

# Zanesville City Schools

## Social Studies Scope and Sequence

### 2021-2022



**Units 5-6**

**Length of Units: Third Quarter**

| <b>Topics: Historical Thinking and Skills/ Imperialism/ Achievements and Crises</b>  |   |
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| <p><b>Social Studies Standards</b></p> <p><b>Student friendly wording for Historical Thinking and Skills:</b></p> <ol style="list-style-type: none"> <li>1. Look at sources to judge whether or not they are credible, before using them.</li> <li>2. We form opinion or position statements and use evidence to support them, and oppose other statements using evidence from sources.</li> <li>3. We look closely at causes and effects of events (both short and long term), the order of events, and connections between events to try to understand things better.</li> </ol> | <ol style="list-style-type: none"> <li>1. The use of primary and secondary sources of information includes an examination of the credibility of each source.</li> <li>2. Historians develop theses and use evidence to support or refute positions.</li> <li>3. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.</li> <li>12. Advances in technology, communication and transportation improved lives, but also had negative consequences.</li> <li>13. The causes of World War I included militarism, imperialism, nationalism, and alliances.</li> <li>14. 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.</li> <li>15. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.</li> <li>16. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.</li> <li>17. The United States and the Soviet Union became superpowers and competed for global influence. (Preview with end of WWII)</li> </ol> |
| <p><b>ELA Standards for Literacy and Writing in History/Social Studies</b></p>   | <p>RH.9-10.1 - Cite Specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2 - a) Determine the central idea or information of a primary or secondary source;<br/>b) provide an accurate and objective summary of how key events or ideas develop over the course of the text.</p>  |

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|                            | <p>RH.9-10.6 - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>  |
| <b>Essential Questions</b> | <ul style="list-style-type: none"> <li>● Essential Question 1a - How did “M.A.N.I.A.” lead to the outbreak of World War I?</li> <li>● Essential Question 2a - How did advances in technology, transportation, and communication, created by industrialization, change warfare?</li> <li>● Essential Question 3a - What new forms of government developed out of World War I?</li> <li>● Essential Question 4a - How did the Treaty of Versailles, and economic depression, contribute to the development of World War II?</li> <li>● Essential Question 1b - How did the policy of appeasement towards totalitarian governments lead to World War II?</li> <li>● Essential Question 2b - What were the lasting effects of World War II on Europe, Asia and the rest of the world?</li> <li>● Essential Question 3b - How did improved technology, including the atomic bomb, impact the events of World War II?</li> <li>● Essential Question 4b - Why did countries practice genocide before and during World War II?</li> </ul> |
| <b>Resources</b>           | <ul style="list-style-type: none"> <li>● World War in Color series</li> <li>● History.com</li> <li>● InfoOhio resources</li> <li>● Edpuzzle</li> <li>● Propaganda (docsteach, archives.gov, museum sites)</li> <li>● Holocaust museum</li> <li>● WWII museum</li> <li>● MANIA notes forms</li> <li>● Teams rosters with alliances</li> <li>● Country cards</li> <li>● War Horse by Michael Morpurgo for CP students</li> </ul>  |

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| <b>Suggested Formatives</b> | <ul style="list-style-type: none"> <li>● Crash Course videos</li> <li>● Edpuzzle</li> <li>● Timeline notes</li> <li>● Political cartoon and image analyses</li> <li>● Quizizz</li> <li>● In Color series episodes</li> <li>● Holocaust museum</li> <li>● War museums</li> <li>● Survivor and soldier stories</li> </ul>   |
| <b>Writing Task</b>         | <ul style="list-style-type: none"> <li>● What could have been done to prevent either world war?</li> <li>● Should the atomic bomb been dropped on Japan?</li> </ul>   |
| <b>Key Vocabulary</b>       | <ul style="list-style-type: none"> <li>● Militarism</li> <li>● Alliances</li> <li>● Nationalism</li> <li>● Imperialism</li> <li>● Assassination</li> <li>● Trenches</li> <li>● Machine guns</li> <li>● Artillery</li> <li>● Zimmerman Note</li> <li>● Lusitania</li> <li>● Wilson's 14 Points</li> <li>● League of Nations</li> <li>● Treaty of Versailles</li> <li>● Allied Powers</li> <li>● Central Powers</li> <li>● Black Hand Gang</li> <li>● Propaganda</li> <li>● Reparations</li> <li>● Stock Market</li> <li>● Black tuesday</li> <li>● Market speculation</li> <li>● Dust bowl</li> <li>● New Deal</li> <li>● Appeasement</li> <li>● Fascism</li> <li>● Third Reich</li> <li>● Allied Powers</li> <li>● Axis Powers</li> <li>● Nazi</li> <li>● Black shirts</li> <li>● SS</li> </ul> |

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|                  | <ul style="list-style-type: none"> <li>● Gestapo</li> <li>● Holocaust</li> <li>● Genocide</li> <li>● Ghettos</li> <li>● Concentration camps</li> <li>● Theater (Pacific, European, African)</li> <li>● Atomic Bomb</li> <li>● Pearl Harbor</li> <li>● D-Day</li> <li>● Stalingrad</li> <li>● Communist</li> <li>● Propaganda</li> </ul> |
| <b>Summative</b> | <p>SLO pre-assessment will be used to compare with quarterlies with the third quarter assessment being the post-assessment.</p> <p>Third Quarterly</p> <p>Writing Task</p> <p>Checkpoint Quizzes or Unit Tests</p>  |