalin and his Communist regime with Hitler or Mussolini's Fascist regimes.</li> <li>● Students can determine the cause and effect of different events surrounding WWII and the Cold War</li> </ul>	<ul style="list-style-type: none"> <li>● Students can argue significant turning points in WWII</li> <li>● Students can trace the development of the Cold War to ideological differences between the Allies</li> <li>● Students can investigate the Invasion of Nanking, Allied bombing of Dresden and the Holocaust</li> </ul>	<ul style="list-style-type: none"> <li>● Students can apply the concepts learned in the unit to participate in an Atomic Bomb debate</li> </ul>
<b>Resources:</b>			
❖ Obersalzberg Speech			

