**RHHS CURRICULUM MAP**

Course: H3 Unit 2

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| Period of Study: Russia and the Communist Revolution | |
| **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  7 Integrate quantitative or technical analysis with qualitative analysis in print or digital text  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 – (analyze the social, political, economic, cultural, and religious contributions/roles of people)  2.4 – (analyzing world history by detecting bias/distortion of facts and propaganda)  3.1 – (understand how to use various maps)  3.2 – (formulating conclusions from maps, photographs, and other geographic representations)  4.1 – (understand economic decision making)  5.1 – (examine different ideas about political systems) |
| **REGENTS THEMES:**  **Change; conflict; decision making; economic systems; justice and human rights; nationalism; nation-state; power and political systems; technology; citizenship** | **ESSENTIAL Questions:**   1. **Why do people look to revolt against their governments?** 2. **How does a new government influence the people of a society?** |
| **Focus Questions/ Topic Questions**   1. ***Focus:* Did geography doom Russia to suffer in isolation from the West?**   Topics: impact of geography and Byzantine Christianity; Mongol conquest; centralization of power under Ivan the Great and Ivan the Terrible   1. ***Focus:* Were Russia’s czars justified in their actions to “Westernize” Russia?**   Topics: Reforms under Peter the Great and Catherine the Great; geographic expansion of Russia   1. ***Focus:* Did the nature of czarist rule in Russia make revolution inevitable?**   Topics: Autocratic rule in Russia. Limited success of reforms under Alexander I and Alexander II; political pogroms under Alexander III   1. ***Focus:* Why did the Revolution of 1917 succeed, when the Revolution of 1905 had failed?**   Topics: Causes/results of 1905 revolution vs. 1917 revolution; reasons for the Bolshevik coup under Lenin   1. ***Focus:*** **Could socialism/communism fix the problems created by capitalism?**   Topics: description of capitalism, communism, socialism. Pros and cons of capitalism, communism, and socialism   1. ***Focus:* Was Stalin’s use of force justified to achieve the goals of the Communist Revolution?**   Topics: Assassination of Trotsky; oppression of kulaks; Great Purge   1. ***Focus:* How was life in the Soviet Union transformed by communist rule?**   Topics: Tools of social control; examples of soviet realist art works | |
| **INSTRUCTIONAL Objectives SWBAT:** | |
| 1. Evaluate the causes and impacts of the Russian Revolution 2. Identify key names and events related to the Russian Revolution 3. Analyze the impact communism had on the Soviet Union | |
| **VOCABULARY Tier II and Tier III:** | |
| |  |  |  | | --- | --- | --- | | Czar Ivan the Great  Czar Ivan the Terrible  Czar Peter the Great  Czar Catherine the Great  Czar Nicholas II  Absolute Monarch  Pogroms  Duma  Bloody Sunday | Lenin  Bolshevik  Communism  Capitalism  Peace, Bread, Land  Stalin  Great Purge  Five Year Plans  Collectivization | Censorship  Communes  Industrial Production  Coup  Trotsky  U.S.S.R./Soviet Union  Siberia  Ukraine  Socialism | | |
| **ASSESSMENT / EVIDENCE/ ACTIVITIES** | |
| Regents Multiple Choice/DBQ  Thematic Essay Questions  Analyze Political Cartoons  One Pager Review Summary  Mapping and charting  Role-Playing & Simulations  Analyzing Political Cartoons/Pictures  Detecting Cause and Effect Relationships | |
| **RESOURCES/TECHNOLOGY INTEGRATION:** | |
| *Castle Learning*  *Exam Wizard*  *Smartboard – student interaction*  *Video clips from Learn360.com* | |