Grades 9-12 Social Studies / History
World History

1. Historical Thinking

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

Through an emphasis on historical thinking students learn to collect, organize, interpret, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to current societal issues. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored. Historical thinking engages students in the application of 21st century skills such ascreative and critical thinking, problem solving, decision making, technology integrationand collaboration.

Unit Goals

1. Understand how historical events provide opportunities to examine alternative courses of action.
2. Recognize the importance of examining the credibility of primary and secondary sources of information.
3. Understand that historians develop theses and use evidence to support or refute positions.
4. Understand the relationship between historical events taking into consideration cause, effect, sequence and correlation.

Big Ideas

Thinking like a historian requires rethinking our view of the past, reflecting on the present, and envisioning the future.

Enduring Understandings

***Students will understand that thinking like a historian requires one to***

1. collect, organize, interpret, evaluate and synthesize information from multiple sources to draw logical conclusions.
2. communicate information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to current societal issues.
3. seek alternative explanations of historical events.
4. apply 21st century skills such ascreative and critical thinking, problem solving, decision making, technology integrationand collaboration.

Content

historical events

alternative courses of action

primary and secondary sources

reliability and credibility

theses

support or refute a position

cause/effect

sequence of events

correlation in historical events

causal relations

long- and short-term

consequences

application of Bloom's Taxonomy

21st century skills of creative and critical thinking, problem solving, decision making, technology integrationand collaboration

solve problems and answer questions by manipulating knowledge and create new products

use evidence to support arguments and propose alternative solutions

Skills

1. Analyze significant historical events that shaped the world.
2. Explain how the history of the world might be different if the participants in historical events had taken a different of course of action.
3. Analyze and evaluate the reliability and credibility of primary and secondary sources related to the history content being studied.
4. Use data and evidence from primary and secondary sources to support or refute a thesis.
5. Obtain and evaluate information from public records and other resources related to a public policy issue.
6. Critique data and information to determine the adequacy of support for conclusions.
7. Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.
8. Work in groups to analyze an issue and make decisions.
9. Cite evidence of biases in historical sources and pieces of propaganda.
10. Analyze political cartoons, graphs, maps, charts, pieces of art, and other common historical sources.
11. Show understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.
12. Identify examples of multiple causation and long- and short-term causal relationships with respect to historical events.
13. Analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.
14. Analyze a historical decision and predict the possible consequences of alternative courses of action.
15. Apply 21st century skills to analyze and critique multiple historical events.

Essential Questions

1. How do I evaluate information and other resources to gain knowledge and comprehension of material?
2. Why is it important to communicate information using appropriate social studies terminology in oral, written or multimedia form and apply what I have learned to current societal issues?
3. Why is it important for me to seek alternative explanations of historical events?
4. To what extent should I critique data and information to determine the adequacy of support for conclusions?
5. To what extent do research projects identify the various perspectives on an issue and explain a resolution of that issue?
6. In what ways can I apply 21st century skills such ascreative and critical thinking, problem solving, decision making, technology integrationand collaboration?

Stage 2: Assessment Evidence

Thinking like a historian

Diagnostic: Graphic Organizer

Create a graphic organizer showing the relationship between and among the 'tools' and terms used by a historian when describing a historical event.

Exploring alternative courses of action...

Formative: Essay

Consider the following. What if: Napoleon had not been defeated at Waterloo; England and France refused Hitler's demands for the Sudetenland; Truman had not ordered atomic bombs dropped on Japan; South Africa had not instituted the policy of apartheid? Choose one of these (or another of your choosing) and write a short statement on what might have happened if the 'what if' had happened.

Using Primary and Secondary Sources

Formative: Homework

Select a historical event within the time frame of our current classroom discussion. Locate two primary sources and two secondary sources addressing the event. Analyze and evaluate the sources. Compare and contrast them in terms of reliability and credibility.

Creating a 'decision tree'

Formative: Posters

Using a given decision point in history, students will create a 'decision tree' that analyzes the possible outcomes of alternative courses of action.

Historical Detective

Formative: Writing Assignment

Put a historical figure 'on trial' and build a case for or against him/her using historical evidence, values and norms of the period. Develop a thesis and use evidence to support or refute your position.

Why did this happen?

Formative: Performance

Use PowerPoint, Prezi.com, or some other media for this task. Be prepared to share with the class. Select a historical event to study. Analyze cause and effect relationships, the sequence and correlation of events, and long- and short-term effects.

Historical Thought

Summative: Essay

Using numerous artifacts or other primary sources related to a historical event, students are to select/organize the resources to interpret. They will develop a thesis to explain the relationship among the resources and use information to support the thesis.

Stage 3: Learning Plan

Learning Experiences

***Suggested Activities***

1. Provide students with a decision point in history and ask them to create a 'decision tree' that analyzes the possible outcomes of alternative courses of action.
2. Have students create 'what if' scenarios related to a significant historical events. Consider: How might history of the world be different if these 'what if' scenarios actually happened?
3. Engage students in the use of primary and secondary sources in the study of history.
4. Have students put historical figures 'on trail' and build cases for or against them using historical evidence, values and norms of the period.
5. Examine a historical event or person in history focusing on
cause-effect relationship
sequence and correlation of events
long- and sort-term effects
6. Have students use several primary and secondary sources in the study of history and ask them to analyze the reliability and credibility of the source.
7. Have students develop theses for use in historical papers and debates that are supported with historical evidence and documentation.
8. Present students with a number of historical events. Ask them to analyze the relationship between them in terms of cause, effect, sequence and correlation.

Technology Integration

PowerPoint

Internet Sources

Prezi.com

NBCLearn.com

See Links

Resources

* 21st Century Skills Summit (<http://vimeo.com/6819923>)

Resources

Resources

***Suggested Resources***

See Links

Resources

* Bloom's Taxonomy (<http://www.nwlink.com/~donclark/hrd/bloom.html>)

Grades 9-12 Social Studies / History
World History

2. Pre-Enlightenment

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

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10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

This unit will study the beginnings of civilization, the Greek and Roman world, the Middle Ages, and the Renaissance and Reformation.

Unit Goals

1. Understand the importance and contributions of the early river civilizations to our way of life today.
2. Understand the significant role played by the Greek and Roman cultures in the development of future cultures.
3. Recognize that the Middle Ages were filled with turbulence and, at the same time, growth in the arts, literature, religion, etc.
4. Understand the Renaissance as the birth of a new age.

Big Ideas

"If we don't learn our history, we're doomed to repeat it"

Benefits of progress

Enduring Understandings

1. Successful early civilizations began in the river valleys.
2. The Greeks and the Romans made significant long lasting contributions in government, architecture, literature, religion.
3. The Middle Ages saw the absence of centralized government, allowing the growth of the Roman Catholic Church.
4. The Renaissance was a time of "rebirth" in many disciplines, including a reformation of religious thought.

Content

foundations of early river valley civilization

laws

governments

society

religions

Greek democracy
Roman Republic
Rise of Christianity
Fall of Rome

Middle Ages

Absolute monarchs
Roman Catholic Church in the Middle Ages
Feudalism

Manorialism

Cottage (domestic) system
Rise of Islam

Crusades

The Reformation
Revival of trade

Renaissance

Skills

1. Identify the four major river valley civilizations.
2. Analyze the river valley civilizations in terms of the eight features of civilizations which include: cities, well-organized central governments, complex religions, job specification, social classes, arts and architecture, public works and writing.
3. Compare and contrast the impact of the ancient Greek and Roman civilizations on our world today in terms of: government and law, engineering and technology, art and architecture,literature, and history.
4. Assess the role played by the Roman Empire in the spread of Christianity.
5. Assess the significance of institutions and events of the Middle Ages such as: feudalism, manor system, cottage system, monarchy, Islam, Roman Catholic Church, and the Crusades
6. Analyze the achievements in medicine, science, mathematics and geography by the Islamic civilization which dominated most of the Mediterranean after the decline of the Roman Empire.
7. Identify the enduring effects of military conquests during the Middle Ages including Muslim conquests, the Crusades, and the Mongol invasions.
8. Analyze the Renaissance in Europe and that revolutionary ideas were introduced leading to cultural, scientific, and social changes.
9. Develop a logical argument for the changes that took place in religious thought during the Middle Ages and the Renaissance.
10. Assess the role of the Reformation resulting in changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.

Essential Questions

1. To what degree did the early river valley civilizations have an impact on our life today?
2. In what ways do the Greek and Roman cultures continue to contribute to our way of doing things?
3. To what extent didthe Church become the pre-eminent institution in the Middle Ages?
4. In what ways did the Renaissance revive classical learning and lead to new discoveries?

Stage 2: Assessment Evidence

What do we know about the River Valley Civilizaitons?

Diagnostic: Graphic Organizer

Students will create a graphic organizer comparing and contrasting the four early river civilizations in terms of the eight features of civilizations.

What have we learned about the River Valley Civilizations?

Summative: Project

After studying the Early River Civilizations, students will work in cooperative groups to create a poster depicting the eight features of civilizations for each of the River Valley Civilizations.

Greek and Roman Influence

Summative: Research Project

Using media, student pairs will describe and illustrate how the Greek and Roman cultures still influence life today.

Roman Catholic Church

Diagnostic: Graphic Organizer

Using a K-W-L activity, student groups will indicate what they think they know and what they would like to learn about the rise and decline of the Roman Catholic Church from the Roman period to the Reformation.

Influence of Islamic Civilization

Formative: Homework

Following the class discussion on the influence of the Islamic civilization, students will prepare a report illustrating the impact that is still felt today as a result of their achievements after the decline of the Roman Empire.

Lasting effects of the Middle Ages

Formative: Lab Assignment

Having access to the computer lab, students will use some form of media to analyze and synthesize information about a specific historical phenomenon from the Middle Ages. (Muslim conquests, crusades, mongol invasions, etc.)

Influence of the Renaissance

Formative: Homework

After completion of the class discussions on the Renaissance, students will develop a 'what if' scenario for one major historical event of that period.

Historical Time Capsule

Summative: Lab Assignment

As a way to synthesize their learning, students will create a 'time capsule' for one of the historical periods studied. In addition students will write a justification for inclusion of each item in the 'time capsule.'

Resources

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. Have students compare and contrast the impact of the four early river valley civilizations in terms of the eight features of civilizations which include
cities
well-organized central government
complex religions
job specification
social classes
arts and architecture
public works writing
2. Ask students to engage in "what if" simulation for each of the major early civilizations up to and including the Reformation period.
3. In cooperative groups, ask students to compare and contrast the impact of the ancient Greek and Roman civilizations on our world today in terms of government and law, engineering and technology, art and architecture,literature, and history.
4. Have students create a "Time Capsule" for different geographic regions, civilizations, and/or empires
a. List current items for inclusion in time capsule
b. Justify the item's inclusion..."why should this item be in the time capsule?"
5. Create newspaper or blog articles for a major historical event for each of the time periods studied in this unit.
ex. "Spartans wiped out at Thermopylae, Athens panicked"
ex. "Judean "messiah" tried, found guilty"
ex."Yellow River floods, millions dead or homeless"

Technology Integration

PowerPoint

Prezi.com

Access to web site information

Online videos and other archival materal

Resources

Resources

***Suggested Resources***

1. Textbook

2. Primary and Secondary source

3. www.history.com

4. www.EyewitnessToHistory.com

See Links

Resources

* River Valley Civilizations Guide (<http://www.rivervalleycivilizations.com/>)

Grades 9-12 Social Studies / History
World History

3. Age of Exploration and Scientific Revolution

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Government

Theme: Families Now and Long Ago, Near and Far Civic Participation and Skills

8. Individuals are accountable for their actions.

Geography

Theme: Families Now and Long Ago, Near and Far Spatial Thinking and Skills

4. Maps can be used to locate and identify places.

History

Theme: Families Now and Long Ago, Near and Far Historical Thinking and Skills

1. Time can be divided into categories (e.g., months of the year, past, present and future).

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Option for the Poor and Vulnerable

Care for God's Creation

The Rights of Children

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Summary

In this unit, students will examine the developments that came from the Scientific Revolution and the new ways of thinking it permitted. They will also learn about the ensuing exploration and why this led to colonialism and expansion. Finally, students will look closely at the impact of mercantilism and colonialism, as they have significantly contributed to global events ever since.

Unit Goals

1. Understand how the Scientific Revolution impacted religions, political, and cultural institutions by challenging how people viewed the world.
2. Understand how differing points of view play a role in conflicts over territory and resources.
3. Understand how political and economic conditions, resources, geographic locations and cultures have contributed to both cooperation and conflict.
4. Understand how issues may be viewed differently by various cultural groups.
5. Understand the results of political, economic, and social oppression and the violation of human rights

Big Ideas

Scientific Revolution forever changed people's view of the world

Progress demands change

Rapid change is never easy

Enduring Understandings

1. Colonization had both positive and negative effects on the world.
2. The Scientific Revolution impacted religions, political, and cultural institutions by challenging how people viewed the world.
3. The Scientific Revolution ushered in the possibility for exploration and rapid progress.
4. Human "progress" is a subjective word.

Content

new sciences vs. old sciences

Copernicus

Galileo

Kepler

other leaders of the scientific revolution
conflicts with the Church

map making

compass

other innovations in sea travel
Commercial Revolution

mercantilism
favorable balance of trade

European colonies

new world

Columbian Exchange

Triangular Trade

Dutch capitalism

rise of new world slavery

Skills

1. Compare and contrast the new and old sciences.
2. Identify and summarize the major impact of the Scientific Revolution on the world of the time and the world today.
3. Describe important scientific discoveries/inventions during this period.
4. Identify and summarize the major areas of conflict between the Catholic church and the tenets set forth during the Scientific Revolution.
5. Describe the effects of the Commercial Revolution.
6. Explain the role mercantilism played in the colonies and the world.
7. Explain and evaluate the Columbian Exchange.
8. Analyze how the practices of race-based slavery and indentured servitude led to the forced migration of millions of Africans and poor Europeans to the American colonies.
9. Explain how exploration led to European conflicts.
10. Analyze the religious reasons Europeans came to North America.
11. Analyze the significance of the Triangular Trade.
12. Explain and evaluate the importance of Dutch capitalism during this time of exploration and expansion.

Essential Questions

1. In what ways did colonization have both positive and negative effects on the world?
2. In what ways did the Scientific Revolution challenge how people viewed the world?
3. How did the Scientific Revolution bring about exploration and progress?
4. To what extent did the Age of Exploration lead to the European domination of the world?
5. To what extent were exploration and colonization good for the world?
6. Why do we celebrate Columbus Day? Should we?

Stage 2: Assessment Evidence

European Colonization

Formative: Technology Project

Students will create a presentation outlining the discoveries, conquests and colonization accomplished by Europe during an assigned historical period within the framework of the historical period being studied.

Scientific Revolution = Revolution of Ideas

Formative: Graphic Organizer

Working in cooperative groups and using a chart or graphic organizer students will depict the cause and effect relationships between the ideas of the Scientific Revolution and changing views of religious, political and cultural institutions.

What If?

Formative: Essay

Given a list of historical events from this period, students will choose one and write a 'what if' response.

Who Am I?

Formative: Technology Project

Students will select a historical person from this time period. they will create a media presentation highlighting all the important details about this person's life and accomplishments without identifying the person by name. These presentations will be shared in class and class members will need to 'guess' who the person is.

Latest News!

Formative: Research Project

Using primary and secondary sources of information, students will create a newspaper article/blog post regarding a major historical event or person.

Socratic Seminar

Summative: Class Discussion

Using several primary and secondary sources students will discuss the lasting impact of the Scientific Revolution on the world of today.

Stage 3: Learning Plan

Learning Experiences

***Suggested Activities***

1. Working with a partner, students will create "map/timeline" of European countries discoveries, conquests, colonies during this historical period.
2. Have students use charts/graphic organizers to show cause and effect relationships between the ideas of the Scientific Revolution and changing views of religious, political and cultural institutions before the Scientific Revolution and after the Scientific Revolution.
3. Conduct a Socratic Seminar in which students discuss how the Scientific Revolution marked a shift from the perception that truth is revealed solely through the Bible and the Church to the perception that truth could be learned through experience and investigation. (Use primary and secondary sources for the seminar.)
4. Working in cooperative groups, have students take on the role of cartographers. As cartographers they are to develop a map showing the development of the colonies in terms of terrain, resources and population.
5. Students will engage in a debate centered around the statement: The new scientific rationalism that came about with the Scientific Revolution led to the growth of democratic ideas.
6. Students will create a 'Newspaper' article or 'blog' or 'op-ed.' regarding major historical events or persons of this historical period.
ex. Columbus' voyage...Asia or 'New World?'
ex. Science...good or bad?
7. Students will research and report on the impact the Scientific Revolution had on education.

Technology Integration

PowerPoint

Prezi.com

History related web sites.

See Links in Resources.

Resources

Resources

***Suggested Resources***

Primary and secondary sources from this period.

www.history.com

www.EyeWitness to History.com

See Links

Resources

* Colonization (<http://www.harlingen.isd.tenet.edu/coakhist/coloniz.html>)

Grades 9-12 Social Studies / History
World History

4. Age of Enlightenment (1600 - 1815)

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Government

Theme: Families Now and Long Ago, Near and Far Civic Participation and Skills

8. Individuals are accountable for their actions.

History

Theme: Families Now and Long Ago, Near and Far Historical Thinking and Skills

1. Time can be divided into categories (e.g., months of the year, past, present and future).

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Summary

This unit will cover the rise of modern democracy and the violent revolutions which have often led to its birth. Key elements from past topics such as Greek democracy, the Magna Carta, the English Civil War and Bill of Rights will be tied to Enlightenment thinkers such as Locke, Hobbes, Voltaire, Rousseau, Montesquieu, and events such as The American and French Revolutions. The unit will also cover the US Constitution and Bill of Rights, as well as the Napoleonic Wars, the Congress of Vienna, and rise of reactionary policies.

Unit Goals

1. Understand the relationship between the ideas of the Enlightenment Period and changes in the relationships between citizens and their governments.
2. Understand ways people achieve governmental change.
3. Understand the meaning of individual rights and the balance that exists between individual rights, the rights of others, and the common good.
4. Know the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.

Big Ideas

Enlightenment births modern democracy
Freedom isn't free

Enduring Understandings

1. Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.
2. Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism.
3. Democracy, while having drawbacks, seems to best fit human nature.
4. Violence is often the result of radical attempts at social and political change.
5. Through collective action, people can bring about change and progress.

Content

Absolute power

Forms of Government

a. Absolute monarchies

b. Constitutional monarchies

c. Parliamentary democracies

d. Presidential democracies

e. Dictatorships

f. Theocracies

Richelieu

Louis XIV

Thomas Hobbes

Leviathan

John Locke (natural rights and blank slate),

Rousseau (social contract)
Montesquieu (checks and balances)
Voltaire (prejudice and free speech)

The Enlightenment

American Revolution

French Revolution

Greek democracy

The Magna Carta

The English Civil War

Bill of Rights

Constitution

Napoleonic Wars

Congress of Vienna

rise of reactionary policies

Bolivar

Latin American Independence

Skills

1. Define absolute power.
2. Analyze and synthesize the thinking of the Enlightenment Period.
3. Describe the cause and effect relationship of the major political advances of the Enlightenment.
4. Identify and summarize significant events in the American Revolution.
5. Identify and summarize significant events in the French Revolution.
6. Analyze the role of government as seen through the eyes of members of the Enlightenment Period and evaluate which type best fits human nature.
7. Identify each of the following historical figures and the contributions they made during the Enlightenment Period
Richelieu
Louis XIV
Thomas Hobbes
Leviathan
John Locke (natural rights and blank slate)
Rousseau (social contract)
Montesquieu (checks and balances)
Voltaire (prejudice and free speech)
8. Describe the balance between individual rights and security and evaluate which is most important to protect.
9. Explain how Enlightenment ideas produced enduring effects on political, economic and cultural institutions, including challenges to religious authority, monarchy and absolutism.
10. Explain how Enlightenment ideas influenced the American Revolution, the French Revolution and Latin American wars for independence.
11. Describe how Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.
12. Analyze how Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism.
13. Explain the differences among various forms of government to determine how power is acquired and used.
14. Analyze the purposes, structures and functions of (and evaluate the role of citizens in) various systems of government including:
a. Absolute monarchies
b. Constitutional monarchies
c. Parliamentary democracies
d. Presidential democracies
e. Dictatorships
f. Theocracies
15. Analyze and evaluate the influence of various forms of citizen action on public policy.

Essential Questions

1. In what ways did the work of the Enlightenment thinkers show us the role of our natural laws in guiding human nature in social, political and economic systems and institutions?
2. How were the practices related to religious authority, absolute rule and mercantilism challenged by the Enlightenment?
3. Why is 'democracy' the best fit for our human nature?
4. Why do radical attempts at social and political change often result in violence?
5. In what ways does collective action bring about change and progress?
6. Why did Enlightenment beliefs result in revolutions?

Stage 2: Assessment Evidence

Knowing the Constitution and Bill of Rights

Formative: Written Assessment

Students will outline and briefly summarize the articles of the Constitution and the Bill of Rights.

Taking action

Formative: Persuasive Writing

Students will work in cooperative groups. Groups will pretend that there is a movement in the US today to weaken Congress, get rid of the Supreme Court, and give broad powers to the President. Using ideas from Enlightenment philosophers, students will create political protest materials (poems, posters, songs, cartoons) to combat this movement. One assigned group will state their reasons for supporting the movement for absolutism.

Dissecting a Revolution

Summative: Project

Revolution Packet: In groups, students will create information packets addressing the causes and effects, sequence and correlation of historical events of the French Revolution, American Revolution or Latin American wars of independence. Packet will call for answers to objective questions, journal essays on events, pictures of paintings of events, protest posters, poems, and other products.

Lasting Impact

Summative: Research Project

After studying about the Enlightenment Period and the impact it had on the world of the time, students will analyze and synthesize the ideas that came out of the period and the lasting impact the ideas had on people's relationship with the church, the shift toward more democratic forms of government and capitalism.

Resources

Stage 3: Learning Plan

Learning Experiences

***Suggested Activities***

1. Socratic Seminar addressing "what if" situations. (Such as What if there were no laws? What if there were no new ideas? What if there was no government?) Prior to session, students will read several primary and secondary sources relating to the 'what if' situation.
2. In cooperative groups, students will analyze and synthesize information from multiple sources in order to create a "constitution."
3. Students will complete a graphic organizer illustrating the Enlightenment thinkers' theories of human behavior. Such as the natural laws governing economics; social contract theory.
4. Students complete before and after charts which show the changes in people's relationship with the church, the shift toward more democratic forms of government and capitalism. (before Enlightenment ~ after Enlightenment)
5. Class discussion. Using supporting details, have students draw conclusion about the relationship between religious authority, absolute rule and mercantilism and how Enlightenment ideas impacted these practices.
6. Have students create a bulleted list of John Locke's ideas and then highlight the phrases in the Declaration of Independence where John Locke's ideas can be found.
7. Students create a multimedia presentation on one of the following: Enlightenment thinker, American Revolution, French Revolution, Magna Carta, English Civil War, Bill of Rights and Constitution, Napoleonic Wars, Congress of Vienna, Bolivar, and Latin American independence.
8. In cooperative groups have students research the impact of Enlightenment ideas on the American Revolution, French Revolution and Latin American wars for independence. Have students look for evidence to support the influence of Enlightenment ideas on these revolutionary events.
9. Students will complete a before and after chart which shows the changes in people's relationship with the church, the shift toward more democratic forms of government, and capitalism. Such as:
Pre-Enlightenment Enlightenment New Beliefs
Thinking Ideas
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Religion\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Political Rule\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Economic Systems\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. In small groups have students discuss and draw conclusions about the relationship between religious authority, absolute rule and mercantilism and how Enlightenment ideas impacted these practices.

Resources

Technology Integration

Power Point

Prezi.com

Access to history related web sites

See Links

Resources

***Suggested Resources***

Primary and secondary source material

www.history.com

www.EyeWitnesstoHistory.com

See Links

Resources

* The Age of Enlightenment (<http://history-world.org/age_of_enlightenment.htm>)

Grades 9-12 Social Studies / History
World History

5. The 1800s (Industry and Imperialism)

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Government

Theme: Families Now and Long Ago, Near and Far Civic Participation and Skills

8. Individuals are accountable for their actions.

Geography

Theme: Families Now and Long Ago, Near and Far Spatial Thinking and Skills

4. Maps can be used to locate and identify places.

History

Theme: Families Now and Long Ago, Near and Far Historical Thinking and Skills

1. Time can be divided into categories (e.g., months of the year, past, present and future).

Economics

Theme: Families Now and Long Ago, Near and Far Scarcity

11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

This unit will cover several of the many changes which took place in the 1800s. From the onset of industry, human society found the catalyst for more changes than had been seen in the prior 3,000 years of human civilization. Industry changed the way people worked, lived, thought about social mobility, became educated, obtained their needs, and related to their leaders. Adam Smith's theories and the contrasting ideas of Karl Marx will also be addressed, as will the implications, advantages, and drawbacks to capitalism and socialism. Finally, the unit will cover imperialism and its immediate effects in Asia, Africa, and Latin America.

Unit Goals

1. Understand ways people achieve governmental change, including political action, social protest and revolution.
2. Understand the social, political and economic effects the Industrial Revolution had on Western Europe and the world as a whole.
3. Understand how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.
4. Recognize how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them.
5. Understand the impact of Imperialism during this historical period.

Big Ideas

Human "progress" comes with consequences
Industrial Revolution forever changed the world

Collective action is a driving force for social change

"The Great Game"

Enduring Understandings

1. Industrialization had social, political and economic effects on Western Europe and the world.
2. Imperial expansion had political, economic and social roots.
3. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and maintenance of political control.
4. The consequences of Imperialism were viewed differently by the colonizers and the colonized.

Content

Industrial Revolution

mechanization

division of labor

assembly line
inventions and developments of the 1800's

Social Darwinism
mass production
capitalism
socialism and communism
industrialization

Reform movements
People of note

John Stuart Mill

David Copperfield

Karl Marx

Thomas Malthus

Adam Smith

Imperialism

colonization in Africa, Asia, South America, and the Pacific

The Berlin Conference

Open Door Policy
Europe on the eve of WWI

World on the eve of WWI

Skills

1. Analyze and synthesize the social, political and economic effects of industrialization.
2. Explain how mass production (mechanization, division of labor, assembly line) came about and how it forever changed the world.
3. Identify and summarize major inventions and developments of the 1800's.
4. Identify and summarize the central tenets of Social Darwinism.
5. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.
6. Analyze the consequences of oppression, discrimination and conflict between cultures that resulted from Imperialism.
7. Compare and contrast capitalism, socialism and communism.
8. Explain the causes and effects of the Industrial Revolution with emphasis on
a. How scientific and technological changes promoted industrialization in the textile industry in England
b. The impact of the growth of population, rural-to-urban migrations, growth of industrial cities, and emigration out of Europe
c. The changing role of labor and the rise of the union movement
d. Changes in living and working conditions for the early industrial working class, especially women and children
e. The growth of industrialization around the world
9. Analyze the results of political, economic, and social oppression and the violation of human rights including the exploitation of indigenous peoples.
10. Evaluate the contributions of various social, political and economic leaders of this time and the impact those ideas had.
11. Identify and summarize the impact of Imperialism on Africa, Asia, South America and the island of the Pacific.
12. Describe the political, economic and social roots of imperial expansion.
13. Describe how imperialism involved land acquisition, extraction of raw materials, spread of Western values, and maintenance of political control.
14. Identify the role and impact of each of the following persons in relation to the reform movements of this period
John Stuart Mill
David Copperfield
Karl Marx
Thomas Malthus
Adam Smith
15. Analyze the ways that contacts between peoples of different cultures result in exchanges of cultural practices.
16. Develop a model analyzing the geographic changes brought about by human activity using appropriate maps and other geographic data.
17. Explain the statement "The Berlin Conference was Africa's undoing in more ways than one."
18. Explain the "Open Door Policy."
19. Create an image of Europe and the rest of the world on the eve of World War
20. Analyze the social, political and economic effects of industrialization on Western Europe and the world.

Essential Questions

1. How did Industrialization affect the social, political and economic scene of Western Europe and the world?
2. In what ways did Imperial expansion have its roots in the political, economic and social climate of the time?
3. To what extent did industry really improve the world?
4. To what degree was Imperialism a positive force for change? A negative force?

Stage 2: Assessment Evidence

Inventions and Innovations

Formative: Technology Project

Create a visual collage covering significant inventions or advances of the 1800s. Categories to be included are transportation and communication, science and medicine, social sciences, art and literature, cities and leisure. Present and explain the collage to the class.

Marx vs Smith

Formative: Class Discussion

Students will engage in a class discussion focusing on ideas set forth by Karl Marx and Adam Smith. Topics to be addressed are poverty, the role of government in addressing poverty, utilitarianism, and individual action in addressing the poor conditions created by industry.

A Day in the Life of an 1800 Worker

Formative: Reflective Writing

1800s character journal. Students will write a journal entry from the perspective of a worker in the 1800s.

Working like a Cartographer

Formative: Visual Arts Project

Imperialism map work. Students will create two maps. One will show the world prior to the period of Imperialism. The second will show how the world was changed as a result of Imperialism.

Effects of industrialization

Formative: Graphic Organizer

Students will develop a graphic organizer showing how the Industrial Revolution led to movements of political and social reform in England, Western Europe, and the United States; and the expanded world market economy.

Showing What We Know

Summative: Unit Exam

Students will develop a series of questions that address all of the material addressed in this unit of study. Questions should be written in the true/false, multiple choice, and short answer format. Minimum number of questions is 25.

Resources

* Graphic Organizers (<http://www.eduplace.com/graphicorganizer/>)

Stage 3: Learning Plan

Learning Experiences

***Suggested Activities***

1. Working in cooperative groups students will create a multi-media presentation highlighting the inventions and innovations of the 1800's and the impact they had on society.
2. Develop a thesis based on the following statement. "The industrial Revolution transformed Europe and North America and had positive and negative effects on class distinction, family life, the daily working lives of men, women and children." Support ideas presented in the thesis with details and examples.
3. Using longitudinal data such as population density, life expectancy, infant mortality, or population growth illustrate urban growth as a social effect of industrialization. Students might focus on Cleveland, Akron or other large urban city in Ohio.
4. Working in groups, students will attempt to create a (*Utopian Society*) perfect society at the communal level answering questions about work, distribution of goods, housing, healthcare, and other economic questions. They will then evaluate their society to determine if it is based on any socialist or communist ideas. What does this say to them?
5. Conduct a Socratic Seminar around a discussion of the benefits and drawbacks of capitalism, socialism, and communism? Support ideas and details from primary and secondary literature on each of the "isms."
6. Class discussion focusing on industry and reform discussion questions such as: "Is poverty inevitable? What should the role of the government be in addressing poverty? How did people of the 1800's address poor working conditions?"
7. Acting as cartographers, have students create a map of the world showing the impact of Imperialism on the world.
8. Develop a multimedia presentation highlighting the "thinkers" of this historical period whose writings may have played a significant role in the changes of the time. Especially, John Stuart Mill, David Copperfield, Karl Marx, Thomas Malthus,Adam Smith.
9. Have students create political cartoons that emphasize the divergent points of view of imperialism. Have students write opinion essays or journal entries from one of the two perspectives.
10. Class debate focusing on how the consequences of imperialism were viewed differently by the colonizers and the colonized.
11. 11. Use longitudinal data to illustrate urban growth as a social effect of industrialization. Data should include population density, life expectancy, infant mortality, or population growth.

Resources

* Socratic Seminar (<http://www.centralischool.ca/~bestpractice/socratic/index.html>)

Technology Integration

PowerPoint presentations

Prezi.com

See Links

Resources

Resources

***Suggested Resources***

Readings from *The Communist Manifesto, The Jungle*

www.history.com

www.EyewitnesstoHistory.com

See Links

Resources

* The Age of Imperialism (<http://www.smplanet.com/imperialism/toc.html>)

Grades 9-12 Social Studies / History
World History

6. The 1800s (Nationalism and Revolution)

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Government

Theme: Families Now and Long Ago, Near and Far Civic Participation and Skills

8. Individuals are accountable for their actions.

History

Theme: Families Now and Long Ago, Near and Far Historical Thinking and Skills

1. Time can be divided into categories (e.g., months of the year, past, present and future).

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Option for the Poor and Vulnerable

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

This unit includes the rise of nationalism in Europe during the 1800s and the formation of new nation-states. The unit will also address the revolutions and wars throughout Europe and elsewhere during the same time period. The unit will examine causes of the nationalistic movements, the revolutions and the wars of the 1800s.

Unit Goals

1. Understand connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments.
2. Comprehend the social, political and economic effects of industrialization.
3. Understand the concept of nationalism.
4. Understand the role of ethnic groups in the revolutions of the 1800s.
5. Understand the consequences of oppression,discrimination and conflict between cultures.

Big Ideas

Violence often accompanies radical change

Progress touches our daily lives

Revolution

Enduring Understandings

1. New nation-states emerged in Europe due to nationalistic movements and warfare.
2. The theories of socialism, liberalism, and nationalism were instrumental in the revolutionary movements in the 1800s.
3. The events of the 1800s laid the ground work for World War I.

Content

nationalism

liberalism

socialism

revolutions of the 1800s

Congress of Vienna

The '48 revolutions

Metternich

"When France sneezes."

Italy and Germany unite

Bismarck's politics and influence

Franco Prussian War

Crimean War

Balkan Wars

Russian Czars

Revolution of 1905

Skills

1. Identify and summarize the major effects of nationalism.
2. Compare and contrast nationalism, liberalism and socialism.
3. Explain how and why the reactionary attempt of the Congress of Vienna to "turn back the clock" failed to solve the problems of Europe in the 1800s.
4. Identify and summarize the major events of the 1848 revolutions and how they changed the course of world affairs.
5. Assess the influence of Metternich on the European scene in the last half of the 19th century.
6. Cite evidence for the politics and influence of Bismarck.
7. Analyze the causes leading up to World War I with emphasis on
militarism
imperialism
nationalism
alliances
8. Describe the causes and effects of the Balkan Wars.
9. Identify and summarize the causes and effects of the Franco Prussian War.
10. Justify the statement: "The Crimean War was one of the first 'modern' wars."
11. Identify the Russian Czars of the 19th century and the patterns in their ruling that led to their downfall.
12. Identify and summarize the causes and effects of the Russian Revolution of 1905.
13. Explain how differing points of view play a role in conflicts over territory and resources.
14. Explain how various systems of governments acquire, use and justify their power.

Essential Questions

1. How did the theories of socialism, liberalism, and nationalism contribute to revolution(s) and change in Europe in the 1800s?
2. To what extent did the events in Europe in the 1800s lead to World War I?
3. Why was it important that both Germany and Italy emerge as the basic nation-states we recognize today?
4. How are nationalistic movements in the 1800s reflected in today's world?

Stage 2: Assessment Evidence

Comparing and Contrasting

Formative: Graphic Organizer

Working in pairs, students will develop a graphic organizer comparing and contrasting nationalism, liberalism, and socialism.

Through the Eyes of a Reporter

Formative: Project

Create a video news segment or documentary on a given revolution or war during the 1800s. Videos should be 7-10 minutes long and highly creative. Events to be covered: Franco-Prussian War, French Revolution of 1848, the other '48 Revolutions, Russian Revolution of 1905, Crimean War, Balkan Wars, Bismarck and German Reform...etc.

Unification of Germany

Formative: Visual Arts Project

Create visual time lines of the events which led to the unification of Germany or Italy.

What if?

Formative: Report

Write a "What if?" response to 1) "the Congress of Vienna was successful in 'turning back the clock' for Europe." 2) "The Russian Revolution of 1905 had not happened." or 3) "The Balkan Wars had not occurred."

Imaging the 19th Century World

Summative: Technology Project

Working in cooperative groups students will create a multimedia piece describing and illustrating common themes found across the world conflicts of the 19th century. Students will share their work with the rest of the class.

Stage 3: Learning Plan

Learning Experiences

***Suggested Activities***

1. In cooperative groups students will use primary and secondary resources to develop a graphic organizer comparing and contrasting nationalism, liberalism and socialism.
2. Students will develop a thesis outlining the causes and effects of one of the wars that occurred during the 1800s. This thesis should be developed in such a way that it can be presented to the class through some means of technology.
3. Students will work in groups to create timelines outlining the unification of Germany and Italy.
4. In cooperative groups students will create a thematic map showing the spheres of influence of European nations across the world in the 1800s.
5. Students will develop a graphic organizer comparing and contrasting the Franco Prussian War, the Crimean War and the Balkan Wars.
6. Students will create a Power Point or Prezi in which they describe and illustrate the ideas of Bismarck with regard to his Anti-Catholic Kulturkampf and his policies concerning the Poles of Prussia.
7. In small groups, students will identify and explain the situations that led to the downfall of the Russian Czars and Revolution of 1905.

Resources

* Lesson Plan: Analyzing Sources on Imperialism (<http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c805313e5>)

Technology Integration

PowerPoint
Prezi.com
Podcasting

Resources

***Suggested Resources***

www.GoogleEarth.com

www.history.com

See Links

Resources

* Nationalism (<http://www.fordham.edu/halsall/mod/modsbook17.html>)

Grades 9-12 Social Studies / History
World History

7. The Great World War

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Government

Theme: Families Now and Long Ago, Near and Far Civic Participation and Skills

8. Individuals are accountable for their actions.

Geography

Theme: Families Now and Long Ago, Near and Far Spatial Thinking and Skills

4. Maps can be used to locate and identify places.

History

Theme: Families Now and Long Ago, Near and Far Historical Thinking and Skills

1. Time can be divided into categories (e.g., months of the year, past, present and future).

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Solidarity

Care for God's Creation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

This unit will tie the events of the late 1800s and early 1900s to the beginning of WWI. Lessons will address how the war started, how it was a new type of war, the roles of each of the major nations involved, and the complicated, ultimately poorlyrealizedpeace process at Paris. Attention will be given to the nature of warfare, the possible prevention of war, US involvement in WWI, and reflection on the Catholic Social Justice Teachings in relation to the concept of "just wars."

Unit Goals

1. Understand developments leading up to and the results of World War I.
2. Understand geographic changes brought about by human activity using appropriate maps and other geographic data.
3. Understand patterns of historical continuity and change by challenging arguments of historical inevitability.
4. Understand the principles of "just wars" and their relationship to the Catholic Social Justice Teachings.

Big Ideas

In war there are no winners
Peace is fragile
Learning our lessons from history

Are wars ever just?

Enduring Understandings

1. The root causes of WWI can be traced back to the major events and themes of 19th century Europe.
2. World War I gave rise to a new type of war.
3. Warfare is absurd when put into a more human context.
4. The Treaty of Versailles was poorly conceived and is likely the singlegreatest factor in the cause of WWII.
5. The principles of a "just war" in relation to the Catholic Social Justice Teachings.

Content

nationalism, imperialism, militarism

assassination of Franz Ferdinand

geography of Europe before and after the World War I

role of innovations and inventions (such as machine guns and U-boats)

trench warfare

Russian BolshevikRevolution

U.S. enters the war

Fourteen Points

Paris Peace Conference

Treaty of Versailles

Breakup of the Ottoman Empire

Armenian Genocide

Balfour Declaration

Principles of a "just war"

Skills

1. Explain how intense nationalism grew among the European people and that due to national animosities, there was little resistance to war when it began.
2. Select examples of advancements in technology, communication and transportation and explain how some have improved lives and others have had negative consequences.
3. Cite examples of the increase in military spending among the great powers of Europe in the years prior to World War I which led to rivalries between the powers and an increase in distrust.
4. Identify the system of alliances early in the century that set the stage for enlarging a small-scale conflict into a world war, specifically the two large alliances which were the Triple Entente and the Triple Alliance.
5. Explain the impacts of new innovations on war.
6. Analyze the outcomes of the Treaty of Versailles and show how these outcomes may have led to World War II.
7. Cite evidence to show that imperialism was an important underlying cause of World War I.
8. Analyze the causes of World War I with emphasis on
a. Militarism, imperialism, nationalism and alliances
b. The global scope, outcomes and human costs of the war
c. The role of new technologies and practices including the use of poison gas, trench warfare, machine guns, airplanes, submarines and tanks
9. Analyze the causes and effects of the Russian Revolution including
a. The lack of economic, political and social reforms under the tsars
b. The impact of World War I
c. The emergence of Lenin, Stalin and the Bolsheviks
d. The rise of communism in Russia
10. Assess the global impact of post-World War I economic, social and political turmoil including
a. Disarmament
b. Worldwide depression
c. Colonial rebellion
d. Rise of militarist and totalitarian states in Europe and Asia
11. Explain how oppression and discrimination resulted in the Armenian genocide.
12. Trace the development of the United States as a world power with emphasis on
a. The decision to enter into World War I
b. President Wilson's Fourteen Points
c. The Treaty of Versailles
13. Describe and illustrate how the Treaty of Versailles, following World War I, forever changed the political and social organizations of Europe.
14. Describe and illustrate the impact of the Paris Peace Conference on the defeated nations following World War I.
15. Identify and explain the various factors that led to the collapse of the German, Austro-Hungarian, and Ottoman empires and how their former lands were carved up into new states and nations.
16. Explain how the financial losses, battlefield deaths and the destruction of towns, cities and infrastructure weakened European powers and led to the rise of totalitarian regimes in Germany, Spain and Italy.
17. Explain how the consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.
18. Critique the following statement: "The Balfour Declaration may be the most extraordinary document produced by any Government in world history."
19. Apply the principles of a "just war" to World War I. Was the war a "just war?"
20. Reflect upon the Catholic Social Justice Teachings and the causes and effects of World War I.

Essential Questions

1. Is war ever justified?
2. To what extentwas World War I a "new type of war?"
3. To what extent did the poor decisions of European powers in the1800smakeWWI inevitable?
4. How was the Treaty of Versailles a factor leading to the cause of World War II?
5. In what ways do the Catholic Social Justice Teachings relate to the principles of a "just war?"

Stage 2: Assessment Evidence

Looking at World War I

Formative: Writing Assignment

Students will write a metaphorical account of how WWI began. This account should include countries involved, events leading up to the war, and settings in which the war took place and the outcome of the war.

Journal Writing

Formative: Reflective Writing

Have students create journals (on paper or electronically) from three perspectives: World War I leaders, soldiers and civilians. Ask them to write about the advances in technology, communication and transportation used for military purposes and their impact from each perspective. Assign students one or two advances to focus on in their writing.

Countries at War

Formative: Technology Project

Working in groups, students will identify the key countries involved in World War I. After researching the role of one of the countries, they will present the reasons for entering the war, the outcome of the war for that country, and the lasting effects of the war on that country. They will create a media presentation to share their information to the class.

Wilson's Fourteen Points

Formative: Posters

Working in cooperative groups, students will create a series of posters explaining each of Wilson's Fourteen Points.

Are wars ever justified?

Formative: Reflective Writing

Using the principles of "just wars" and the Catholic Social Justice Teachings, students write a personal reflection responding to the question: Are wars ever justified?

Results of World War I Lead to World War II

Summative: Report

Using primary and secondary resources students will describe and illustrate how the aggressive expansion of Germany, Italy, and Japan; the failures of the League of Nations; as well as the policy of appeasement by Great Britain and France; led to World War II.

Stage 3: Learning Plan

Learning Experiences

***Suggested Activities***

1. Have students create an illustration, flip book or foldable depicting the acronym MAIN (militarism, alliances, imperialism and nationalism) to remember the underlying causes of World War I.
2. Have students create a flow chart showing the relationship between the unstable economic and political conditions that existed in the world following World War I leading to World War II. For example, reparations payments, border disputes, rise of totalitarian leaders worldwide (both fascist and communist) and independence movements.
3. Using Wilson's Fourteen Points and post-World War I political maps, have students investigate the successes and limitations of nationalism in redrawing the of political boundaries after World War I.
4. Have students construct a graphic organizer comparing political and economic weaknesses of the new states formed after World War I and discuss how these weaknesses opened the way to totalitarianism.
5. Working in pairs, have students analyze Wilson's Fourteen Points line-by-line to evaluate the success of the policies.
6. Have students examine several images of the art and architectural styles of the post WWI period, and contrast them with the pre-war styles. Ask them to draw connections between the disillusionment of the generation and the tradition-breaking arts of the time.
7. Using the Socratic Seminar strategy have students respond to the following statement: "The aggressive expansion of Germany, Italy, and Japan; the failures of the League of Nations; as well as the policy of appeasement by Great Britain and France led to World War II."
8. Class debate on the principles of "just wars" and the Catholic Social Justice Teachings and the causes and effects of World War I.

Resources

* Lesson Plan: Global Turmoil Between the World Wars (<http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531882>)

Technology Integration

PowerPointand Smartboard
Computer lab
DVD

Resources

***Suggested Resources***

Video: *Joyeux Noel* (A film depicting a Christmas Eve during World War I, in which the Germans, French, and Scottish fraternize and get to know the men who live on the opposite side of a brutal war, in what became a true lesson of humanity.)

See Links.

Resources

* Everything about World War I ([www.firstworldwar.com/bio/ferdinand.htm](http://www.firstworldwar.com/bio/ferdinand.htm))

Grades 9-12 Social Studies / History
World History

8. The Great Depression and WW II

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

History

Theme: Families Now and Long Ago, Near and Far Historical Thinking and Skills

1. Time can be divided into categories (e.g., months of the year, past, present and future).

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Option for the Poor and Vulnerable

The Rights of Children

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

This unit will cover the Great Depression and events leading to WWII through its conclusion. International economic, political, and militaryevents will be covered. Emphasis will be on the economic climate in the U.S. and the isolation that ensued, as well as international failures in diplomacy leading up to another World War. The rise of totalitarian regimes in Europe as a result of past issues will also be emphasized.

Unit Goals

1. Understand how the effects of World War I led to the onset of World War II.
2. Understand the connections between World War II, the Cold War and contemporary conflicts.
3. Understand the relationship that exists between government policies and the economy.
4. Understand that world War II was the most destructive and costly war in terms of human casualties and material resources expended.
5. Understand the world-wide impact of the "great depression."

Big Ideas

In war there are no winners
Peace is fragile
Learning our lessons from history

Failed diplomacy

Enduring Understandings

1. The "Great Depression" had world-wide implications.
2. World dictators took political advantage of the economic events of the depression.
3. World-wide failed diplomacy led to the outbreak of World War II.
4. World War II was truly a "World War."

Content

"Great Depression"
dictatorships in Germany, Italy, and the Soviet Union

Hitler

Mussolini

failure of the League of Nations

failure of the policy of appeasement
Axis powers

disarmament

militarist states

totalitarian states

war in Europe

war in the Asian/Pacific theaters
atomic weapons

Holocaust

State of Israel

propaganda

causes of World War II

effects of World War II
United Nations

Cold War

protectionism

tariffs

quotas

blockades

international trade

new age

Skills

1. Identify the reasons why WW II began so soon after WW I.
2. Hypothesize why the Treaty of Versailles failed to prevent WW II.
3. Explain how the Great Depression made it possible for the rise of dictators like Hitler and Mussolini.
4. Assess the global impact of post-World War I with regard to economic, social and political turmoil including
a. Disarmament
b. Worldwide depression
c. Colonial rebellion
d. Rise of militarist and totalitarian states in Europe and Asia
5. Analyze the causes of World War II including
a. Appeasement
b. Axis expansion
c. Role of the Allies
6. Analyze the consequences of World War II including
a. Atomic weapons
b. Civilian and military losses
c. The Holocaust and its impact
d. Refugees and poverty
e. The United Nations
f Establishment of the state of Israel
7. Analyze and synthesize information on how governments and other groups have used propaganda to influence public opinion and behavior.
8. Describe and illustrate the economic costs and benefits of protectionism, tariffs, quotas and blockades on international trade.
9. Explain how and why oppression and discrimination resulted in the Armenian Genocide during World War I and the holocaust, the state sponsored mass murder of Jews and other groups, during World War II.
10. Describe how World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.
11. Describe and illustrate how World War II caused not only physical change, but also social change, cultural damage, and economic damage.
12. Explain how the positions of armed forces at the end of the war led to zones of occupation and competition for political influence amongst the former Allies.
13. Describe and illustrate how World War II changed the nature of warfare by introducing the use of atomic weapons and setting the stage for an era of political tension.

Essential Questions

1. How did the "Great Depression" affect the U.S. and the world?
2. Why were dictators successful during the period of depression?
3. To what extent did failed diplomacy lead to WW II?
4. Why is World War II considered a real "world" war?
5. Was the involvement in WWII "justified" on the part of the United States?
6. How might one apply the Catholic Social Justice Teachings to the causes and effects of World War II?

Stage 2: Assessment Evidence

World War II Timeline

Formative: Project

In cooperative groups, students will create a time line for World War II. Elements of the time line should reflect the economic and political events leading up to the onset of the war. The time line should begin with 1900 and move forward.

Failure to Prevent World War II

Formative: Posters

Students will create posters outlining the elements of the Treaty of Versailles and Wilson's Fourteen Points. In doing so, students are to show how these two attempts at peace failed and actually served as an impetus that led the world into World War II. These posters may be done either on paper or electronically.

Eyewitness Account

Formative: Report

Students will assume the role of a reporter during World War II. Looking at any one aspect of the war (battles, economics, politics, deaths and destruction, types of warfare, killing of innocent people, etc.) they will prepare a news report for the people back home. The report should include details and photographs where possible.

Armenian Genocide and Holocaust

Formative: Research Project

Students will choose either the Armenian Genocide or the Holocaust and prepare a research paper in which they have analyzed and synthesized information from multiple primary and secondary resources in order to better understand the sins against humanity that were perpetrated in these historical events.

Was World War II a Just War?

Summative: Written Assessment

Following the class debate on the question of whether or not World War II was a "just war" the students will write a reflective essay summarizing the points of the debate and stating their position on the question. Their position must be substantiated with supporting documentation.

Stage 3: Learning Plan

Learning Experiences

***Suggested Activities***

1. Have students create timeline of economic and political events between 1919 and 1939 that set the stage for World War II.
2. In cooperative groups, have students analyze the Treaty of Versailles and Wilson's Fourteen Points in order to answer the question as to why they did not prevent World War II.
3. Using primary and secondary sources, develop a media picture story about the causes and effects of the worldwide depression.
4. Acting as a news reporter during the World War II, submit an article about one of the major events (battles) of the war and its effects on the location, on the citizens, on the soldiers, and on the economy.
5. Have students research how Armenians and Jews were oppressed and discriminated against. Discuss the reasons for oppression and note similarities and differences between the ways these two groups were treated. Encourage students to draw conclusions about oppression and discrimination and their relation to genocide. Synthesize the research into a media presentation for the class.
6. Show students the pictures of the physical devastation of communities in Europe and Asia. Then have them imagine how difficult it would be to rebuild homes and businesses after the bombings. Have students create journals (either paper or electronic) from the perspective of a young person living in an area destroyed by war.
7. Using the Socratic Seminar strategy, have students discuss: "What if" when the Nazi Party came to power in Germany, it had not capitalized on long-standing anti-Semitic feelings and had not institutionalized discrimination against Jews. And "what if" the government's final solution had not resulted in the mass murder of Jews and other groups of people as part of the Holocaust?
8. Class debate: Was World War II a just war? Why? Why not? How do the Catholic Social Justice Teachings relate to the causes and effects of the war?

Resources

* The United States Holocaust Memorial Museum (<http://www.ushmm.org/education/foreducators/lesson/>)

Technology Integration

Access to "history" related sites

PowerPoint presentations

IMovie

Podcasts

Resources

***Suggested Resources***

www.history.com

www.Eyewitnesstohistory.com

Frank Capra's *Why We Fight*

Maltz Museum

See Links.

Resources

* The Great Depression ([www.english.illinois.edu/maps/depression/depression.htm](http://www.english.illinois.edu/maps/depression/depression.htm))

Grades 9-12 Social Studies / History
World History

9. The Cold War World

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Government

Theme: Families Now and Long Ago, Near and Far Civic Participation and Skills

8. Individuals are accountable for their actions.

History

Theme: Families Now and Long Ago, Near and Far Historical Thinking and Skills

1. Time can be divided into categories (e.g., months of the year, past, present and future).

Economics

Theme: Families Now and Long Ago, Near and Far Scarcity

11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Care for God's Creation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

This unit will cover the Cold war, beginning with conflicts during WW II. Students will trace the origins of the conflict, the chronology of major events during the conflict, and the effects of the conflict on different parts of the world. Much time will also be devoted to comparing the ideologies and propaganda on both sides.

Unit Goals

1. Understandconnections between World War II, the Cold War and contemporary conflicts.
2. Understandthe influence of different cultural perspectives on the actions of groups.
3. Understandthe consequences of oppression, discrimination and conflict between cultures.
4. Knowhow different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them.
5. Knowthe differences among various forms of government to determine how power is acquired and used.
6. Understandpatterns of historical continuity and change by challenging arguments of historical inevitability.

Big Ideas

Propaganda influences world events

Freedom isn't free

Can war be just?

Individual rights vs. security

Fear can be a powerful tool for politics

Enduring Understandings

1. Both the U.S. and Soviet Union thought that their socio-political systems were the best and thus were justifiedin spreading these ideas.
2. Both the U.S. and U.S.S.R. contributed to the start of the Cold War.
3. Propaganda was used in both countries to glorify their ideas and demonize the other side.
4. The use of propaganda and fear tactics in the U.S. allowed the government to limit individual rights at times.
5. The Cold War significantly impacted many parts of the world and is a key causeof some current conflicts.
6. Not everyone in the world believes that capitalism and democracy are the best economic and political systems.

Content

Cold War

Yalta

Potsdam

Containment Policy

Truman Doctrine

Marshall Plan

Formation of NATO

Warsaw Pact

Soviet expansion

The Berlin Blockade

Berlin Airlift

Stalinism
Vietnam and Korean Wars
Berlin Wall

U2 Spy plane Incident

Bay of Pigs

Cuban Missile Crisis

Detente

Soviet invasion of Afghanistan

Reaganomics
The fall of the USSR)
Key political figures such as

Eisenhower, McCarthy, John F. Kennedy, Nixon, Carter, Reagon, Khrushchev, Breshnev, Gorbachev, Yeltsin, Castro
Role of MAD
Arms Race

Space Race
McCarthyism

HUAC
Rise of the military industrial complex

Skills

1. Analyze the impact of conflicting political and economic ideologies after World War II that resulted in the Cold War including
a. Soviet expansion in Eastern Europe
b. The division of Germany
c. The emergence of NATO and the Warsaw Pact
d. The Chinese Communist Revolution
2. Analyze how the U.S. and the Soviet Union became superpowers and competed for global influence after World War II.
3. Identify and explain the alliances that were formed that reflected the tension between the two major superpowers.
4. Describe how treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.
5. Explain the causes and consequences of the fall of the Soviet Union and the end of the Cold War including
a. The arms build-up
b. Ethnic unrest in the Soviet Union
c. Independence movements in former Soviet
satellites
d. Global decline of communism
6. Explain how various systems of governments acquire, use and justify their power
7. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on
a. The Marshall Plan
b. Communist containment, including the Truman Doctrine, Berlin Blockade and Cuban Missile Crisis
c. The Korean War and the Vietnam War
8. Explain major domestic developments after 1945 with emphasis on
a. Postwar prosperity in the United States
b. McCarthyism
c. the space race
d. Immigration patterns
9. Analyze and synthesize the impact of the following during the Cold War
a. Berlin Wall and its Fall
b. U-2 Sky plane Incident
c. Reaganomics
d. Soviet Invasion of Afghanistan
e. Arms Race
f. HUAC
10. Identify and summarize the role played by the following persons after World War II and during the Cold War
a. Eisenhower
b. John F. Kennedy
c. Nixon
d. Carter
e. Reagan
f. Krushchev
g. Breshnev
h. Gorbachev
i. Yeltsin
j. Castro

Resources

Essential Questions

1. To what degree did both the U.S. and the Soviet Union believe that their socio-political systems were the best and thus were justified in spreading these ideas?
2. In what ways did both the U.S. and the Soviet Union contribute to the start of the Cold War?
3. How has propaganda been used to influence the thinking of people and create a "fear" mentality?
4. How did the Cold War impact the world and lead to many of our present day conflicts?
5. To what degree should the United States work to bring about democracy and capitalism to the rest of the world?

Stage 2: Assessment Evidence

Onset of the Cold War

Formative: Essay

Using primary and secondary sources, students will write an essay answering the question "Which country was most responsible for the beginning of the Cold War?"

Writing for Children

Formative: Writing Assignment

Working in groups, students will create an illustrated children's book discussing the events which led to the Cold War. Groups will be assigned a perspective, either American or Soviet, and the books should reflect this perspective in addressing the events.

Who do you Believe?

Formative: Visual Arts Project

Working in pairs, students will create a piece of propaganda from a pro-war or anti-war perspective pertaining to U.S. involvement in Vietnam.

Looking Back at the Cold War

Summative: Technology Project

Working in groups, students will develop a technology project designed to give an overview of the Cold War and its impact on history. the project will address key struggles and wars, leading political figures, alliances and treaties, and the overall impact on the world then and now.

Resources

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. Using primary and secondary sources have students research selected examples of political conflicts between the United States and the Soviet Union to analyze how the two competed for global influence. Share their findings with the class.
2. Conduct a mini Model United Nations, having students speak on behalf of countries caught in the middle of the conflict between the U.S. and the Soviet Union**.**
3. In cooperative groups, have students trace the origins of selected multinational organizations to treaties and agreements at the end of World War II. Organizations to look at might include the United Nations, the World Bank and the International Monetary Fund. Groups are to prepare an electronic presentation showing the results of their research.
4. Each student will select a prominent political figure of this time period. They will be prepared to discuss the individual's influence on the world and defend/refute the action taken by this individual.
5. In a Socratic Seminar setting, have students discuss how a) *National boundaries, particularly in Eastern Europe, changed as a result of World War II; b) Germanys boundaries changed and it became a divided country, occupied by the former Allies; c) The Soviet Union annexed several Eastern European countries and exerted control in others, ushering in the era of the Iron Curtain.* What impact did these actions have on the US? On the rest of the world?

Resources

* History of the United Nations (<http://www.un.org/aboutun/unhistory/>)

Technology Integration

PowerPoint

YouTube

DVD's

Podcasts

IMovie

Resources

Resources

***Suggested Resources***

Video: *Soviet Propaganda*

Primary and Secondary Sources

YouTube Videos: *Duck and Cover, Nuclear Tests*

See Links.

Resources

* The Marshall Plan ([www.archives.gov/exhibits/featured\_documents/marshall\_plan/](http://www.archives.gov/exhibits/featured_documents/marshall_plan/))

Grades 9-12 Social Studies / History
World History

10. Post Cold War Conflicts

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Government

Theme: Families Now and Long Ago, Near and Far Civic Participation and Skills

8. Individuals are accountable for their actions.

Geography

Theme: Families Now and Long Ago, Near and Far Spatial Thinking and Skills

4. Maps can be used to locate and identify places.

History

Theme: Families Now and Long Ago, Near and Far Historical Thinking and Skills

1. Time can be divided into categories (e.g., months of the year, past, present and future).

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Call to Family, Community, and Participation

Solidarity

Care for God's Creation

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

This unit will cover a number of post Cold War conflicts throughout the world. Attention will be given to the causes of the events (particularly past themes such as imperialism, Cold War, violation of rights, etc.),how the event was solved or can be solved, and the role the US might take.

Unit Goals

1. Understandconnections between World War II, the Cold War and contemporary conflicts.
2. Understandthe consequences of oppression, discrimination and conflict between cultures and understand ways that individuals, organizations and countries respond to resulting conflicts.
3. Understandgeographic changes brought about by human activity and conflicts.
4. Understandways people achieve governmental change, including political action, social protest and revolution.
5. Understand how historical interpretations may be used to explain current issues.
6. Understand the rights and privileges individual and groups have in order to take action for or against an issue.

Big Ideas

Fighting for peace

Power and responsibility

Empathy

Individual and collective action

Prevention of violence

Enduring Understandings

1. Most current issues havecauses rootedin past events, trends or decisions.
2. History may or may not repeat itself, though it almost always "rhymes".
3. A seemingly small conflict in an obscure part of theglobe has the potential to significantly impact the world.
4. The causes of modern conflicts vary, though many are comparable to one another and to conflicts in the past.

Content

Middle East situation

Israel v. Palestine

The Taliban

Iran and Irag

Iraq War

War in Afghanistan

Individual rights in Saudi Arabia
War on Terror
Coups and militant groups in Africa, Asia, and Latin America
Human rightsabuses

Revolts in Egypt, Libya, Yemen, Tunisia, and other countries

Skills

1. Explain the connections between past events or trends and the modern problems which they have precipitated.
2. Analyze the consequences of World War II including
a. Atomic weapons
b. Civilian and military losses
c. The Holocaust and its impact
d. Refugees and poverty
e. The United Nations
f. The establishment of the state of Israel
3. Describe social, economic and political struggles resulting from colonialism and imperialism including
a. Independence movements in India, Indochina and Africa
b. Rise of dictatorships in former colonies
4. Describe regional and ethnic conflict in the post-Cold War era including
a. Persistent conflicts in the Middle East.
b. Ethnic strife in Europe, Africa and Asia
5. Analyze examples of how people in different cultures view events from different perspectives including
a. Creation of the state of Israel
b. Partition of India and Pakistan
c. Reunification of Germany
d. End of apartheid in South Africa
6. Explain how differing points of view play a role in conflicts over territory and resources.
7. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.
8. Analyze the actions of the U.S. government and evaluate the extent to which those actions reflect characteristics of American democracy and help to serve the public good.
9. Analyze the causes, consequences and possible solutions to persistent, contemporary and emerging world problems (e.g., health, security, resource allocation, economic development or environmental quality).
10. Engage in group work on issues-analysis and decision-making
a. Identify a problem or dilemma
b. Analyze the interests, values and points of view
c. Identify causes of the problem or dilemma
d. Propose alternative solutions
e. Formulate a position or course of action
f. Evaluate the consequences of the action taken
11. Explain how religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.
12. Explain how postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.
13. Explain examples of how political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.

Essential Questions

1. In what ways do current issues have causes rooted in past events, trends or decision?
2. Why does history so often repeat itself?
3. How is it that a small conflict in an obscure part of theglobe has the potential to significantly impact the world?
4. In what ways are the causes of modern conflicts comparable to one another and to conflicts in the past?

Stage 2: Assessment Evidence

World Conflicts

Formative: Research Project

Working in groups, students will research a conflict that has happened between 1990 and the present. Primary and secondary sources are to be used. Groups will prepare an electronic presentation to share with the class and provide the class with graphic organizers to fill out as the group is presenting.

Formative: Research Project

Explain and illustrate the following. The oppression and exploitation of peoples in Africa and Southeast Asia following World War II, as well as the weaknesses of the colonial powers and the Cold War rivalries, helped unite different ethnic and religious groups in their struggles for independence.

The Existence of Israel

Formative: Reflective Writing

Based on what you know about the Cold War and the Holocaust reflect on the following statement. The Arab nations were opposed to the creation and presence of the modern state of Israel.

Putting it all together!

Summative: Written Assessment

Respond to a assessment addressing all topics covered in this unit. this assessment will include the development of a graphic organizer, a time line, and a narrative response to several questions.

Stage 3: Learning Plan

Learning Experiences

**Suggested Activities**

1. Working in cooperative groups, have students create maps and/or graphs detailing the religious diversity of the Middle East, including Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Saudi Arabia, Syria, and others. Students can analyze data from different eras to illustrate the changes in religious demographics since 1945. Data can include comparisons of Christian, Jewish and Islamic populations and membership in Islamic sects.
2. Engage the students in a Socratic Seminar focusing on the following statement: *The conflicts in the Middle East during this period were the culmination of several factors that have deep roots in history. Religious diversity in the region (e.g., Shiites and Sunnis, Christians, Jews and Baha'is) and rebellions against colonial rule caused tensions that often led to conflict and violence.*
3. Have students research the following statement: The "Negritude movement helped fuel independence movements in Africa following World War II (e.g., Ghana, Kenya, Senegal, Nigeria). Assign the students into groups representing a leader for independence in one of these countries and have them discuss their views on colonial rule, their movement for independence and how the "Negritude movement encouraged independence.
4. Have students brainstorm what they believe are "rights and freedoms. Then, have them discuss and debate which rights represent American values and which might be universal rights. (Refer to students' prior knowledge of rights and freedoms as described by Enlightenment thinkers.) Have students read the Universal Declaration of Human Rights (1948) and compare their class list with those outlined in the UDHR.
5. Working in cooperative groups, ask students to create an electronic multiple-tier time lines showing significant events in the struggle for expanded rights and freedoms for indigenous peoples. Time lines can include tiers for Africa, Asia, Australia, Europe, North America and South America.
6. In a Socratic Seminar setting have students discuss the revolts happening around the world today explaining how these revolts are rooted in struggles, events and trends of the past.

Resources

* <http://www.un.org/en/documents/udhr/index.shtml>

Technology Integration

PowerPoint

Prezi.com

IMovie

Podcasts

Skype

Resources

**Suggested Resources**

Primary and Secondary sources

Videos relating to various topics of the unit

See Links.

Resources

* Israel ([www.state.gov/r/pa/ei/bgn/3581.htm](http://www.state.gov/r/pa/ei/bgn/3581.htm))

Grades 9-12 Social Studies / History
World History

11. Globalization (1991-Present)

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

This unit will address the shift of global balance and power following the end of the Cold War. The dynamicsof global interactions among nations and regions as they present issues which affect all humanity will be presented. These dynamics include competing beliefs and goals regarding politics and economics, methods of engagement, civil and human rights, conflict and cooperation. Students will learn that they can impact global conflicts through communication and involvement.

Unit Goals

1. Understand how individuals have the capacity to engage with others to impact global issues.
2. Understand that politics, economics, and cultures influence people's perspectives and often challenge civil and human rights.
3. Recognize that politics, economics, culture and decisions about human activities have lasting implications and often influence perspectives on sustainabilityand environmental issues.
4. Understand that technological advances present issues related to costs, distribution of benefits, ethical considerations, and deliberate and unintended consequences.
5. Understand how the political, economic, and social goals of nations, international associations, and non-governmental organizations may be incompatible with one another and may lead to conflicts.

Big Ideas

Post Cold War struggle for social justice

Human rights should never be compromised

Global balance sometimes appears unbalanced

Enduring Understandings

1. The break-up of the Soviet Union ended the Cold War and created challenges for its former allies.
2. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.
3. Political and cultural groups have struggled to achieve self-government and self-determination.
4. Emerging economic powers and improvements in technology have created a more interdependent global economy.
5. Proliferation of nuclear weapons has created a challenge to world peace.
6. The rapid increase of global population coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.
7. Our Catholic Social Justice Teachings challenge us to in the ways we view political, social, economic and environmental issues and all human rights.

Content

demise of the Soviet Union

collapse of Russian economy

bilateral agreements on space, energy, and technology

restrictions on nuclear weapons

Non-Aligned Movement

terrorism

Uzbekistan violence

genocide and ethnic cleansing

struggle for self-determination and self-governance

Russia and other former Soviet republics

South Africa after the end of apartheid

Former Communist countries in Europe

Israel and Arab nations in the Middle East

Catholics in Northern Ireland

recent revolts in Egypt, Lybia, etc.

European Union

Emerging economic powers

Wars in Afghanistan and Iraq

Health care reform

Recession

Immigration

Human rights violations in Iran, etc.

Israeli embargo of Gaza

sustainability of world resources

Skills

1. Describe how the break-up of the Soviet Union ended the Cold War.
2. Analyze the challenges created by the break-up of the Soviet Union for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.
3. Explain the bilateral agreements on space, energy and technology reached by the U.S and Russia.
4. Analyze the agreements reached by the U.S. and Russia for the restrictions on nuclear weapons.
5. identify and summarize the major events that came about with the creation of separate and independent governments as a result of the demise of the Soviet Union. In particular
a. control of nuclear arsenals
b. rise of ethnic tensions
c. transition to free market economies
6. Describe the cause/effect of the collapse of the Russian economy in the 1990s.
7. Identify and summarize the major events that led to the reunification of Germany.
8. Analyze the impact of the U.S. emerging as the world's sole superpower in the 1990s.
9. Identify the influence, if any, of the Non-Alignment Movement.
10. Describe how regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.
11. Organize, represent and interpret data regarding a political or cultural group and explain how they struggled to achieve self-governance and self-determination.
12. Explain how the emerging economic powers have helped create a more interdependent global economy by gaining market share in the production of some goods and services. Specifically China, India, Brazil, Russia.
13. Identify and summarize the reasons for the creation of the European Union in the 1990s.
14. Analyze and synthesize the factors that have created a more interdependent global economy since 1991.
15. Describe how proliferation of nuclear weapons since the end of the Cold War has created a challenge to world peace.
16. Describe societal and governmental challenges resulting from the rapid increase of global population, and increased life expectancy.
17. Identify and summarize how mass migration has created societal and governmental challenges, including
a. "brain-drain" out of developing nations
b. tension and conflict in some receiving countries
c. illegal immigration
18. Identify and summarize how world population growth and the competition for energy supplies have led to
a. an increase in greenhouse gas emissions
b. the loss of tens of thousands of plant and wildlife species
c. the rapid decline of rainforests
19. Describe the reasons for the new environmental consciousness and movement for sustainability.
20. Apply the Catholic Social Justice Teachings to the major topics addressed in order to illuminate a problem or situation that needs to be addressed.

Essential Questions

1. How has the break-up of the Soviet Union ended the Cold War and created challenges for its former allies?
2. To what degree have regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing?
3. Why have various political and cultural groups struggled to achieve self-government and self-determination?
4. In what ways have emerging economic powers and improvements in technology created a more interdependent global economy?
5. How has the proliferation of nuclear weapons created a challenge to world peace?
6. To what extent has the rapid increase of global population coupled with an increase in life expectancy and mass migrations created societal and governmental challenges?
7. How do the Catholic Social Justice Teachings challenge me in the way I view political, social, economic and environmental issues and all human rights?

Stage 2: Assessment Evidence

Soviet Union Then and Now

Formative: Research Project

In cooperative groups, students will research and create illustrations showing the ethnic make-up of the peoples living in the Soviet Union. Then, students will research and create illustrations that show the ethnic make-up of the former Soviet republics after the break-up of the Soviet Union. Draw conclusions about the role of ethnicity in uniting and dividing peoples. Students will look for examples of continuing conflict in these countries.

Global Economy

Formative: Comparative Study

Students will use primary and secondary resources to develop an electronic presentation showing the ways emerging economic powers and the improvements in technology have created a more interdependent global economy.

Personal Reflection

Formative: Reflective Writing

Working in cooperative groups, students will create a chart detailing the genocides that have occurred in the post Cold War world, and compare them to the genocides at the first half of the 20th century. Then individually, students will write a reflective paper applying the Catholic Social Justice Teachings to the reality of genocide and ethnic cleansing.

Globalization: Good or Bad?

Formative: Written Assessment

Following the debate on the political and economic effects of globalization, students will write an answer to these questions. Who does globalization benefit? Who does globalization hurt?

Formative: Project

In cooperative groups, students will collect and interpret data about countries that are experiencing the greatest changes in population. They will look for causes and effects of the increase or decrease. Students will analyze the societal and governmental challenges that have emerged and brainstorm possible solutions to these issues. The group will write a UN resolution proposing their solution. Finally, the groups will present their findings and their resolution to the class.

Applying the Catholic Social Justice Teachings

Summative: Reflective Writing

Following the Socratic Seminar, students will reflect upon the major topics of discussion in this unit and show how and where the Catholic Social Justice Teachings apply.

Resources

Stage 3: Learning Plan

Learning Experiences

***Suggested Activities:***

1. In cooperative groups, have students research and create illustrations showing the ethnic make-up of the peoples living in the Soviet Union. Then, have students research and create illustrations that show the ethnic make-up of the former Soviet republics after the break-up of the Soviet Union. Draw conclusions about the role of ethnicity in uniting and dividing peoples. Have students look for examples of continuing conflict in these countries.
2. Using the Socratic Seminar strategy, have students discuss the ways emerging economic powers and the improvements in technology have created a more interdependent global economy.
3. Working in pairs, have students create an electronic presentation identifying and summarizing the reasons for the creation of the European Union in the 1990's.
4. Working in cooperative groups, have students create a chart detailing the genocides that have occurred in the post Cold War world, and compare them to the genocides at the first half of the 20th century. Then have the student groups debate why governments (especially the U.S.) have tended to treat some genocides differently than others.
5. Using primary and secondary resources, write a research paper addressing how political and cultural groups have struggled to achieve self-governance and self-determination since 1991. Chose one of the following
- Russia and the other former Soviet republics
- South Africa after the end of apartheid
- the former communist countries in Europe
- Israel and Arab nations in the Middle East
- Catholics in Northern Ireland
- Conflicts and revolts in Egypt, Libya, etc.
6. Have students debate the pro and con sides of the political and economic effects of globalization. Have students answer questions such as Who does globalization benefit? and Who does globalization hurt?
7. Have students research the countries that currently have nuclear weapons and nuclear capabilities and the current efforts to stem the proliferation of the weapons. Have students write an opinion piece about nuclear weapons and their relation to world peace.
8. In cooperative groups, have students collect and interpret data about countries that are experiencing the greatest changes in population. Have them look for causes and effects of the increase or decrease. Have students analyze the societal and governmental challenges that have emerged and brainstorm possible solutions to these issues. The group should write a UN resolution proposing their solution. Finally, the groups will present their findings and their resolution to the class.
9. In a Socratic Seminar setting, students will reflect upon the major topics of discussion in this unit and show how and where the Catholic Social Justice Teachings apply.

Resources

* Lesson Plan: South Africa After Ten Years of Freedom (<http://www.pbs.org/newshour/extra/teachers/lessonplans/world/safrica_4-13.html>)

Technology Integration

PowerPoint

YouTube

DVDs

Podcasts

IMovie

Skype

Resources

***Suggested Resources***

Primary and Secondary sources

See Links.

Resources

* Fall of the Soviet Union ([www.coldwar.org/articles/90s/fall\_of\_the\_soviet\_union.asp](http://www.coldwar.org/articles/90s/fall_of_the_soviet_union.asp))