

# Englewood Public School District

## World History

### High School

## Unit 2 – Revolution

**Overview:** In this unit, students will examine the idea of revolution by studying important revolutions in history. They will complete lessons and activities that further their knowledge of these cultures while developing their writing and critical thinking skills.

**Time Frame:** 35 to 45 Days

### Enduring Understandings:

*Understand the causes of revolution and its impact on governments, society and ingenuity*

*Understand the causes of the Industrial Revolution and its impact on agriculture, economic systems, invention, domestic and factory systems, women and children in the labor force, and the rise of migration and urbanization*

*Understand why a complex mix of economic, political, and social factors engendered the rise of new imperialism*

*Understand the quintessential factors, events, and people leading to WWI, WWII and the genesis of the Cold World Era*

### Essential Questions:

*What forces drove the revolutions of the 1700, 1800s, and early 1900s?*

*What was so revolutionary about the Industrial Revolution?*

*How did a few nations come to control so much of the globe?*

*How did the global balance of power change 1900-1945 and why?*

*Why did the Great War last so long and bring about so much change?*

Standards	Topics and Objectives	Activities	Resources	Assessments
6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin	<b>Topics</b>	Preview:	<b><u>Text:</u></b>	<b>Formative Assessment:</b>
	Revolutions of 1700s	Students watch and discuss an introductory PowerPoint and respond to the questions,	History Alive! World Connections, Chapter 14 –	<a href="https://quizlet.com/24784363/test">https://quizlet.com/24784363/test</a>
	Revolutions of 1800s	“What forces drove the revolutions of the 1700, 1800s, and early 1900s?	Era Overview: An Age of Global Revolutions	<a href="https://quizlet.com/109357675/test">https://quizlet.com/109357675/test</a>
	Revolutions of early 1900s	(NJSLSA.R7)	<b><u>Web-based Resources:</u></b>	

<p>American independence movements, and evaluate their impact on government, society, and economic opportunities.</p> <p>6.2.12. A.3.b Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p> <p>6.2.12. A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>6.2.12.A.3.d Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.</p> <p>6.2.12.A.3.e Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic</p>	<p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Global Awareness</li> <li>• Environmental Literacy</li> <li>• Civic Literacy</li> </ul> <p style="text-align: center;"><b>Objectives</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Assess the American political revolution.</li> <li>• Analyze how the financial crisis and a demand for political, economic, and social rights led to the French Revolution.</li> <li>• Compare how liberalism was an integral concept in the founding document of both the American and French Revolution.</li> <li>• Explain how in 1799, the army's leader, Napoleon Bonaparte, took part in a coup d'état that effectively ended the French Revolution and terminated the radical attack on old institutions aimed at</li> </ul>	<p><i>Social Studies Skill Builder Activity:</i> Students read sections 2-5 of the chapter and then:</p> <p>Receive (in pairs) a Challenge Card. Match their card to one of the placards posted around the classroom. Discuss the questions on the card, using their reading and the placard to help you. Record answers on the lab sheet you set up in their notebook. Finally, take lab sheet to the teacher to be scored. Continue answering Challenge Cards. <b>(CRP8, NJSLA.R7)</b></p> <p>Students write an essay answering the Essential Question:</p> <p>What forces drove the revolutions of the 1700s, 1800s, and early 1900s?</p> <p>Use at least eight words from the word bank. Express your opinion. For every opinion given, cite at least two pieces of evidence from the Student Text. <b>(NJSLA.W1, CRP8)</b></p>	<p>World History for Us All, Big Era 7 Industrialization and its consequences 1750-1914 CE  <a href="http://worldhistoryforusall.sdsu.edu/eras/era7.php">http://worldhistoryforusall.sdsu.edu/eras/era7.php</a></p> <p>Scientific Revolution Dr. Robert A. Hatch  <a href="http://users.clas.ufl.edu/ufhatch/pages/03-Sci-Rev/SCI-REV-Teaching/03sr-definition-concept.htm">http://users.clas.ufl.edu/ufhatch/pages/03-Sci-Rev/SCI-REV-Teaching/03sr-definition-concept.htm</a></p> <p>Coal, Steam, and The Industrial Revolution: Crash Course World History #32  <a href="https://www.youtube.com/watch?v=zhL5DCizj5c">https://www.youtube.com/watch?v=zhL5DCizj5c</a></p> <p>War and Nation Building in Latin America: Crash Course World History 225  <a href="https://www.youtube.com/watch?v=v6xi8_7Fy6Y">https://www.youtube.com/watch?v=v6xi8_7Fy6Y</a></p> <p>Capitalism and Socialism: Crash Course World History #33  <a href="https://www.youtube.com/watch?v=B3u4EFTwprM">https://www.youtube.com/watch?v=B3u4EFTwprM</a></p> <p>Imperialism: Crash Course World History #35</p>	<p><a href="https://quizlet.com/subject/revolutions-of-1848">https://quizlet.com/subject/revolutions-of-1848</a></p> <p><a href="https://quizlet.com/146236733/test">https://quizlet.com/146236733/test</a></p> <p><b>Summative Assessment:</b>  Cultural Revolution, Chapter 13, select from section assessments and chapter assessment  <a href="https://www.lsrhs.net/departments/history/CrawfordS/World%20History%20HE%20Modern%20Era/doc/s/Chap13.pdf">https://www.lsrhs.net/departments/history/CrawfordS/World%20History%20HE%20Modern%20Era/doc/s/Chap13.pdf</a></p> <p>Age of Imperialism, Chapter 16, select from section assessments and chapter assessment  <a href="https://www.lsrhs.net/departments/history/crawfords/world%20history%20he%20modern%20era/docs/chap16.pdf">https://www.lsrhs.net/departments/history/crawfords/world%20history%20he%20modern%20era/docs/chap16.pdf</a></p> <p><b>Benchmark Assessment:</b>  Midterm Assessment</p> <p><b>Alternative Assessments:</b>  <a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a></p>
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practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.	bringing about a new and better society.	<a href="https://www.youtube.com/watch?v=aIJaltUmrGo">https://www.youtube.com/watch?v=aIJaltUmrGo</a>	Performance based evaluation using rubrics ( <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a> )
6.2.12. A.4.b Compare the rise of nationalism in China, Turkey, and India.	<ul style="list-style-type: none"> <li>Review the revolutions of Latin America-those who won victories and those who were defeated.</li> </ul>		Portfolio of student work
6.2.12. B.3.b Relate the role of geography to the spread of independence movements in Latin America.	<ul style="list-style-type: none"> <li>Assess the revolutions of 1848 and how these uprisings resulted from growing demands across Europe for political liberalization, social, and economic reform.</li> </ul>		Oral presentations
6.2.12. C.1.a Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.	<ul style="list-style-type: none"> <li>Discuss the impact of the French Revolution on Germany's unification and industrialization.</li> <li>Explore <i>Meiji Restoration</i> and the end of the reign of the last shogun.</li> <li>Review how constitutionalism played an essential role in the Meiji government.</li> <li>Consider how Western powers used their military superiority to force China to trade more openly.</li> <li>Outline how in the late 1700s C.E., the Industrial Revolution,</li> </ul>		Self-evaluation, Peer evaluation
6.2.12. C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.			Types of Assessments: <a href="https://www.teachthought.com/pedagogy/6-types-assessment-learning">https://www.teachthought.com/pedagogy/6-types-assessment-learning</a>
6.2.12. C.3.c Compare the characteristics of			

capitalism, communism, and socialism to determine why each system emerged in different world regions.

6.2.12. C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.

6.2.12. C.3.e Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

6.2.12. D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

6.2.12. D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women,

changed how work was done.

- Compare the ideologies of capitalism and socialism as discussed during the industrial revolution.
- Consider the impact of the Industrial Revolution on how people worked, where they worked, where they lived, and other factors.
- Explore the idea of “new imperialism” and in Europe’s role in Africa and Asia.

and children, and the environment.

6.2.12. D.3.c Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.

6.2.12. D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.

6.2.12. D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key

events, ideas and/or author's perspective(s) develop over the course of the text.

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

6.2.12.A.1.a Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate

Topics	Preview:	<u>Text:</u>	<b>Formative Assessment:</b>
Revolutions of 1700s	Students will watch this audio slideshow introducing the political revolutions of the 1700s and 1800s and respond to questions relative to, "How were political revolutions during the 1700s and 1800s similar and different" (NJSLA.R7)	History Alive! World Connections, Chapter 15 – Political Revolutions and their Legacies	Chinese Cultural Studies <a href="http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/sunyat.html">http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/sunyat.html</a>
Revolutions of 1800s			
Twenty-First Century Themes and Skills include:			
<ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> </ul>	<i>Social Studies Skill Builder Activity:</i> Students will play the roles of nationalists who took part in the political revolutions of the 1700s and 1800s. Students will all meet together as Revolutionary Council made up of the entire class. Groups will be assigned to one of the	Thomas Jefferson & His Democracy: Crash Course US History #10 <a href="https://www.youtube.com/watch?v=3Ox6vGteek">https://www.youtube.com/watch?v=3Ox6vGteek</a>	Haitian Revolution Social Studies Tool Kit <a href="http://sylviachoi.weebly.com/formal-assessment.html">http://sylviachoi.weebly.com/formal-assessment.html</a>
Objectives			
Students will:			
<ul style="list-style-type: none"> <li>• Explore how the roots of this era's political upheavals lay a set of Enlightenment ideas.</li> </ul>		The French Revolution: Crash Course World History #29 <a href="https://www.youtube.com/watch?v=ITTvKwCylFY">https://www.youtube.com/watch?v=ITTvKwCylFY</a>  Thomas Jefferson Ideology	The French Revolution Unfolds, see section assessment <a href="http://www.kpsdschools.org/cms/lib02/NJ01001889/Centricity/Domain/425/9th%20Grade%20World%20History%20Textbook/06%20Chapter%206.2.pdf">http://www.kpsdschools.org/cms/lib02/NJ01001889/Centricity/Domain/425/9th%20Grade%20World%20History%20Textbook/06%20Chapter%206.2.pdf</a>



<p>their impact on government, society, and economic opportunities.</p> <p>6.2.12. A.3.b Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p> <p>6.2.12. A.4.b Compare the rise of nationalism in China, Turkey, and India.</p> <p>6.2.12. A.5.c Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.</p> <p>6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences</p> <p>6.2.12. B.3.b Relate the role of geography to the spread of independence</p>	<ul style="list-style-type: none"> <li>Describe why to raise revenue the British passed the Stamp Act in 1765.</li> <li>Explain how in the beginning English settlers enjoyed a modest level of political freedom but the passage of the Intolerable Acts eroded this freedom.</li> <li>Describe the impact of the official end of the Revolutionary War with the signing of the Treaty of Paris.</li> <li>Discuss the factors that led to the drafting of the Constitution in 1787.</li> <li>Analyze the impact of France, British enemies, Spain and Holland secretly sending vital supplies to the Continental Army.</li> <li>Discuss how the Constitution laid out a plan of government based on the separation of powers.</li> <li>Recall how in the 1700's, France experienced social divisions and financial problems.</li> </ul>	<p>revolutions in the Student Text. Students review the Student Text about the assigned revolution. Students complete the row in Student Handout B: Revolutions Matrix for your group's revolution. <b>(CRP8)</b></p> <p>Students will create a Twitter feed for one of these events in the French Revolution:</p> <ul style="list-style-type: none"> <li>The fall of the Bastille</li> <li>The execution of Louis XVI</li> <li>Napoleon's coup d'état</li> </ul> <p><i>Each page must at least have:</i></p> <ul style="list-style-type: none"> <li>Three tweets from a leader of the event, showing the leader's personality and his accomplishments.</li> <li>Tweets from three supporters of the event, telling what is happening from their point of view.</li> <li>Tweets from three opponents of the event, telling what is happening from their point of view.</li> <li>Three appropriate tweets from other European leaders in reaction to the events in France.</li> <li>Profile pictures for all tweets.</li> </ul>	<p><a href="http://www.ushistory.org/us/20b.asp">http://www.ushistory.org/us/20b.asp</a></p> <p>Haitian Revolutions: Crash Course World History #30 <a href="https://www.youtube.com/watch?v=5A_o-nU5s2U">https://www.youtube.com/watch?v=5A_o-nU5s2U</a></p> <p>How Stuff Works - Simon Bolivar, The Liberator <a href="https://www.youtube.com/watch?v=Jx2twgOGyEk">https://www.youtube.com/watch?v=Jx2twgOGyEk</a></p> <p>Jose de San Martin <a href="https://www.youtube.com/watch?v=vIQjopGEa5Q">https://www.youtube.com/watch?v=vIQjopGEa5Q</a></p> <p>The Mexican War of Independence <a href="https://www.youtube.com/watch?v=Y-R3BVfZxCk&amp;list=PLq2-LdaU-ZntzeDIF8qhypSKaKvE0njN8">https://www.youtube.com/watch?v=Y-R3BVfZxCk&amp;list=PLq2-LdaU-ZntzeDIF8qhypSKaKvE0njN8</a></p> <p>Meiji Revolution 1 <a href="https://www.youtube.com/watch?v=2BQr5nRn_Cw&amp;list=PLwW3JZKYSJMWct6S7KGwCCGJH6KQ6OUmT&amp;index=1">https://www.youtube.com/watch?v=2BQr5nRn_Cw&amp;list=PLwW3JZKYSJMWct6S7KGwCCGJH6KQ6OUmT&amp;index=1</a></p> <p>The Father of Modern China - Sun Yat-sen I HISTORY OF CHINA</p>	<p>Thomas Jefferson Quiz <a href="http://go4quiz.com/2016/06/american-president-thomas-jefferson-quiz-questions-answers/">http://go4quiz.com/2016/06/american-president-thomas-jefferson-quiz-questions-answers/</a></p> <p>Modern History, Latin America, select relevant questions <a href="https://quizlet.com/20148887/test">https://quizlet.com/20148887/test</a></p> <p>Treaty of Versailles <a href="http://share.nanjing-school.com/myphumanities/files/2013/03/tov_-_assessment-1nb47vy.pdf">http://share.nanjing-school.com/myphumanities/files/2013/03/tov_-_assessment-1nb47vy.pdf</a></p> <p><b>Summative Assessment:</b> Chapter Tests</p> <p><b>Alternative Assessments:</b>  <a href="http://www.schrockguides.net/assessment-and-rubrics.html">http://www.schrockguides.net/assessment-and-rubrics.html</a></p> <p>Performance based evaluation using rubrics (<a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a>)</p> <p>Portfolio of student work</p> <p>Oral presentations</p>
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movements in Latin America.

6.2.12. C.1.a Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.

6.2.12. C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

6.2.12. C.3.e Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

6.2.12. D.3.a Explain how individuals and groups promoted revolutionary actions and brought about

- Consider how France's declaration of war on Austria and Prussia reduced its power.
- Examine how Napoleon's coup d'état engendered the end of the French Revolution.
- Review the impact of Risorgimento on the Italian people.
- Explore the role that Victor Emanuel II, Camillo di Cavour, and Giuseppe Garibaldi had on Italian Unification.
- Discuss how the ideas of the French Revolution impacted the Haitian Revolution led by Toussaint L'Ouverture.
- Assess the role of José de San Martín in Río de la Plata and other battles in securing independence of Latin America.
- Assess the role of Simon Bolivar in securing independence of Latin America.
- Examine the role of Miguel Hidalgo in inspiring and achieving

**(RI.11-12.9, NJSLA.W2, NJSLA.W5)**

<https://www.youtube.com/watch?v=1NLX-AmdyNg>

Self-evaluation, Peer evaluation

Types of Assessments:  
<https://www.teachthought.com/pedagogy/6-types-assessment-learning>



change during this time period.

6.2.12. D.3.c Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.

6.2.12.D.3.d Analyze the extent to which racism was both a cause and Consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.

6.2.12. D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

6.2.12. D.4.h Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements

the independence of Mexico.

- Explore how influenced by Enlightenment ideas and motivated by the American Revolution, Spanish Colonies sought to free themselves from Spanish rule.
- Explain how the Qing dynasty's inability to restrain foreign powers or to improve economic conditions led to the Taiping Rebellion, Boxer Rebellion, and Chinese Republican Revolution.
- Review the events that led to German Unification.
- Gather, review, and analyze historic information to support/reject argument.
- Write and defend historical argument with primary/secondary sources as evidence.

for national self-rule or sovereignty in Africa and Asia.

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

6.2.12. A.3.d Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.

6.2.12. C.3.a Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.

6.2.12. C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

Topics	Preview:	Text:	Formative Assessment:
Mechanization	Students will examine and analyze an English lithograph, <i>The Triumph of Steam and Electricity</i> , commemorating the Diamond Jubilee (60th anniversary) of Queen Victoria, and use it to answer questions relative to “What was so revolutionary about the Industrial Revolution?” (NJSLA.W2)	History Alive! World Connections, Chapter 16 – The Industrial Revolution,	<a href="https://quizlet.com/76717058/test">https://quizlet.com/76717058/test</a>
Capitalism			<a href="https://quizlet.com/75816494/test">https://quizlet.com/75816494/test</a>
Monopoly		<b>Web-based Resources:</b>	<a href="https://quizlet.com/subject/Industrial-Revolution/">https://quizlet.com/subject/Industrial-Revolution/</a>
Mass production		Big Era Seven, Panorama Teaching Unit The Modern Revolution 1750-1914 CE <a href="http://worldhistoryforusall.sdsu.edu/eras/era7.php">http://worldhistoryforusall.sdsu.edu/eras/era7.php</a>	<b>Summative Assessment:</b> Summative Assessment 2: Unit Test for Industrial Times (Select relative questions from pgs.3-6.) <a href="http://www.beaconlearningcenter.com/Documents/2971_3146.pdf">http://www.beaconlearningcenter.com/Documents/2971_3146.pdf</a>
Enclosure		Smith, Adam (1723-1790) An Inquiry into the nature and causes of the wealth of nations Vol. I <a href="https://www.gilderlehrman.org/collections/275ca94c-4910-4089-9904-463522171728?back=/mweb/search%3Fneedle%3DWeb">https://www.gilderlehrman.org/collections/275ca94c-4910-4089-9904-463522171728?back=/mweb/search%3Fneedle%3DWeb</a>	<b>Alternative assessments:</b> <a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a>
Twenty-First Century Themes and Skills include:	<i>Writing for Understanding Activity:</i> Students take on the role of art critics writing for newspapers with a pro or anti industrialization bias. As students examine and evaluate artwork from this time period, students make valuable connections relative		
<ul style="list-style-type: none"> <li>• The Four C’s</li> <li>• Global Awareness</li> <li>• Financial Literacy</li> <li>• Environmental Literacy</li> <li>• Civic Literacy</li> </ul>			
<b>Objectives</b>			
Students will:			

6.2.12. C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.

6.2.12. C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.

6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.D.3.c Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.

- Explain the impact of James Watts to the period known as the Industrial Revolution.
- Discuss the role of Great Britain's textile factories, natural resources, and transportation networks in advancing its industrialization.
- Compare, during 1820-1914, the industrialization engendering factors and events that occurred in Belgium, France, United States, Germany and Japan.
- Describe how mechanization transformed agriculture during this period.
- Recall the role of big businesses and their monopolies during this era.
- Discuss the impact of industrialization on the peoples' day-to-day lives, in the areas of domestic and factory systems, women and children in the labor force, and the rise of

to the Industrial Revolution. (NJSLSA.W2)

Students write a newspaper article. This article should:

- (1) Appeal to the biased opinions of your newspaper's readers
- (2) Have a strong thesis statement that answers this question: How accurately did the art exhibition represent the era of the Industrial Revolution?
- (3) Refer specifically to at least three pieces of art from the exhibition as evidence, and
- (4) Discuss at least one aspect of the Industrial Revolution for each of the following categories: industrial changes, agricultural changes, social consequences, and political.

(NJSLSA.W1)

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Women and the Early Industrial Revolution in the United States by Thomas Dublin  
<https://www.gilderlehrman.org/history-by-era/jackson-lincoln/essays/women-and-early-industrial-revolution-united-states>

Boot and Shoe Factory  
<http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=1003&PrimarySourceId=1107>

Staffordshire Platter  
<http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=1000&PrimarySourceId=1096>

The Truth about money and government, Adam Smith's Wealth of Nations  
<http://political-economy.com/wealth-of-nations-adam-smith/>

Performance based evaluation using rubrics (<http://rubistar.4teachers.org/index.php>)

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

Types of Assessments: <https://www.teachthought.com/pedagogy/6-types-assessment-learning>

6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- migration, and urbanization.
- Analyze the reasons for the rise of labor union.
- Explore the impact of Adam Smith's *Wealth of Nations* in transforming economy doctrines of this era from Laissez-Faire to regulation.
- Consider why nations that industrialize often used their newfound wealth to strengthen their military.

An Inquiry into the Nature and Causes of the Wealth of Nations  
<http://www.econlib.org/library/Smith/smWNCover.html>

6.2.12. A.3.e Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.

6.2.12. C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

Topics	Preview:	Text:	Formative Assessment:
Imperialism	Students will work in groups and simulate the European scramble for territory in Africa in the late 19th century by "claiming" possession of classroom furniture as they attempt to reconfigure the classroom. (CRP12)	History Alive! World Connections, Chapter 17 – Imperialism Throughout the World	<a href="https://quizlet.com/32205256/test">https://quizlet.com/32205256/test</a>
Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Civic Literacy</li> </ul>			<a href="https://quizlet.com/69965239/test">https://quizlet.com/69965239/test</a>
Objectives		Web-based Resources:	
Students will: <ul style="list-style-type: none"> <li>• Analyze why in the early 1800 a new form of imperialism emerged.</li> <li>• Explain how Britain's exertion of their <i>sphere</i></li> </ul>	<i>Visual Discovery Activity:</i> Students will participate in a lively competition simulating the "scramble for Africa." Students examine	Choose from a sundry of resources from the Teacher's Resources and Unit Lesson Sequence (pgs. 2-3): <a href="http://www.coedu.usf.edu/main/departments/seced/webq">http://www.coedu.usf.edu/main/departments/seced/webq</a>	Share email and have an assessment sent to your account: <a href="https://www.quia.com/quiz/926523.html">https://www.quia.com/quiz/926523.html</a> <a href="http://www.regentsprep.org/regents/core/questions/question.cfm?Course=glob">http://www.regentsprep.org/regents/core/questions/question.cfm?Course=glob</a>

6.2.12. C.3.e Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

6.2.12. D.3.c Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.

6.2.12. D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.

6.2.12. D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

*of influence* enabled them to impact areas where colonies were impracticable.

- Assess the reasons for the Great Rebellion in India.
- Analyze the impact of the British Raj on India.
- Recall why the British defense of its Indian colony included attempts to check the expansion of Russia.
- Discuss how Europe's imperialist powers competed intensely in East Asia.
- Compare how the United States joined the ranks of imperialists' nations through conflict.
- Analyze why under new imperialism most of the African continent was controlled by Europe.
- Summarize African resistance to European imperialism.
- Assess why hegemony was the type of imperialism most often wielded by Western powers in Latin America.

photographs of 19th and 20th century imperialism and create "living photographs" to represent the causes and effects of this new imperialism. **(CRP12)**

Students will create a photo essay of imperialism in this era. Students will find images on the Internet that "tell the story" of worldwide imperialism during the late 19th and early 20th centuries. This photo at minimum will: (1) Include one image from each of these regions: Asia, Africa, Latin America (cite the source of the photo below it), (2) Tell where the photo was taken; who was the imperialist power; who was the colonial group; what happened before, during, and after the photo was taken; and what imperial motives it reveals, and (3) Professionally compile using presentation software, such as PowerPoint, or a free online slideshow or video creator. **(CRP6)**

</social%20studies/history/jberringer/>

"The White Man's Burden"  
<http://www1.assumption.edu/users/mcclymer/His130/P-H/burden/default.html>

Imperialism  
<http://zinnedproject.org/teaching-materials/?themes=imperialism>

[&TopicCode=6i&QNum=1&Wrong=0](#)

<http://webcache.googleusercontent.com/search?q=cache:3T09LIvTQB8J:www.ketteringschools.org/userfiles/2093/Classes/1349/TE-ST-%2520Multiple%2520Choice%2520Imperialism.doc+&cd=5&hl=en&ct=clnk&gl=us>

**Summative Assessment:**  
Chapter Tests

**Alternative Assessments:**

<http://www.schrockguide.net/assessment-and-rubrics.html>

Performance based evaluation using rubrics  
(<http://rubistar.4teachers.org/index.php>)

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation



- Summarize Latin American resistance to European imperialism.
- Explore the impact of the Roosevelt Corollary on Latin America and other European powers.

Types of Assessments:  
<https://www.teachthought.com/pedagogy/6-types-assessment-learning>

6.2.12.A.3.e Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.

6.2.12. A.4.b Compare the rise of nationalism in China, Turkey, and India.

6.2.12. A.4.c Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

6.2.12. A.4.d Assess government responses to incidents of ethnic cleansing and genocide.

Topics	Preview:	Text:	Formative Assessment:
World War I (WWI)	Students watch the audio slideshow about the murder of an Austrian leader that would plunge the world into war. As students watch the slideshow, they should consider the Essential Question: “How did the global balance of power change between 1900 and 1945, and why?”	History Alive! World Connections, Chapter 18 – Era Overview: Global Crisis and Achievement, 1900-45	<a href="https://www.thatquiz.org/tq/previewtest?W/P/A/Z/E/EVM1452200767">https://www.thatquiz.org/tq/previewtest?W/P/A/Z/E/EVM1452200767</a>
World War II (WWII)			
Twenty-First Century Themes and Skills include:		<b>Web-based Resources:</b>	<a href="https://quizlet.com/49354297/test">https://quizlet.com/49354297/test</a>
<ul style="list-style-type: none"> <li>• The Four C’s</li> <li>• Civic Literacy</li> <li>• Global Awareness</li> </ul>	(NJLSA.R1, NJLSA.R4)	World War I: 1910-1919 <a href="http://zinnedproject.org/teaching-materials/?period=ww1">http://zinnedproject.org/teaching-materials/?period=ww1</a>  Prosperity, Depression, & World War II: 1920-1944 <a href="http://zinnedproject.org/teaching-materials/?period=depression">http://zinnedproject.org/teaching-materials/?period=depression</a>  A Half Century of Crisis 1900-1950 CE <a href="http://worldhistoryforusall.sdsu.edu/eras/era8.php">http://worldhistoryforusall.sdsu.edu/eras/era8.php</a>  World War II Internment Camps	<b>Summative Assessment:</b> World War 1 Test Project <a href="http://webcache.googleusercontent.com/search?q=cache:bjp3B9SZcX0J:hs.nburlington.com/ourpages/aut/2011/1/28/50894892/WORLD%2520WAR%2520I%2520FIVE%2520Option%2520Performance%2520Based%2520Assessment.doc+&amp;cd=3&amp;hl=en&amp;ct=clnk&amp;gl=us">http://webcache.googleusercontent.com/search?q=cache:bjp3B9SZcX0J:hs.nburlington.com/ourpages/aut/2011/1/28/50894892/WORLD%2520WAR%2520I%2520FIVE%2520Option%2520Performance%2520Based%2520Assessment.doc+&amp;cd=3&amp;hl=en&amp;ct=clnk&amp;gl=us</a>  Summative Assessment for the Announcing World War II Unit
Objectives	<i>Social Studies Skill Builder History Lab Activity:</i>		
Students will:	Students work in pairs to answer a series of questions that spiral in difficulty. Using both primary and secondary sources, students answer basic questions about historical facts and higher-order questions requiring them to use their critical thinking skills. <b>(RI.11-12.8)</b>		
<ul style="list-style-type: none"> <li>• Consider why the assassination of Archduke Franz Ferdinand could be likened to “the shot heard round the world?”</li> <li>• Describe how the rivalries, jealousies, and tensions resulting from Ferdinand’s assassination ignited World War I, in August</li> </ul>			

6.2.12. B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.	1914, had in fact been developing for many years.	Students write an essay answering the Essential Question: “How did the global balance of power change between 1900 and 1945, and why?” Students use at least eight words from their word bank. Students express their opinions, but for every opinion given, cite at least two pieces of evidence. (NJSLA.W2)	<a href="https://tshaonline.org/handbook/online/articles/quwby">https://tshaonline.org/handbook/online/articles/quwby</a>	<a href="http://webcache.googleusercontent.com/search?q=cache:z5wgpQGienIJ:www.beaconlearningcenter.com/Documents/3003_5124.pdf+&amp;cd=5&amp;hl=en&amp;ct=clnk&amp;gl=us">http://webcache.googleusercontent.com/search?q=cache:z5wgpQGienIJ:www.beaconlearningcenter.com/Documents/3003_5124.pdf+&amp;cd=5&amp;hl=en&amp;ct=clnk&amp;gl=us</a>
6.2.12. B.4.a Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.	<ul style="list-style-type: none"> <li>Trace the impact of Nationalism in fueling WWI.</li> <li>Assess how the Triple Alliance aiding in bringing WWI to fruition.</li> <li>Describe how borders, interests, and ambitions of the Russian, Austro-Hungarian, and Ottoman empires came together on Europe’s Balkan Peninsula.</li> </ul>		<p>The Big Push <a href="http://poetrysociety.org.uk/projects/first-world-war/the-big-push/">http://poetrysociety.org.uk/projects/first-world-war/the-big-push/</a></p> <p>The Poetry Society <a href="http://poetrysociety.org.uk/projects/first-world-war/teaching-resources/">http://poetrysociety.org.uk/projects/first-world-war/teaching-resources/</a></p>	<p>World War II Remember, Project Assessments  <a href="http://teacher.scholastic.com/activities/wwii/tguide.htm#assessment">http://teacher.scholastic.com/activities/wwii/tguide.htm#assessment</a></p>
6.2.12. B.4.b Determine how geography impacted military strategies and major turning points during World War II.	<ul style="list-style-type: none"> <li>Summarize how nationalism, imperialism, militarism, and the alliance system served as larger forces responsible for turning this Serbian regional conflict into a world war.</li> </ul>		<p>NEA World War I Resources, Grades 9-12 <a href="http://www.nea.org/tools/lessons/60045.htm">http://www.nea.org/tools/lessons/60045.htm</a></p>	<p><b>Alternative Assessments:</b>  <a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a></p>
6.2.12. B.4.c Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.			<p>NEA World War II Resources <a href="http://www.nea.org/tools/lessons/60045.htm">http://www.nea.org/tools/lessons/60045.htm</a></p>	<p>Performance based evaluation using rubrics (<a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a>)</p>
6.2.12. C.3.e Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.	<ul style="list-style-type: none"> <li>Assess the post-war fallout which plagued those powers defeated at the end of WWI</li> <li>Explore why most historians believe that the Treaty of Versailles after World War I, combined with the effects of worldwide</li> </ul>			<p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Types of Assessments: <a href="http://www.teachthought.com">http://www.teachthought.com</a></p>



6.2.12. C.4.a Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.

6.2.12.C.4.b Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).

6.2.12. C.4.c Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

6.2.12. D.3.c Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of

depression in the 1930s, created conditions that set the stage for World War II.

- Describe how the sentiments of aggression and appeasement dominating after the Treaty of Versailles through 1939, empowered the rise of Axis Powers.
- Discuss the efforts implored to defeat Axis Powers and end WWII.
- Analyze how Allied leaders meeting at the Yalta Conference in February 1945 to plan for the peace, in fact served as the beginning of the Cold War.
- Summarize the impact of the end of WWII on Asia, African and the Middle East.

[com/pedagogy/6-types-assessment-learning](https://www.com/pedagogy/6-types-assessment-learning)

imperialism on the development and prosperity of each country in the 20th century.

6.2.12. D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.

6.2.12. D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

6.2.12.D.4.a Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I

6.2.12. D.4.b Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.

6.2.12. D.4.d Analyze the extent to which the legacy

of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.

6.2.12. D.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.

6.2.12. D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.

6.2.12. D.4.f Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

6.2.12. D.4.g Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.

6.2.12. D.4.h Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.

6.2.12. D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

6.2.12. B.4.a Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.

**Topics**  
Central Powers-Austria-Hungary, Germany, Ottoman Empire

**Preview:**  
Students, upon viewing a PowerPoint presentation, learn how to decode a propaganda poster from World War I? Students will:

**Text:**  
History Alive! World Connections, Chapter 19 – World War I

**Formative Assessment:**  
World War One Test  
<https://www.thatquiz.org/tq/previewtest?W/P/A/Z/E/EVM1452200767>

<p>6.2.12.B.4.c Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.</p> <p>6.2.12.C.4.b Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and</p> <p>6.2.12. C.4.c Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.</p> <p>6.2.12. C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.</p>	<p>Allied Powers- British Empire, French, Russia and U.S.</p> <p>Treaty of Versailles</p> <p>League of Nations</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Financial Literacy</li> <li>• Civic Literacy</li> <li>• Global Awareness</li> </ul> <p><b>Objectives</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Describe how factors, occurring from 1871-1914, leading to WWI were caused by shifts in European relations and rivalries, shifting alliances, unrest in the Balkans, and the assassination of Archduke Franz Ferdinand.</li> <li>• Explain how Britain's declaration of war against Germany meant that the entire British empire was at war, definitively creating the First World War</li> </ul>	<ul style="list-style-type: none"> <li>• Look for the symbols in each poster.</li> <li>• Identify the emotions that the posters are trying to convey.</li> <li>• Decide whether each poster belongs to the Central Powers or the Allied Powers. <b>(CRP8)</b></li> </ul> <p><i>Experiential Exercise</i>  <i>Activity:</i> Students experience life in the trenches during World War I. Using primary sources, students gain a vivid understanding of conditions that soldiers on both sides of the conflict endured. <b>(CRP8)</b></p> <p>Students write a letter to their family or a friend from the trenches in Europe. The letter should help the recipient understand the stress and trauma of life in the trenches.</p> <ul style="list-style-type: none"> <li>• Cut out the letter sheet from your Student Handout. Write the address of the recipient on the lines provided.</li> <li>• Students will describe all of the following:  The fear and anticipation you felt.</li> </ul>	<p><b><u>Web-based Resource:</u></b></p> <p>World War I: 1910-1919  <a href="http://zinnedproject.org/teaching-materials/?period=ww1">http://zinnedproject.org/teaching-materials/?period=ww1</a></p> <p>The Big Push  <a href="http://poetrysociety.org.uk/projects/first-world-war/the-big-push/">http://poetrysociety.org.uk/projects/first-world-war/the-big-push/</a></p> <p>The Poetry Society  <a href="http://poetrysociety.org.uk/projects/first-world-war/teaching-resources/">http://poetrysociety.org.uk/projects/first-world-war/teaching-resources/</a></p> <p><b>NEA World War I Resources, Grades 9-12</b></p>	<p>World War I Quiz  <a href="https://quizlet.com/49354297/test">https://quizlet.com/49354297/test</a></p> <p><b>Summative Assessment:</b>  World War 1 Test Project  <a href="http://webcache.googleusercontent.com/search?q=cache:bJp3B9SZcX0J:hs.n Burlington.com/ourpages/auto/2011/1/28/50894892/WORLD%2520WAR%2520I%2520FIVE%2520Opt ion%2520Performance%2520Based%2520Assessment.doc+&amp;cd=3&amp;hl=en&amp;ct=clnk&amp;gl=us">http://webcache.googleusercontent.com/search?q=cache:bJp3B9SZcX0J:hs.n Burlington.com/ourpages/auto/2011/1/28/50894892/WORLD%2520WAR%2520I%2520FIVE%2520Opt ion%2520Performance%2520Based%2520Assessment.doc+&amp;cd=3&amp;hl=en&amp;ct=clnk&amp;gl=us</a></p> <p><b>Alternative Assessments:</b></p> <p><b><u><a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a></u></b></p> <p>Performance based evaluation using rubrics (<a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a>)</p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p>
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<p>6.2.12. D.4.a Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</p> <p>6.2.12. D.4.b Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.</p> <p>6.2.12. D.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.</p> <p>6.2.12. D.4.f Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.</p> <p>6.2.12. D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide,</p>	<ul style="list-style-type: none"> <li>Analyze the efficacy of The Schlieffen Plan and how but for Germany's miscalculations Germany may have won WWI.</li> <li>Explore the stalemate on the Western Front and the Battle of Marne in contributing to the carnage of WWI.</li> <li>Evaluate why the terrible slaughter on the Western Front and elsewhere in World War I resulted from mixing of new technology with old tactics.</li> <li>Assess the devastation of WWI carnages that also dawned the shores of Gallipoli and the Ottoman Empire.</li> <li>Consider the use of propaganda in sustaining morale during the war.</li> <li>Discuss the implications of U.S. entry in WWI.</li> <li>Examine the influence of the "Big Four" in generating the WWI Peace Agreement-Treaty of Versailles.</li> <li>Analyze how the Treaty of Versailles not only</li> </ul>	<p>Your living conditions and daily life.</p> <p>Your morale and what you did to keep your spirits up.</p> <p><b>(NJSLA.W2)</b></p>	<p>Types of Assessments:</p> <p><a href="https://www.teachthought.com/pedagogy/6-types-assessment-learning">https://www.teachthought.com/pedagogy/6-types-assessment-learning</a></p>
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and describe the long-term consequences of genocide for all involved.

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

6.1.12.D.2.a

Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

6.1.12.D.2.b

Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

diminished the power of Germany but Austria-Hungary, Ottoman Empire and Russia.

- Discuss the role of League of Nations

### Topics

Slavery During the American Revolution

African Americans in Colonial Times

### Objectives

Students will:

- Gain a stronger understanding of slavery during the American Revolution.
- Explore the role of African Americans in colonial times.
- Explore the role of African Americans

Students will view and discuss slavery by watching and discussing a PowerPoint called, "Slavery During the Revolution." (NJSLSA.SL1)

Students will explore the role of Africans/African Americans in colonial times. It will also explore the transformation from indentured servitude to enslavement. The class will be divided into thirteen groups to represent each of the original colonies. Each group will create a poster or presentation displaying their research on their colony. (CRP8, CRP12)

The New Jersey Amistad Commission Interactive Curriculum, Unit Five, Establishment of a New Nation and Independence to Republic, Slavery During the Revolution PPT

The New Jersey Amistad Commission Interactive Curriculum, Unit Five, Establishment of a New Nation and Independence to Republic, African Americans During Colonial Times

The New Jersey Amistad Commission Interactive Curriculum, Unit Five, Establishment of a New

### Formative Assessment:

The New Jersey Amistad Commission Interactive Curriculum, Unit Five, Establishment of a New Nation and Independence to Republic, Common Core Activity, The Declaration of Independence IN CONGRESS, July 4, 1776, The unanimous Declaration of the thirteen United States of America

The New Jersey Amistad Commission Interactive Curriculum, Unit Five, Establishment of a New Nation and Independence



	during the American Revolution.	Students will explore the role of African Americans in the American Revolutionary War. The teacher will assign each student a person, place, or battle during the Revolutionary War and the student will create a presentation of the information he or she researched. (CRP7, CRP8, CRP2, 8.1.12.A.2)	Nation and Independence to Republic, Patriot or Loyalist	to Republic, Student Assessment
			<a href="http://www.njamistadcurriculum.net/history/unit/establishment-new-nation/navigations/3511">http://www.njamistadcurriculum.net/history/unit/establishment-new-nation/navigations/3511</a>	

**Key Vocabulary:** industrialization, political revolution, republicanism, liberalism, coup d'état, nationalism, constitutionalism, capital, capitalism, Socialism, imperialism, enclosure, productivity, mass production, urbanization, sphere of influence, partition, racist, hegemony, sphere of influence, protectorate, economic imperialism, militarism, authoritarian, dictatorship, fascism, appeasement, genocide, civilian, alliance, neutrality, propaganda, mandate, rationing

#### **Accommodations and Modifications:**

***Students with special needs:*** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

***ELL/ESL students:*** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/). This particular unit has limited language barriers due to the physical nature of the curriculum.

***Students at risk of school failure:*** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

***Gifted and Talented Students:*** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● Give page numbers to help the students find answers</li> <li>● Speak and display terminology</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Provide ELL students with multiple literacy strategies.</li> <li>● Word walls</li> <li>● Use peer readers</li> <li>● Provide a computer for written work</li> <li>● Provide two sets of textbooks, one for home and one for school</li> <li>● Provide visual aides</li> <li>● Provide additional time to complete a task</li> <li>● Use graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Use project-based learning</li> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches.</li> <li>● Work with a partner</li> <li>● Provide concrete examples</li> <li>● Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA</a>).</li> <li>● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).</li> </ul>	<ul style="list-style-type: none"> <li>● Give page numbers to help the students find answers</li> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format. Oral prompts can be given.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> </ul>	<ul style="list-style-type: none"> <li>● Use project-based learning</li> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Structure the learning around explaining or solving a social or community-based issue.</li> <li>● Collaborate with after-school programs or clubs to extend learning opportunities.</li> <li>● William and Mary Social Studies curriculum for gifted learners: <a href="https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum">https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum</a></li> </ul>

		<ul style="list-style-type: none"> <li>● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> </ul>	
<b>Career Ready Practices:</b>  <b>CRP2:</b> Apply appropriate academic and technical skills. <b>CRP7.</b> Employ valid and reliable research strategies. <b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them. <b>CRP11.</b> Use technology to enhance productivity. <b>CRP12.</b> Work productively in teams while using cultural global competence			
<b>Integration of Technology Standards NJSLS 8:</b>  <b>8.1.12.A.2:</b> Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.			
<b>Integration of 21<sup>st</sup> Century Standards NJSLS 9:</b>  <b>9.2.12.C.1</b> Review career goals and determine steps necessary for attainment.			
<b>Interdisciplinary Connections: ELA-NJSLS/ELA:</b>  <b>NJSLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <b>NJSLSA.R4.</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <b>NJSLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <b>RI.11-12.9.</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history. <b>NJSLSA.W1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			

**NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**NJSLSA.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**RI.11-12.8.** Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).