**RHHS CURRICULUM MAP**

Course: H3 Unit 1

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| Period of Study: World War I – Causes and Effects | |
| **Common Core STANDARDS/SKILLS:** | **Social Studies Standards** |
| Reading Standards:  1 Cite specific dates and origins of information from primary and secondary sources  2 Determine and summarize the key events or ideas of primary and secondary sources  3 Analyze events within a text to determine whether earlier events caused later ones or simply preceded them.  4 Determine the meaning of words and phrases as they are used in a text  5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis  6 Compare the point of view of two or more authors on a particular topic  8 Asses the extent to which the reasoning and evidence in a text support the author’s claim  9 Compare and contrast treatments of the same topic in several primary and secondary sources  10 By the end of grade 10, read and comprehend history/social studies texts independently and proficiently  Writing Standards:  (1a) introduce and distinguish precise claim  (1b) develop claims and counter claims fairly, using data and evidence  (1c) use words, phrases and clauses to link major sections of the text  (1d) establish a formal style and objective tone  (1e) provide a concluding statement or section that supports the argument presented  (2a) introduce a topic, organize ideas, make important connections and distinctions  (2b) develop the topic with well chosen facts and other appropriate examples  (2c) use varied transitions and sentence structures to link and clarify relationships among concepts  (2d) use precise language and vocabulary to manage the complexity of the topic  (2e) establish a formal style and objective tone while attending to the norms of the discipline in which they are writing  (2f) provide a concluding statement/section that supports the information presented  (3) narrative skills continues to grow into informative/explanatory texts  (4) writing is clear in which the development/organization is relevant to task/purpose/audience  (5) improve writing through planning, revising, editing or trying a new approach  (6) using technology to publish/share writing  (7) conduct research projects to answer a question; demonstrating understanding of the subject under investigation  (8) gather relevant information from various sources; asses the usefulness of each source; avoiding plagiarism; following a standard citation format  (9) draw evidence from informational texts to support analysis, reflection and research  (10) write routinely over extended time frames for a range of discipline-specific tasks, purposes and audiences | 2.1- (analyze interpretations of issues, events, developments and written accounts from different perspectives throughout world history)  2.2 – (investigate turning points in world history and the long term effects)  2.3 – (explain how cultural interaction has affected groups around the world)  2.4 – (interpret and analyze documents/artifacts significant to events in world history)  3.2 – (formulating conclusions from maps, photographs, and other geographic representations) |
| **REGENTS THEMES:**  **change; conflict; decision making; imperialism; nationalism; nation-state; power and political systems; science and technology** | **ESSENTIAL Questions:**   1. **Why do people fight wars?** 2. **Do wars solve or increase global problems?** |
| **Focus Questions/ Topic Questions**   1. ***Focus:* What were the underlying causes of World War I?**   Topics: Role of militarism; imperialism; alliances; nationalism etc. in setting the stage for war   1. ***Focus:* Could World War I have been avoided?**   Topics: Actual events leading to war (Serbian assassination of the Archduke Ferdinand etc.)   1. ***Focus:* Why was World War I believed to be the “war to end all wars”?**   Topics: Trench warfare; poison gas; propaganda; mortality rates.   1. ***Focus:* Why did the Allied Powers win?**   Topics: Propaganda; homefront (rationing; role of women); Russian revolution; U.S. entry into the war   1. ***Focus:* Did the Versailles Treaty succeed in bringing "peace without victory"?**   Topics: Paris Peace Conference; Fourteen Points vs. Treaty of Versailles; failures of the treaty | |
| **INSTRUCTIONAL Objectives SWBAT:** | |
| 1. Identify key people and events related to World War I 2. Explain the causes and impacts of World War I 3. Analyze the new technology used in the War | |
| **VOCABULARY Tier II and Tier III:** | |
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| **ASSESSMENT / EVIDENCE/ ACTIVITIES** | |
| Regents Multiple Choice/DBQ  Essay Questions  Analyze Propaganda  One Pager Review Summary  Map Skill Reinforcement  Role-playing & simulations  Analyzing political cartoons and pictures  Detecting cause and effect relationships | |
| **RESOURCES/TECHNOLOGY INTEGRATION:** | |
| *Castle Learning*  *Exam Wizard*  *Smartboard – student interaction*  *Video clips from Learn360.com* | |