

**Curriculum Mapping    Teacher: Fallon, Mecca, Smith, and Zaleski    Content Area: Social Studies;  
Modern World History    **Grade: 10****

<b>Content Unit Title/ Approx. MQ/ date:</b>	Revolutions Around the World 3 weeks	
<b>UBD Units:</b>	Political Revolutions	Nationalism
<b>UBD Unit Dates</b>	1 week	2 weeks
<b>Content/ Essential Understandings:</b>	<p>1.3.24. Analyze the causes and results of political/social revolution (e.g., French, Russian, China, 1980s–90s South Africa, industrial).</p> <p>1.4.28. Analyze how geographic location and physical features have influenced national histories.</p> <p>2.3.8. Compose a thesis statement using primary and secondary sources</p> <p>2.3.10. Prepare formal oral arguments using relevant evidence to defend a point of view</p> <p>3.1.1. Use evidence to develop an interpretation of a historical event</p> <p>3.1.2. Evaluate primary and secondary interpretations of a historical event</p>	<p>1.3.23. Analyze nationalism’s impact on world events (e.g., Balkans 1914; 1930s Germany/Italy/Japan; Israel).</p> <p>1.3.25. Evaluate the role and impact of the significant individual on historical events (e.g., Queen Elizabeth I, Karl Marx, Gandhi, Adolf Hitler, Mao Zedong, Nelson Mandela)</p> <p>1.3.25. Evaluate the role and impact of significant individuals on historical events</p> <p>1.4.28. Analyze how geographic location and physical features have influenced national histories.</p> <p>2.3.8. Compose a thesis statement using primary and secondary sources</p> <p>2.3.10. Prepare formal oral arguments using relevant evidence to defend a point of view</p> <p>2.3.11. Ask relevant questions related to social studies/history to initiate, extend or debate a point of view</p> <p>3.1.1. Use evidence to develop an interpretation of a historical event</p> <p>3.1.2. Evaluate primary and secondary interpretations of a historical event</p>
<b>Essential Questions:</b>	<p>How do new ideas lead to change?</p> <p>How does the relationship between the government and the governed evolve over time?</p>	<p>How can we balance the need for social and political change with the desire for a stable society?</p> <p>Why do citizens challenge established society?</p>

		<p>What is the impact of significant individuals on the course of history?</p> <p>Is nationalism more a positive or negative force?</p>
<b>Assessment:</b>	<p>CAPT Letter</p> <p>Chapter Test</p>	Chapter Test
<b>Skills:</b>	<p>Document Interpretation and Analysis</p> <p>Persuasive Writing</p>	<p>Document Interpretation and Analysis</p> <p>Persuasive Writing</p>
<b>Curriculum Resources</b> (textbook chapters., novels, supplemental materials):	<p>World History: Connections to Today</p> <p>Chapter 4</p> <p>CAPT Letter: Metternich’s Policies (directions, documents, organizers, scratch paper)</p> <p>Revolutionary Map</p>	<p>World History: Connections to Today</p> <p>Chapter 6</p> <p>Bismarck Documents</p> <p>Bismarck Movie</p> <p>ABC-clipio documents: Italian Nationalists</p> <p>Political Cartoon: “The Right Boot, At Last”</p>
<b>Technology:</b> Content: Process: Product/Evidence:		<p>CAPT Workshop; PowerPoint Presentation; CAPT self review/edit</p>