

Standards in Common

Social Studies Skills:

- Analyze the credibility of primary and secondary sources.
- Analyze a historical decision and predict the possible consequences of alternative courses of action.
- Develop a thesis and use evidence to support or refute a position.
- Identify examples of multiple causation and long- and short-term causal relationships with respect to historical events.
- Analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.

World and US History Themes 2013-2014

Theme 1: Destiny

- 10. 1. Explain a grievance listed in the Declaration of Independence in terms of its relationship to the Enlightenment ideas of natural rights and the social contract.
- 10.2 Show how the Northwest Ordinance, in providing government for the Northwest Territory, established a precedent for government.
- 10.3 Develop an argument that a particular provision of the Constitution would help address a problem facing the US in the 1780s.
- 10.4 Cite evidence for historical precedence to the rights incorporated in the Bill of Rights.

9th grade - The Enlightenment Period (including the Scientific Revolution)

ELA Resources:

9th Grade:

- 5. The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.
- 6. Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political, and economic systems and institutions.
- 7. Enlightenment ideas challenged practices related to religious authority, absolute rule, and mercantilism.

The Destiny of the Signers

The Will and Fate of Frankenstein

Fate vs. Free Will Essay

Frankenstein

Honors Idea: Stem Cell, Cloning, Test Tube Baby Research

Nothing But The Truth, Avi (177 pages) - Memo, Newspaper, Letter Writing

ELA Buckets:

RI9-10.1 and RL9-10.1 - Cite Strong & thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI9-10.2 and RL9-10.2 - Determine (a theme or) central idea of a text and analyze in detail its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI9-10.4 and RL9-10.4 - Determine the meaning of words and phrases as they are used in the text including figurative and connotative meanings (technical); analyze the cumulative impact of specific word choices on meaning and tone.

L9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases (a. context clues; b. patterns of words (affixes); c. reference material; d. check inferred meaning with dictionary, etc.)

RL and RI 9-10.10 Comprehension (predict, visualize, connect, question, clarify, evaluate, make inferences, summarize, analyze, synthesize)

RL9.3 - Analyze how complex characters (e.g, those with multiple or conflicting motivations) develop over the course of the text, interact with other characters, and advance the plot or develop the theme.

RL.9.5 - “Flashback”

RI 9-10.9 Analyze seminal U.S. documents of historical and literacy significance (e.g. Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts **This would be great place for Socratic - 10th grade students do Constitution (Bill of Rights) compared with 9th grade students doing Declaration of Rights and Man - common theme of documents is “the desire for freedom”.**

RI9.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

*RI9.5 - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **Note: this should initially be taught with exemplar 5-paragraph essays; continue these standards with movie review, editorials, science articles, etc.***

Theme 2: Revolution

10. follows women’s history from 1870-2013 and covers fashions, etiquette, new inventions that improved women’s lives, the flapper, the 19th Amendment and the women’s movement in the 1960s and 1970s

9th Grade:

8. Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence.

RI9-10.1 & RL9-10.1

RI9-10.2 & RL 9-10.2

RI9-10.4 & RL9-10.4

L9-10.4

RL and RI 9-10.10 Comprehension (predict, visualize, connect, question, clarify, evaluate, make inferences, summarize, analyze, synthesize)

RI9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which

details are emphasized in each account. (Napoleon, Robespierre, “Revolutionary Women” such as League of their Own, Mary Wollstonecraft)

RL9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). - Idea: compare this to Robespierre.

RL9.3 - Analyze how complex characters (e.g, those with multiple or conflicting motivations) develop over the course of the text, interact with other characters, and advance the plot or develop the theme. Les Misérables (Susan Boyle)

[SEE THIS LINK FOR OTHER IDEAS FOR RL9-10.7](#)

W 9-10.1 Write arguments to support claims in an analysis of substantive topics or text using valid reasoning and relevant and sufficient evidence

Theme 3: Innovation

10.10 Explain how the rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian society to an increasingly urban industrial society

10.11 Explain the major social and economic effects of industrialization and the influence of the growth of organized labor following Reconstruction in the US.

9th Grade:

9. Industrialization had social, political and economic effects on Western Europe and the world.

RI9-10.1 & RL9-10.1

RI9-10.2 & RL 9-10.2

RI9-10.4 & RL9-10.4

L9-10.4

RL and RI 9-10.10 Comprehension (predict, visualize, connect, question, clarify, evaluate, make inferences, summarize, analyze, synthesize)

10th grade: The Jungle, Triangle Shirtwaist Company

9th grade - Child Labor (Nike “Behind the Swoosh”)

Theme 4: Invasion & Exploitation

10. Analyze and evaluate how immigration, internal migration and urbanization transformed American life.

10. Imperialism

10. Analyze the circumstances which allowed the US to become a world power in the early 1900s.

10. Describe social changes that came from the Harlem Renaissance, African-American migration, and Prohibition

9th Grade:

10. Imperial expansion had political, economic and social roots.

11. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and maintenance of political control.

12. The consequences of imperialism were viewed differently by the colonizers and the colonized.

13. Advances in technology, communication and transportation improved lives, but also had negative consequences.

RI9-10.1 & RL9-10.1

RI9-10.2 & RL 9-10.2

RI9-10.4 & RL9-10.4

L9-10.4

RL and RI 9-10.10 Comprehension (predict, visualize, connect, question, clarify, evaluate, make inferences, summarize, analyze, synthesize)

RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature

White Man's Burden (and all primary sources that go with it!)

Avatar

Witness

excerpts from the Great Migration

Langston Hughes Poetry

Theme 5: Friend or Foe?

10. Explain why the US moved to a policy of isolationism after WW1.

10. Analyze the reasons for US isolationism during the interwar period.

10. Identify and explain changes American society experienced with the mobilization of its economic and military resources during WWII.

9th Grade:

13. Advances in technology, communication and transportation improved lives, but also had negative consequences.

14. The causes of World War I included militarism, imperialism, nationalism and alliances.

15. 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.

RI9-10.1 & RL9-10.1

RI9-10.2 & RL 9-10.2

RI9-10.4 & RL9-10.4

L9-10.4

RL and RI 9-10.10 Comprehension (predict, visualize, connect, question, clarify, evaluate, make inferences, summarize, analyze, synthesize)

RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature

RL 9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Romeo & Juliet (Stand Up For Shakespeare!)

Pyramus & Thisbe -

Theme 6: Struggle and Sacrifice

10. Analyze the struggle for racial equality and the extension of civil rights that occurred in the US after WW II

Depression (US and World)

9th Grade:

15. 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.

16. 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.

17. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.

19. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.

RI9-10.1 & RL9-10.1

RI9-10.2 & RL 9-10.2

RI9-10.4 & RL9-10.4

L9-10.4

RL and RI 9-10.10 Comprehension (predict, visualize, connect, question, clarify, evaluate, make inferences, summarize, analyze, synthesize)

To Kill a Mockingbird (Depression/Jim Crow - 1 month);

"The Boy in the Striped Pajamas" - movie - intro to rhetoric, fallacious reasoning

Literature Circles with World War II (Berlin Boxing Club; The Boy Who Dared;

Code Name Verity; Milkweed; The Book Thief, Night)

"The Perils of Indifference" Elie Wiesel; "Identity"; "The Rose that Grew from the Concrete"

RL9-10.5 - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RI9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

RI 9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning

Theme 7: Uncertainty

10.25 Analyze the policy of containment the US followed during the Cold War in response to the spread of Communism.

10.26 Explain how the Second Red Scare and McCarthyism reflected Cold War fears in American society.

10.27 Summarize how atomic weapons changed the nature of war, altered the balance of power, and started the nuclear age.

10.28 Analyze how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of WW II and 1992.

WWI Alliances, the USA & Israel,

10.29 Describe how American life in the postwar period was impacted by the economic boom and by advances in science.

10.30 Analyze the social and political effects of migration from cities to suburbs and from the Rust Belt to the Sun Belt that increased from the 1965 Immigration Act

9th Grade:

18. The United States and the Soviet Union became superpowers and competed for global influence.

19. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.

23. The breakup of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.

27. Proliferation of nuclear weapons has created a challenge to world peace.

21. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.

22. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.

24. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.

RI9-10.1 & RL9-10.1

RI9-10.2 & RL 9-10.2

RI9-10.4 & RL9-10.4

L9-10.4

RL and RI 9-10.10 Comprehension (predict, visualize, connect, question, clarify, evaluate, make inferences, summarize, analyze, synthesize)

Keesha's House

Theme 8: Globalization

10.30 Analyze the social and political effects of migration from cities to suburbs and from the Rust Belt to the Sun Belt that increased from the 1965 Immigration Act

10.31 Explain why the government's role in the economy, environmental protection, social welfare and national security became the topic of political debates between 1945-1994.

10.32 Analyze how the American economy has been impacted by improved global communication, international trade, transnational business organizations, overseas competition, and shift from manufacturing to service industries.

10.33 Describe the political, national security, and economic challenges the US faced in the post Cold War era and after 9/11.

20. Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.

25. Political and cultural groups have struggled to achieve self-governance and self-determination.

26. Emerging economic powers and improvements in technology have created a more-interdependent global economy.

28. The rapid increase of global population coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.

29. Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.