

World Studies: Global Conflicts

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to recognize and analyze how literary elements interact to shape and refine the narrative in order to make compare the approaches different authors take. - Students will demonstrate the ability to synthesize how substantive ideas and conflicting information interact to shape and refine the topic in order to make conclusions among events, ideas, or concepts. - Students will demonstrate the ability to defend an opinion establishing clear relationships among claim(s), counterclaims, reasons, and evidence in order to persuade others. - Students will demonstrate the ability to narrate a story by establishing one or multiple point(s) of view in order to develop real or imagined experiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. - Students will demonstrate the ability to analyze historical evidence in order to evaluate the influence and impact of perspective. - Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time. - Students will demonstrate the ability to analyze the impact of individuals, laws, and institutions in order to evaluate the effectiveness of social and political systems. <u>Content Standards:</u> - RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. - RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. - RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). - RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Transfer <i>Students will be able to independently use their learning to make informed decisions and take action based on their understanding of how nations and people solve conflicts.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - effective readers use a variety of strategies to make sense of key ideas and details presented in a text. - analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding. - to gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. - effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources. - history is interpretive, and people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. - no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. - chronological reasoning requires wrestling with issues of causality, significance, context, and perspective. - changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions	ESSENTIAL QUESTIONS - Why do people and nations use violence to solve conflicts? - How does warfare and violent conflict affect people?

● RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. ● RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). ● RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ● RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. ● RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). ● RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. ● RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. ● RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. ● RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. ● W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ● W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ● W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. ● W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a	and standards of living. ● earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them.	
Acquisition		
	<i>Students will know...</i> ● that political and social turmoil in former colonized regions has been the enduring legacy of Imperialism. ● that war is not glorious or romantic, but dehumanizing for all involved. ● the causes and effects of European, American, and Asian imperial expansion. ● why European contact with Africa increased during the 1800s and the varying responses of African peoples to European Imperialism. ● how British rule affected India, Indian perspectives on Western culture, and the origins of Indian nationalism. ● the political problems faced by newly independent Latin American nations. ● the major characteristics of European nationalism and how modern nationalism affected European politics and society. ● that nationalism and ethnic groupings reshaped European and Asian geography and politics. ● how expanded educational opportunities and literacy contributed to changes in European society and cultural life. ● the changing social status of European Jews and the rise of anti-Semitism. ● the main ideas behind Social Darwinism and that they impacted European imperial expansion. ● that international rivalries and nationalism in Europe was a catalyst for war, resulting in massive changes in strategy, tactics, scales, and duration of war in the 20th century. ● that a series of smaller battles and the formation of the Triple Entente and the Central Powers were among the events that led to the start of World War I. ● that the war fought on the Western and Eastern Fronts, on other parts of Europe, in Turkey, and in the Middle East followed a specific course.	<i>Students will be skilled at...</i> ● citing strong and thorough textual evidence to support analysis of a literary text. ● evaluating and weighing complex ideas, textual details, and motifs in order to arrive at conclusions about the meaning and/or significance of literary texts. ● providing a sufficiently complex summary to address key plot points and thematic development. ● evaluating whether a summary is missing critical details or misrepresents the meaning of a text. ● inferring the themes of a literary text and analyze how they are shaped and refined, including how characters and word choices affect their development. ● analyzing the development of complex characters over the course of the narrative and how they influence the narrative (e.g., advance the plot or refine the theme; interact with other characters). ● analyzing crucial moments in the plot (e.g., complication, climax, sea change) and explain how they advance the plot or develop the theme). ● evaluating the impact of setting on the meaning of text (e.g., how does the political or social context of the setting affect the plot or theme?). ● applying appropriate strategies with greater sophistication, including a broad array of context clues such as word relationships and connectives, a variety of general or specialized reference material, and knowledge of etymology, to determine or clarify the precise meanings of general academic words and phrases in grade-appropriate literary texts. ● analyzing the cumulative impact of connotative meaning on a literary passage's meaning and tone. ● analyzing the cumulative impact of specific word choices and figurative language including how language creates imagery, establishes mood and tone, evokes a sense of time and place, and

problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. - W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. - W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. - SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. - SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. - SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. - SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. - SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. - SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. - RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. - RI.9-10.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. - W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. - L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. - L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. - L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking,	- that the colonies played an important role in the war. - that World Wars impacted global scope, outcome, human, and economic costs. - that years of warfare had a large impact on morale. - that the delegates to the Paris Peace Conference faced issues and conflicting aims. - that the reactions to the Treaty of Versailles and other peace settlements were varied. - that political and social turmoil were among the possible causes of the communist revolutions from 1917 through the present. - that the Palestine Mandate caused conflict between Jews and Arabs. - that poetry uses conventions like stanza, tone, mood, connotation, and denotation to explore ideas and emotions. - that persuasive writing uses conventions like claim, argumentation, and counter-argumentation to attempt to alter the reader's opinions on an issue. - that after their experiences in war, poets and artists tried to capture the truth of war. - that WWI is the birth of modern warfare. - that the development of new technology significantly changed warfare. - that despite the horrific living conditions in trenches, during WWI both sides used trench warfare tactics including no man's land, Western and Eastern fronts. - that the process of making peace after war is difficult and can lead to lingering hostilities. - that the MAIN causes of WWI are Militarism, the Alliance System, Imperialism, and Nationalism. - the difference between race, ethnicity, and culture. - that writers create texts with bias and intent. - that indigenous people and their European conquerors have very different perspectives on Imperialism. - that geography played a large role in the politics of Imperialism. - that European powers enslaved indigenous people. - the difference between Old World and New World.	advances the author's theme or purpose. - analyzing the effects of the author's choices in telling and timing of a story (e.g., devices such as foreshadowing, flashback, and parallel plots). - analyzing how an author's structural choices create and enhance effects such as suspense, tension, mystery, or surprise (e.g., the volta in a sonnet). - analyzing how the author develops the narrator's point of view, and how the author's choices about point of view affect a text's meaning (e.g., use of persona, unreliable narrator, multiple narrators). - analyzing how the cultural perspective reflected in a word of literature from outside the United States shapes the text. - analyzing the representation of a subject, event, key scene, or story in two different mediums, describing the significance of what is emphasized or absent in each treatment. - comparing and contrasting two interpretations of a story, poem, or drama (e.g., a live production of <i>Hamlet</i> to a filmed version of it), analyzing the effects and implications of the different decision the directors and performers make. - selecting textual evidence based on evaluation of its strength, completeness, and relevance to the analysis of an informational text. - analyzing complex or conflicting information and textual details in order to arrive at conclusions about the meaning and significance of an informational text. - providing an objective and accurate summary and evaluate whether a summary of an informational text is missing critical details or misrepresents the text's meaning. - analyzing the development of the thesis or central idea of an informational text, including how it is revealed and how it is shaped and refined by supporting details. - analyzing how an author develops an argument including the order in which points are made, how they are introduced, and how connections are made between them. - analyzing how an author explains and reveals a
--	---	--

and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. • His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. • His.2.9-12. Analyze change and continuity in historical eras. • His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. • His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. • His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. • His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced. • His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. • 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. • His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. • His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. • His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. • His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. • His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation. • His.14.9-12. Analyze multiple and complex causes and effects of events in the past. • His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument. • His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. • His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy. • Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. • Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. • Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. • Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.	<u>vocabulary:</u> geopolitics, Imperialism, superiority, inferiority, Social Darwinism, assimilation, race, ethnicity, culture, point of view/perspective, otherness, dehumanization, disillusionment, desensitization, comradeship, humanization, total war, stalemate, automaton, mobilization, militarism, nationalism, arms race, stanza, tone/mood, connotation/denotation, reparations, sovereignty, countering/counter-argumentation, automation, argumentation, claim	complex process or series of ideas in a scientific or technical text including how connections are made between them. • analyzing how the author of an informational text presents the connections between events and ideas in an analysis, argument, or exposition. • analyzing contributing factors and degrees of influence among cause-and-effect relationships in informational texts. • analyzing in detail how an author's ideas or claims are developed and refined by particular details, sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). • analyzing how the author's choices (e.g., text organization, style, use of language, literary devices, rhetorical devices) further the author's purpose or viewpoint. • analyzing how tone and rhetorical devices (e.g., repetition, understatement, overstatement, irony, sarcasm) affect the impact of arguments for different audiences and purposes. • identifying unstated assumptions on which an author's argument may be based (e.g., assumptions about the reader's prior knowledge, opinions, and values). • analyzing and comparing texts of various genres (e.g., speeches, editorials, essays) for their use of rhetorical devices such as irony and metaphor. • comparing and contrasting the treatment of similar themes or topics across genres or mediums in order to explain how medium shapes the theme or topic. • analyzing and comparing arguments of various genres (e.g., speeches, editorials, essays) for their use of rhetorical devices such as irony and metaphor. • evaluating the adequacy of support for an argument's inferences and conclusions, and explain how these factors relate to credibility. • analyzing instances in arguments in which evidence is misinterpreted or manipulated and leads to false conclusions. • analyzing the effects of an increasingly subtle range of logical fallacies such as appeals to pity or common
---	--	---

Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.		opinion, ad hominem attacks, red herring, and false dilemma on an argument. - evaluating the author's acknowledgement and response to counterarguments in an argument (e.g., does the author respond to the expected counterarguments? Are the responses convincing?). - identifying unstated assumptions on which an author's argument may be based. - delineating and evaluating the logic and reasoning in an argument, identifying its strengths and weaknesses and assessing its evidence for relevance, quality, credibility, and completeness. - analyzing various accounts of a subject told in different mediums, evaluating each account's use of particular details and interpretations of the subject. - writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. - producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. - using technology to produce, publish, and update individual or shared writing products. - conducting short as well as more sustained research projects to answer a question or solve a problem. - gathering and integrating relevant/useful information from multiple authoritative print and digital sources. - avoiding plagiarism and following a standard format for citation. - drawing evidence from literary or informational texts to support analysis, reflection, and research. - evaluating the impact of historical context. - analyzing change and continuity over time.
--	--	--

		• using questioning techniques to assess change, continuity, and context. • analyzing the influences on historical perspectives. • analyzing the influence of perspective on the historical record. • explaining how present perspectives influence interpretations of history. • analyzing the limitations of historical sources. • analyzing the relationship between primary and secondary sources. • evaluating the limitations of historical evidence and secondary interpretations. • critiquing the usefulness of historical sources. • using questioning techniques to pursue further inquiry. • critiquing secondary sources. • distinguishing between long-term causes and triggering events to develop an argument. • integrating evidence from multiple sources into a reasoned argument. • critiquing varying media for historical accuracy • evaluating the influences of decisions and decision making. • evaluating the impact of economic globalization. • analyzing factors that impact national and international affairs. • evaluating social and political systems in different contexts, times, and places. • analyzing cause and effect relationships.
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>collaborate with others</i> • <i>solve problems</i> • <i>reason effectively</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	