

World Studies: Extremism

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 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 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 define a problem and develop a solution as a means for taking informed action. <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. - 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.	<i>Transfer</i> <i>Students will be able to independently use their learning to make informed decisions and take action based on their understanding of how acts of dehumanization or humanization affects individual lives and society as a whole.</i>	
	<i>Meaning</i>	
	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.	ESSENTIAL QUESTIONS - Why do people resort to extremism? - Should bystanders be held responsible for oppression?

• 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.9-10.8 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.	• individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole. • active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; and take constructive, collaborative action.	
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.9-10.4 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 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. • 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.	Acquisition <i>Students will know...</i> • extreme leaders emerge from extreme desperation. • oppressive governments are a threat to world peace. • that world wars impacted global scope, outcome, human, and economic costs. • that global modernization was impacted by technology. • that the rise of fascism and communism and the policies of their dictators transformed societies. • that unrest with political corruption results in sweeping political / governmental changes. • that propaganda played a role in mobilizing populations. • that Marxism influenced the development of Communism. • that charismatic leaders rose to power and impacted world events. • that military dictatorships, fascism and militarism and totalitarianism communism developed as part of the international response to the Great Depression. • that the fascist ideology included an elitist rule, militant nationalism and was against democratic and liberal beliefs. • that authoritarian rule rose in Eastern Europe in the 1920s and 1930s. • that Japan's industrialization, technological advancement, and world-power status as well as the liberal changes on Japan had both regional and global impact.	<i>Students will be skilled at...</i> • citing strong and thorough textual evidence to support analysis of a literary text. • evaluate and weigh 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

• 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. • Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. • Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. • Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist. • D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. • D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. • D4.8.9-12. Apply a range of deliberative and democratic strategies	• that the Western democracies created the Western Policy of Appeasement in response to the threat to world peace posed by dictators in the 1930s. • that international economic decline and resentment resulting from the treaties ending WWI were among the causes to World War II. • that the Allied Powers and the Axis Powers were the two major players in the war. • that the surrendering of Germany ended the war in Europe and the dropping of two atomic bombs on Japan ended the war for the US. • that peace organizations were formed to develop strategies to achieve lasting peace. • that the impact of acts of genocide were many. That propaganda techniques are used to create otherness, divisiveness, and discontent by spreading misleading information. • that one's role in society shapes his or her perspective of the world. • that dominant power structures in a society reflect the values and beliefs of that society. • that knowledge is power and misinformation and ignorance can be used to control/manipulate people. • that literature holds a mirror to society and questions/reflects that society's values and beliefs. • that authors show a biased view of society and humanity based on their perception, experiences, and political/social agenda. • that the concept of "otherness" is when someone is considered less than, different, or alien to the societal norm. • that the relationship between targets, oppressors and bystanders impact a situation and its outcome. • that propaganda is used to create and fuel hatred and otherness of oppressed groups of people. • the concept of otherness is the foundation of cultural conflicts and is the basis upon which a	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 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
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and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	genocide can occur. - the pattern of genocide is classification, symbolization, dehumanization, organization, polarization, preparation, extermination, and denial. - that the United Nations tries to promote peace and stability throughout the globe, but they are often hampered by political indecision. - that the Cold War was a period of hostility and competition between the United States and the Soviet Union - that the Cold War always stopped short of direct war between them. It never erupted into open warfare, mainly because their growing arsenals of nuclear weapons made such a war seem suicidal to both sides. - that the Cold War assumed the form of a series of crises that were resolved along two lines of development: by demonstrating power and technology (stockpiling of the best weapons and the most nuclear bombs; the space race) and by fighting by proxy. - the causes and consequences of the proxy wars in Asia: the Korean War, the Vietnam Conflict, and the Soviet Afghanistan War. - that, following the end of the Cold War in 1989, the Soviet Union broke up into more than a dozen new states, and the world economy was once again integrated, as it had been in the late nineteenth century, into a single international system dominated economically by market capitalism - that, after WWII, communism gained momentum against capitalism throughout Europe, due to suffering economies and post-war food shortages. - that the U.S. and its Western European allies established NATO, as essentially an anti-Soviet	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 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
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	military alliance. The USSR established its own military alliance in response to NATO, known as the Warsaw Pact, that the newly formed United Nations recommended the partition of Palestine into two states and the internationalization of Jerusalem, beginning decades of conflict over land, resources, and religion in the Middle East. <u>vocabulary:</u> theme, symbolism, figurative language, absolute power, propaganda, manipulation, racism sexism, classism, power, marginalization, authorial intention, Nazi, anti-Semitism, prejudice, discrimination racism, scapegoat, silence, bigotry, propaganda, bandwagon, glittering generalities, plain folks, euphemisms, fear, dehumanization, name calling, genocide, holocaust, victim/target, bystander, oppressor, dictator, totalitarianism, extremism, tyranny fascism, socialism, communism, nazism appeasement, humanization/dehumanization, otherness, hate	(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 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. - writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - 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.
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		• 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 • analyzing cause and effect relationships. • analyzing the influence of incentives on choices and policy making. • drawing inferences. • taking informed action.
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>make judgments and decisions</i> • <i>analyze media</i> • <i>communicate clearly</i>

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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	