

Griswold High School
Grade 10 - Modern World History
Social Studies Curriculum Map

Subject/Course Title: Modern World History	Unit Title: The Cold War
---	---------------------------------

Unit Overview					
<p>The unit describes the political, social, and economic changes occurring around the globe after World War II. The United States and the Soviet Union competed for economic and military superiority and both countries extended their control over other nations. The larger unit of the Cold War is broken into 4 mini-units which explore specific aspects of the conflict.</p>					
Mini-Unit 1: Cold War Beginnings					
Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
Eight - Nine 77-minute class periods	RH.9-10.3 RH.9-10.4	<p>What factors help to explain why the United States and Soviet Union became rivals rather than allies?</p> <p>How might being caught in a struggle between superpowers affecting a developing nations?</p>	<p>Direct instruction</p> <p>Mapping</p> <p>Document analysis</p> <p>Compare-contrast</p> <p>Guided reading</p> <p>Music lyric analysis</p>	<p>Billboard</p> <p>Values quiz</p> <p>Section quiz</p>	<p>McDougal Littell <i>Modern World History: Patterns of Interaction</i> C. 2009</p> <p>Primary source video: https://www.youtube.com/watch?v=1LkgAnnHtio https://www.youtube.com/watch?v=wHy1QRVN2Qs</p>

Mini-Unit 2: The Communist Revolution in China

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
Eight - Nine 77-minute class periods	RH.9-10.2 RH.9-10.5 RH.9-10.1 WHST.9-10.2	How were the Communists able to take control of China after World War II? How did Mao transform China? What was the goal of the Cultural Revolution?	Direct instruction Document analysis of primary sources Compare-contrast-Video Guided reading Political cartoon analysis	Cartoon analysis DBQ Quiz	McDougal Littell <i>Modern World History: Patterns of Interaction</i> C. 2009 <i>No Tears for Mao</i> by Niu-Niu (excerpt) “Little Red Guard”, from <i>Red Azalea</i> , by Anchee Min Herb Block cartoons Cartoon analysis sheet Great Leap Forward https://www.youtube.com/watch?v=kdCgIHgu-KE The Cultural Revolution https://www.youtube.com/watch?v=nPuvFXv8Gos The Real Mao Tse-Tung http://devos.griswold.k12.ct.us/s/how?video=470bcb46bff1

Mini-Unit 3: Korea

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
Four-five 77-minute class periods	RH.9-10.2 RH.9-10.1 WHST.9-10.2	Who started the Korean War? How was the Korean War the flashpoint of the Cold War?	Mapping Direct instruction Primary source analysis Guided reading	DBQ Quiz	McDougal Littell <i>Modern World History: Patterns of Interaction</i> C. 2009 DBQ “The Korean War” (General) DBQ “Korean War: The Flashpoint” (Honors and CP)

Mini-Unit 4: Genocide

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
<p>Fourteen-sixteen 77-minute class periods</p>	<p>RH.9-10.3 RH.9-10.6 WHST.9-10.2a WHST.9-10.2b WHST.9-10.8</p>	<p>How has the international community defined genocide? What are the ten stages of genocide? What role does state sovereignty play in terms of international intervention? Is there an international responsibility when genocide is suspected?</p>	<p>Guided reading Definition of terms Film on genocide Research Oral presentation Review of Works Cited format and evaluation of sources Debate</p>	<p>Film debriefing Genocide research project Debate preparation Argument essay on option choice Genocide debrief questions</p>	<p>Universal Declaration of Human Rights “Sometimes in April” film Choices Program unit “Confronting Genocide: Never Again?” Computer access/lab time Art materials</p>