



Grade 7 - Unit 1 - The Struggle for National Identity

Unit Focus

Europe's rise in global influence since 1492, expressed through colonization and imperialism, came to a head in World War I. This unit explores the event through a sequence of connected learning experiences, each supported by a formative project. Students begin by examining "A Web of Causes," exploring the complex concepts and events that led to the "war without a cause." Students then progress to investigate the war itself focusing on the technology and conditions that made W.W.I a "new kind of war". The abominable conditions of soldiers and civilians alike set an important precursor to events of later units. In "A Messy Peace" students experience the Treaty of Versailles through a simulation and learn of the many unresolved challenges resulting. The themes of human rights, international law, and globalization will be evaluated in this unit through the analysis capacity.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Connecticut Elementary and Secondary Social Studies Standards (2023) Grade 7 - World Regional Studies II <ul style="list-style-type: none">Explain how compelling and supporting questions represent key ideas about geography or other social science disciplines in the study of a world region. (7.Inq.1.a)Develop compelling and supporting questions that are mutually reinforcing. (7.Inq.1.b)Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. (7.Inq.1.c)Apply disciplinary knowledge and practices to demonstrate an understanding of world regional studies content. (7.Inq.2.a)Gather relevant evidence from multiple sources using both print and digital resources and databases (e.g., origin, authority, structure, context, credibility). (7.Inq.3.a)Organize and prioritize relevant evidence from multiple sources to support claims. (7.Inq.3.b)Construct arguments using evidence from multiple sources. (7.Inq.4.a)Critique arguments and explanations presented about events or issues in a world region. (7.Inq.4.c)Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. (7.Inq. 4.e)Analyze cultural diffusion among regions using paper based and digital mapping techniques (e.g., expansion, relocation). (7.Geo.3.a)Explain how changes in transportation have led to regional and global connections among human settlements (e.g., United States Interstate	<i>Students will be able to independently use their learning to...</i> T1 Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue. T2 Evaluate diverse sources and points of view to determine what really happened.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts. U2 Historical arguments must be based on evidence. U3 Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis, and interpretation.	<i>Students will keep considering...</i> Q1 How do people/nations use resources to achieve their goals? Q2 Why do historians consider multiple and complex causes and effects of events? Q3 When interpreting the past, why are alternative perspectives important?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 There were 4 causes to World War I determined by the acronym MAIN-Militarism, Alliances, Imperialism, and Nationalism. K2 The horrific conditions of World War I were the result of new technologies on the battlefield and off the battlefield including the railroad, canning,	<i>Students will be skilled at...</i> S1 Examining and evaluating primary sources to conduct their inquiry into the causes of WWI. S2 Participating in a simulation to determine the impact of alliances as a cause of WWI.

Stage 1: Desired Results - Key Understandings

<p>Highway System, Panama Canal, Mombasa–Nairobi Standard Gauge Railway). (7.Geo.7.a)</p> <ul style="list-style-type: none"> Describe how growth in communication technology has led to the diffusion of ideas and cultural practices (e.g., Hollywood, global news networks, television, telecommunication infrastructure, social media). (7.Geo.7.b) Analyze how cultural characteristics vary among regions and shape diversity of local communities (e.g., cultural centers, diasporas, cultural universals, taboos, linguistics). (7.Geo.10.a) Analyze how maps represent the perspectives of individuals and groups during different eras (e.g., Treaty of Tordesillas map, Catalan Atlas, Mercator Projection, Carte du Congo Belge). (7.His. 6.a) Identify the powers and responsibilities of individuals, groups, and media in addressing human rights issues in both governmental and nongovernmental contexts (e.g., Declaration of Human Rights, International Refugee Assistance, United States Border Security, United Nations). (7.Civ.1.a) Describe different types of economies (e.g., command, market, mixed). (7.Eco.4.a) Madison Public Schools Profile of a Graduate Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2) 	<p>machine gun, electricity, radio, tanks, submarines, x-rays, and others.</p> <p>K3 The Treaty of Versailles was unfair in many ways. It was unfair in its negotiations and in its outcomes.</p> <p>K4 Chemical weapons introduced a new level of industrial warfare, and with it, calls for international laws for warfare.</p> <p>K5 The breakdown of Axis empires, as well as the desire for an international governing body, were complicated and unresolved legacies of World War I.</p> <p>K6 Wilson’s 14 Points of Peace was an aspirational, if unfulfilled, attempt at ending WWI in a constructive way.</p> <p>K7 There are four types of foreign policy that countries applied during the negotiations of the Treaty of Versailles: Realism, Interventionism, Isolationism, Cooperation.</p> <p>K8 Vocabulary: Imperialism, Nationalism, Militarism, Alliances- Major factors to World War I; Kaiser Wilhelm, League of Nations, The Black Hand, Woodrow Wilson, Ethnocentrism, ArchDuke Ferdinand Over the Top, 14 Points of Peace, Poison Gas, Stalemate, The Whole Nine Yards, Machine Gun, Industrialization, Trench Foot, Natural Resources, Trench Warfare Markets, Treaty of Versailles, Militarism, Armistice Day, Powder Keg, Battle of Verdun, Dreadnought, Battle of the Somme, Battle of the Marne, Tommy, Central Powers, Western Front, Allied Powers, The Fritz, Ottoman Empire, The Boche, Nation, Doughboys, Country, The Hun</p>	<p>S3 Mapping the different European empires at the turn of the twentieth century.</p> <p>S4 Identifying propaganda techniques used to promote nationalism.</p> <p>S5 Contrasting patriotism and nationalism and mapping different nations within Europe.</p> <p>S6 Using evidence to argue the most important cause of WWI.</p> <p>S7 Using a variety of sources (print, digital, visual, primary) to research the fighting conditions of WWI.</p> <p>S8 Arguing their assigned country’s values in Treaty of Versailles negotiations.</p> <p>S9 Mapping the expansion Allied and Central powers of WWI.</p> <p>S10 Creating a survival guide for WWI detailing potential solutions to conditions and technologies of WWI.</p>
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