

Grade 9 Social Studies: Quarter 2 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 1 World War 1 1914 to 1919	3 weeks	<i>McGraw Hill World History and Geography: Modern Times (Modern Era)</i>	<p>Students will learn about the rise of Nationalism which intensified rivalries and competition for resources throughout Europe. It will explain how a small conflict between Austria-Hungary and Serbia to become an all-out War between European great powers that lasted four years with millions of lives lost.</p> <p>Students will analyze document based questions in collaborative groups to understand the four main underlying causes of World War I and explain how the War lasted four year by analyzing trench warfare, the development of technology and the long term effects of War on the home front for women and minorities.</p>	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	W.23 W.24, W.25, W.26, W.30, W.31, W. 32 W.34, W.28, W.29, W.41
Q2, Unit 2 Interwar Years: 1919-1939	2 weeks	<i>McGraw Hill World History and Geography: Modern Times (Modern Era)</i>	<p>Students will understand how the World War One crippled Europe's economy and many nations struggled to rebuild their economies and pay off their national debts. The students will explore the cultural, social, and artistic explosion that took place in Harlem in World War I and the middle of the 1930s. Students will demonstrate this knowledge through analyzing supplementary texts and working in collaborative groups related to the Lost Generation, the Harlem Renaissance, and the German depression.</p>	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	W.35, W.36, W.37, W.38,
Q2, Unit 3 World War II 1939-1945	4 weeks	<i>McGraw Hill World History and Geography: Modern Times (Modern Era)</i>	<p>Students will examine how the instability in Europe created a fertile environment for extremists leading to the rise of totalitarian governments; due to widespread disillusionment in government and the economy. They will investigate how the Nazi government rose to power and how Hitler's invasion of Poland in 1939 led to the Second World War involving more than 30 countries which would last more than six deadly years. Students will evaluate various primary and secondary documents that allow inquiry into text, and through writing that addresses the content needs of the standards.</p>	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	W.39. W.40, W.42, W.43, W.44, W.46, W.45, W.47, W.48, W.49 W.50, W.51, W.52

Grade 9 Social Studies: Quarter 2 Map Instructional Framework

Planning With the Map

The curriculum map outlines the content and pacing for each grade and subject. For grades 9-12, Social Studies teachers must carefully balance attention between frequently detailed content standards while supporting inquiry, collaboration and high-impact writing.

To support this work, each unit contains a daily lesson framework and a sample daily lesson as guidance. However, please bear in mind that the map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map allows for flexibility and encourages each teacher and teacher teams to make thoughtful adjustments, our expectations for student learning are non-negotiable. We must ensure all our children have access to rigorous content and effective teaching practices.

Weekly Guidance

To help promote “backward design” in planning, each map begins with recommended essential texts for each week, along with critical text dependent questions and a set of weekly assessments in the form of standards-aligned writing prompts.

In order to assist students with the organization of content, and to aid teachers in assessing this writing, these prompts often include explicit organizational language or recommendations for constructing paragraphs. In each case, care has been taken to ensure that students must produce the appropriate social studies content, while still producing grade appropriate written work.

Because of this, these writing prompts will be content oriented, frequently relying on student knowledge for evidence and examples instead of discrete texts. **However, practice with text dependent questions and text analysis should be part the daily routine of every class period.** Moreover, while teachers are encouraged to supplement these writing tasks with level appropriate multiple choice and short answer assessments as necessary to demonstrate content knowledge as well, writing should be the largest part of any social studies assessment.

Vocabulary Instruction

Strategies for building vocabulary may be found in Social Studies Appendix A. The tools in Appendix A are cross-disciplinary protocols directly from the new Expeditionary Learning curriculum. Students and teachers both will be able to use these increasingly familiar strategies as a common instructional language for approaching new and difficult academic and content area vocabulary. Teachers are encouraged to become familiar with everyone of these strategies to understand which ones best meet their instructional needs:

Contextual Redefinition.... Appendix A Page 58
Frayer Model..... Appendix A Page 59
List/Group/Label..... Appendix A Page 60
Semantic Webbing.....Appendix A Page 61
SVES (Elaboration).....Appendix A Page 62
Vocabulary Squares..... Appendix A Page 63

Daily Strategies

The daily strategies provided in this map are taken from SCS Social Studies Curriculum Appendix B, the Facing History and Ourselves teaching strategy guide. These are high-yield classroom strategies to foster collaboration, careful reading and robust writing. Anchor topics are provided below as a starting point for the protocol, but the strategies can be used with any of the texts provided in the Anchor Text or supplemental texts. Teachers are encouraged to learn these protocols and use them with flexibility to plan strong, adaptable lessons. Separate protocols are called out specifically for use in analyzing texts through the course of the class. These include the following:

- 3,2,1p. 4
- Chunking.....p. 47
- Document Analysis Templatesp. 61
- Evaluating Arguments in a Resource Book p. 63
- Evidence Logsp. 66
- Read Aloudp. 130
- Reader’s Theaterp. 132
- Save the Last Word for Mep. 136
- Text to Text, Text to Self, Text to Worldp. 148
- Two Column Note Takingp. 157
- Word Wallp. 165

Grade 9 Social Studies: Quarter 2 Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 1 World War I	3 weeks	<i>McGraw Hill World History and Geography: Modern Times (Modern Era)</i>	<p>Students will learn about the rise of Nationalism which intensified rivalries and competition for resources throughout Europe. It will show how a small conflict between Austria-Hungary and Serbia to become an all-out War between Europe great powers that lasted four years with millions of people lives lost.</p> <p>Students will analyze document based question in collaborative groups to understand the four main underlying causes of World War I and explain how the War lasted four years by analyze trench warfare, development of technology and the long-term effects of war on the home front for women and minorities.</p>	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	W.23 W.24, W.25, W.26, W.30, W.31, W. 32 W.34, W.28, W.29, W.41

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Document Collection: Causes of World War I (SCS Q2 Resources)– Summarize causes that led to the outbreak of WWI				
Standards	W.23				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	List/Group/Label 1-4 (SS Appendix A page 60): Step 1: Choose a partner and together, list all the words that relate to the word “War.” Step 2: Group or categorize the words. What do they have in common any similar themes? Step 3/4: Label the group or categories.				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	List/Group/Label (Step 5) Finish Bell Ringer by reviewing themes in class. Discuss standards and daily agenda, essential question: What are the leading arguments and theories regarding the cause (s) of World War I?				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	M.A.I.N. Causes of World War I <ul style="list-style-type: none"> - Analyzing Map of Europe look at shifts in political boundaries - PPT - go over the Assassination of Archduke Franz Ferdinand - DBQ Causes of World War I – Cause and affect that led to the outbreak of War. 				

Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	KWL-Chart (SS Appendix B Page111): What do you Know about the topic? What do you Want to know? What did you learn?				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	3-2-1 (SS Appendix B Page 4) In response to the DBQ Causes of World War I <ul style="list-style-type: none"> - Three things that they learned from this lesson/from this text - Two questions that they still have - One aspect of class/the text they enjoyed 				

Grade 9 Social Studies: Quarter 2 Unit 1 Week 1

World War I: Week 1	
Essential Question(s)	What event sparked World War I? What were the four M.A.I.N. causes of World War I? Describe the conditions and atmosphere of trench warfare. Explain the Schlieffen Plan and what effect did it have on England coming into the War? What made World War I more deadly than previous wars? Why did the United States eventually abandon neutrality and enter World War I?
Student Outcomes	Student can explain the four main causes and World War I and be able to describe why Franz Ferdinand assassination sparked the start of the war. Students can map out key political and physical features of WWI and identify key battles & allied powers. Student can tell you how new weaponry prolonged World War I and explain effects of trench warfare such as trench foot, and the Spanish Flu. Students can explain why the United States wanted to remain neutral during WW I and what events caused the United States abandon neutrality/isolationism and enter World War I.
Texts	<p>Text Book: McGraw Hill <i>World History and Geography: Modern Times</i>, Chapter 14 pp. 267- 290</p> <p>Required Texts:</p> <ul style="list-style-type: none"> • Image Collection: Trench Warfare, & Trench Foot (SCS Q2 Resources) • Article: Trench Warfare: Excerpt from All Quiet on the Western Front by Erich Maria Remarque's (SCS Q2 Resources) • Article: M.A.I.N Causes DBQ (SCS Q2 Resources) • Article: Arsenal for Democracy (SCS Q2 Resources) • Article: Zimmerman Telegram (SCS Q2 Resources) • Image: Propaganda poster of the Sinking of the Lusitania (SCS Q2 Resources) <p>Recommended Protocol(s): Image Analysis, Evidence Log</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: Excerpts from Wilfred Owen's "Dulce et Decorum Est" • Article and Question Set: Map Collect of World War I • Article and Question Set: Importance of Morale – Letter Home • Articles and Question Set: World War I Extended Response Prompt

Suggested Classroom Strategies	<p>Analyzing Visual Images and Stereotyping (art, photograph, political cartoons, propaganda, video clips) (Appendix B, page 16): What were the conditions like during Trench War fare? Propaganda from the European/American home front</p> <p>Annotating and Paraphrasing Sources (Appendix B, page 23): DBQ on M.A.I.N. causes of WWI and All Quiet on the Western Front by Erich M. Remarque's, Zimmerman Telegram</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Using evidence from the supplementary articles and your textbook:</p> <p>Prompt 1: Discuss the issues/causes that led up to World War I and explain how the assassination of Arch Duke Franz Ferdinand sparked World War I.</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	<p>W.23 Evaluate primary source documents while analyzing the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent, disorder, propaganda, and nationalism in mobilizing the civilian population in leading to the outbreak of World War I. (C, E, P)</p> <p>W.24 Trace the principal theaters of battle, major battles, and major turning points of World War I. (G, H, P)</p> <p>W.25 Analyze the importance of geographic factors in military decisions and outcomes.</p> <p>W.28 Explain the nature of the war and its human costs (military and civilian) on all sides of the conflict, including unprecedented loss of life from prolonged trench warfare. (C, E, H, P)</p> <p>W.29 Trace advances in weaponry, the belief that the “Great War” would end war, and disarmament movements. (H)</p>

Grade 9 Social Studies: Quarter 2 Unit 1 Week 2

World War I: Week 2	
Essential Question(s)	What role did minorities and women play during World War I? What is the relationship between World War I and the Russian Revolution of 1917? Compare and contrast capitalism and communism. How did Lenin maintain control of Russia? What makes it possible for neighbor to turn against neighbor? Why did the Armenian genocide occur?
Student Outcomes	Students can outline the rise of the first African American Regiment in WWI and their contributions made fighting in France in the 16 th division. Students can tell you how women working in factories and for the War effort began the push for women suffrage. Student can tell you how women role in society changed from working at home to working in a factory, for the war office and growing victory gardens. Student can explain the events that led to the genocide of 1.5 million Armenians and point out three reasons why the Turkish government denies that the genocide ever happened.
Texts	Text Book: McGraw Hill <i>World History and Geography: Modern Times</i> , Chapter 14 pp. 267- 290 Required Texts: Image Collection: World War I – Propaganda Posters History Detectives : Our Colored Hero’s Poster Analysis (SCS Q2 Resources) Image & article Collection: World War I – Women and War Work (SCS Q2 Resources) Article Collection: Armenian Genocide – DBQ Analysis (SCS Q2 Resources) Recommended Protocol(s): Image Analysis, Evidence Log Supplemental Texts: <ul style="list-style-type: none"> • Article, Political Cartoon and Question Set: Prehistoric Times: The Russian Revolution (SCS Q2 Resources) • Map Exercise: Analyze Historic Map of the Armenian Genocide(SCS Q2 Resources) • Images & Charts: WW 1 Posters and charts of Women at work(SCS Q2 Resources)
Suggested Classroom Strategies	Big Paper Silent Conversation (Appendix B Page 27): Armenian Genocide Photos and Charts: Living Images (Appendix B Page 132): Women at Work World War I Storyboard: (Appendix B Page 155): Russian Revolution Think, Pair, Share: (Appendix B Page 161): History Detectives - Our Colored Heroes
Assessment(s)	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i> <ul style="list-style-type: none"> - What role did propaganda play during World War I for women, minorities? - Explain why genocide occurs? Why were the Armenian people victims of genocide? What role does the Ottomen Empire play or denies about the Armenian Empire? As you write, follow the directions below. <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	W.34 Analyze various accounts of the impact of World War I on women and minorities. (C, H) W.26 Explain how the Russian Revolution and the entry of the United States into the conflict affected the course and outcome of the war. (H, P)

	<p>W.41 Draw evidence from literary or informational texts determining the causes and consequences of the Bolshevik Revolution and Civil War in Russia, including Lenin’s use of totalitarian means to seize and maintain control including the Gulag. (H, P)</p> <p>W.27 Argue human rights violations and genocide, including the Armenian genocide in Turkey, through collaborative discussions. (C, P)</p>
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Grade 9 Social Studies: Quarter 2 Unit 1 Week 3

World War I: Week 3	
Essential Question(s)	What impact did World War I have on the economy and society? How did America’s entrance into World War I bring about a turning point for the Allied Powers? Explain the causes and effects of the United States rejecting the League of Nations? What was Woodrow Wilson goal in his 14-point speech?
Student Outcomes	<p>Students can explain the changes in wages, jobs, and race relations before and after World War I.</p> <p>Students can list 5 issues Germany might have with the Treaty of Versailles’ and can explain why the Treaty of Versailles might cause animosity between Germany and the rest of the world.</p> <p>Students can categorize Wilson’s 14 Points into 2 main categories: Causes of World War I & Proposal for Peace and explain who were the 14 Points designed for the Allied Powers or the Central Powers.</p>
Texts	<p>Text Book: McGraw Hill <i>World History and Geography: Modern Times</i>, Chapter 14 pp. 267- 290</p> <p>Required Texts:</p> <p>Article: 14 Points Woodrow Wilson (SCS Q2 Resources)</p> <p>Article & Images: SOAPStone Treaty of Versailles (SCS Q2 Resources)</p> <p>Recommended Protocol(s): Image Analysis, Evidence Log</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> Political Cartoon: End of World War I Perspective (SCS Q2 Resources)
Suggested Classroom Strategies	<p>Socratic Seminar (Appendix B Page 147): SOAPStone – Treaty of Versailles (SCS Q2 Resources)</p> <p>Think Pair Share (Appendix B Page 161): The Road to Chaos & Germany Inflation dbq (SCS Q2 Resources)</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Prompt 1: Evaluate the Treaty of Versailles from the perspective of the United States, one other Allied Power (Great Britain or France), and Germany. Be certain to include the national aims and actual outcomes for each country, and the impact of Wilson’s Fourteen Points in your answer.</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> Address all parts of the prompt. Include information and examples from your own knowledge of social studies. Use evidence from the sources to support your response.
Standards	W.30 Describe the effects of the war and resulting peace treaties on population movement, environmental changes resulting from trench warfare, the

	international economy, and shifts in the geographic and political borders of Europe and the Middle East. (E, G, H, P) W.31 Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics. (H, P) W.32 Compare the conflicting aims and aspirations of the conferees at Versailles and the Treaty of Versailles' economic and moral effects on Germany. (C, E, G, H, P)
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Grade 9 Social Studies: Quarter 2 Unit 1 Vocabulary

Tier 2 Vocabulary

Mobilization, Military, Complex, trench warfare, total war, planned economies, War communism, Soviet, Aid, Revolution, Alliance, Trench warfare,

Tier 3 Vocabulary

Conscription, Propaganda, War of Attrition, Abdicate, Armistice, Mandate, Reparation, Nationalism, Imperialism, Militarism,

Grade 9 Social Studies: Quarter 2 Unit 2

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 2 Interwar Years: 1919-1939	2 weeks	<i>McGraw Hill World History and Geography: Modern Times (Modern Era)</i>	Students will understand how the Great War crippled Europe's economy and as a result many nations struggled to rebuild and pay their national debt. The students will explore the cultural, social, and artistic explosion that took place in Harlem in World War I and the middle of the 1930s. Students will demonstrate this knowledge through analyzing supplementary texts and working in collaborative groups related to the Lost Generation, the Harlem Renaissance, and Germany depression.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	W.35, W.36, W.37, W.38,

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Jigsaw- The Roaring Twenties Group Poster Activity				
Standards	W.35				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Semantic Webbing : (SS Appendix A page 5): Each group will get a word web or the class can do one word web on the following terms: Scandal, Prosperity, and Fads.				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	Learning Targets, Agenda and Essential question to introduce the Jazz Age and Culture of the Roaring Twenty's: Describe the Culture of the Jazz Age and how it compares to today culture.				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	3-2-1(SS Appendix B page 4) Teacher gives a brief overview of the 1920 culture by PowerPoint with images of twenties and students listen to music from the Jazz era. Students fill out a reflection guides as they review images and music from the era.				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Assigning Roles for Group Work (SS Appendix B page 27) - Students will get an article on the Roaring Twenties and create poster and presentation <ul style="list-style-type: none"> - Individually write a two-paragraph summary of the article assigned to your group worth 40 Points. - Poster should include: <ul style="list-style-type: none"> o Title of Article. o Write 6 sentences explaining the key points of your article. – 20 Points 				

	<ul style="list-style-type: none"> ○ Draw 2 to 3 pictures showing the changes in society that your article discusses. 20 Points - Each student in the group will present 2 key ideas/ information from their article to the class. – 20 points 				
<p>Closure <i>Individual students synthesize and/or summarize learning for the day.</i></p>	<p>Students will give a presentation from their groups about what they learned from their article and answer questions from the class.</p>				

Grade 9 Social Studies: Quarter 2 Unit 2 Vocabulary

Tier 2 Vocabulary

Depression, Uncertainty Principle, Annual, Appropriate, Media, Attitudes, Require, Prohibit

Tier 3 Vocabulary

Collective bargaining, Deficit Spending, Surrealism, Totalitarian State, Fascism, Collectivization, Nazi, Concentration Camp, Aryan

Grade 9 Social Studies: Quarter 2 Unit 2 Week 1

Interwar Years: Week 1	
Essential Question(s)	Describe the Culture of the Jazz Age. What is the Lost Generation?
Student Outcomes	Students can tell you about cultural shifts in music, literature, fashion and lifestyle that changed during the Jazz Age. Students will explain the impact of the war on the world population by explaining the long term effects on Germany, Russia, France and the United States. Students will tell you about World War I's influence on literature and the arts when discussing the Great Gatsby or Pablo Picasso artwork.
Texts	Text Book: McGraw Hill <i>World History and Geography: Modern Times</i> , Chapter 15 pp. 291- 310 Required Texts: Articles & Questions: The Roaring Twenties Group Activity – Poster(SCS Q2 Resources) Article & Questions: A Dream Deferred by Langston Hughes (SCS Q2 Resources) Article & Question: Great Gatsby by F. Scott Fitzgerald (SCS Q2 Resources) Recommended Protocol(s): Image Analysis, Evidence Log Supplemental Texts: - Image Collection: Pablo Picasso Work during and after WW I(SCS Q2 Resources) - Charts Collection: Population Effects of War(SCS Q2 Resources)
Suggested Classroom Strategies	Analyzing Visual Images (Appendix B Page 19): Pablo Picasso – The Bombing of Guernica(SCS Q2 Resources) Close Reading Protocol (Appendix B Page 59): A Dream Deferred – Organized Class Discussion. (SCS Q2 Resources)
Assessment(s)	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i> Prompt 1: To what extent did the coming of the New Era represent a social and cultural revolution in the United States? Was this revolution accepted by all? As you write, follow the directions below. • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	W.35 Integrate multiple sources of information presented in diverse media explaining the influence of World War I on literature, art, and intellectual life, including Pablo Picasso, the “Lost Generation,” and the rise of Jazz music. (C, H) W.36 Compare the impact of restrictive monetary and trade policies. (E) W.37 Describe the collapse of international economies in 1929 that led to the Great Depression, including the relationships that had been forged between the United States and European economies after World War I. (E, H) W.38 Gather information from multiple sources describing issues of overproduction, unemployment, and inflation. (E, P)

Grade 9 Social Studies: Quarter 2 Unit 2 Week 2

Interwar Years: Week 2	
Essential Question(s)	How did the economic collapse affect Germany? Why did the economy collapse in 1929?
Student Outcomes	Students can identify the causes of the Great Depression and describe issues arising due to economic collapse in 1929 across Europe and the United States and their effect on the everyday citizen.
Texts	<p>Text Book: McGraw Hill <i>World History and Geography: Modern Times</i>, Chapter 15 pp. 291- 310</p> <p>Required Texts: Article and Jigsaw: Great Depression DBQ Packet (SCS Q2 Resources) Article & Image Collection: Inflation - Europe(SCS Q2 Resources)</p> <p>Recommended Protocol(s): Image Analysis, Evidence Log</p> <p>Supplemental Texts: Article and Question Set: Germany DBQ Analysis(SCS Q2 Resources)</p>
Suggested Classroom Strategies	<p>Document Analysis Template (Appendix B Page 70): Construct Document Analysis Form, Analyze the document and start the jigsaw sharing.</p> <p>Think Pair Share (Appendix B Page 161): Inflation – Create Charts on Germany Hyper Inflation (SCS Q2 Resources)</p> <p>Dissecting the Prompt: Great Depression DBQ(SCS Q2 Resources)</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>The stock-market crash in October 1929 is often seen as the cause of the Great Depression. But there were many factors involved. Write a five-paragraph essay that explores some of the other events that led to the Great Depression. Be sure to address how some of these seemingly positive trends could have led the country to economic collapse.</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	<p>W.35 Integrate multiple sources of information presented in diverse media explaining the influence of World War I on literature, art, and intellectual life, including Pablo Picasso, the “Lost Generation,” and the rise of Jazz music. (C, H)</p> <p>W.36 Compare the impact of restrictive monetary and trade policies. (E)</p> <p>W.37 Describe the collapse of international economies in 1929 that led to the Great Depression, including the relationships that had been forged between the United States and European economies after World War I. (E, H)</p> <p>W.38 Gather information from multiple sources describing issues of overproduction, unemployment, and inflation. (E, P)</p>

Grade 9 Social Studies: Quarter 2 Unit 3

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 3 World War II 1939-1945	4 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Early Years)</i>	Students will examine how the instability in Europe due to widespread disillusionment in government and the economic sector contributed to the rise of totalitarian governments; They will investigate how the Nazi government rose to power in Germany and how Hitler's invasion of Poland in 1939 led to the Second World War involving more than 30 countries which would last more than six deadly years. Students will evaluate various primary and secondary documents that allow inquiry into text, and through writing that addresses the content needs of the standards.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	W.39, W.40, W.42, W.43, W.44, W.46, W.45, W.47, W.48, W.49 W.50, W.51, W.52

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	World Wide Disillusionment: Indoctrination of Totalitarianism				
Standards	W.40				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	List/Group/Label – Main idea is Totalitarianism. Have students brainstorm all the words that relate to Totalitarianism.				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	Agenda, Essential Questions, and Hook: Watch a short clip https://www.youtube.com/watch?v=lz2ba85HQgk . Identifying the rise of Totalitarianism – Graphic organizer.				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Four Corners (Appendix B Page 78): Ask student a series of questions on their opinion of the Totalitarian Regimes.				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Think-Pair-Share (Appendix B Page 152): Indoctrination of Totalitarianism				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine: Generate, Sort, Connect, Elaborate (Concept Map)				

Grade 6 Social Studies: Quarter 2 Unit 3 Vocabulary

Tier 2 Vocabulary

Dominate, Violation, Aggression, Resolve, Involvement, Neutrality, Widespread, Circumstance, Ethnic, Occupation, Collaborator, Ideological, Assure

Tier 3 Vocabulary

Demilitarized, Appeasement, Sanctions, Blitzkrieg, Isolationism, Blitz, Kamikaze, Mobilization, Genocide, Partisan, Cold War

Grade 9 Social Studies: Quarter 2 Unit 3 Week 1

World War II 1939-1945: Week 1	
Essential Question(s)	<p>What led to the rise of totalitarian government after World War I? What are the characteristic of a Totalitarian government? How were Hitler and the Nazi Party able to come to power in 1933? During the rise of the Nazi Party what were the factors that put democracy at risk?</p>
Student Outcomes	<p>Students will explain the rise, aggression and human costs of totalitarian regimes by creating a graphic organizer about Germany, Italy and the Soviet Union. Students can tell you how propaganda was used to influence the civilian population in Germany and Italy through interpretation of various primary and secondary resources.</p>
Texts	<p>Text Book: McGraw Hill <i>World History and Geography: Modern Times</i> Chapter 17 pp. 337-364 Required Texts:</p> <ul style="list-style-type: none"> • Questions, Images & Article: Censorship- Mussolini (SCS Q2 Resources) • Questions, Images & Article: Indoctrination of Totalitarianism (SCS Q2 Resources) • Questions, Images & Article Police Terror – Bolsheviks Revolution(SCS Q2 Resources) • Recommended Protocol(s):Read Aloud, Gallery Walk (SCS Q2 Resources) <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: Propaganda WW II – Nazi Images (SCS Q2 Resources) • Article and Question Set: History Detective Propaganda Analysis(SCS Q2 Resources) • Article and Question Set: Anti-Semitism Today (SCS Q2 Resources)
Suggested Classroom Strategies	<p>Gallery Walk (Appendix B Page 81): Propaganda for Nazi Government Think-Pair-Share (Appendix B Page 152): Censorship- and Police Terror Activities 3-2-1 (Appendix B Page 4): End of each day – Connecting the influenced of censorship, police terror, and propaganda in the rise of Totalitarian Regime.</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Prompt 1: Explain the rise of Totalitarianism in Europe and the role that propaganda played in helping the Nazi party rise to power. As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	<p>W.39 Use technology to produce, publish, and update individual or shared writing projects describing how economic instability led to political instability in many parts of the world and helped to give rise to dictatorial regimes such as Adolf Hitler's in Germany and the military's in Japan. (E, H, P) W.40 Explain the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians. (C, H, P) W.42 Compare the connection between economic and political policies, the absence of a free press, and systematic violations of human rights during Stalin's rise to power in the Soviet Union. (E, H, P) W.43 Analyze the assumption of power by Adolf Hitler in Germany and the resulting acts of oppression and aggression of the Nazi regime. (C, H, P) W.44 Trace Mussolini's rise to power in Italy and his creation of a fascist state through the use of state terror and propaganda. (H, P)</p>

Grade 9 Social Studies: Quarter 2 Unit 3 Week 2

World War II 1939-1945: Week 2	
Essential Question(s)	<p>How and why does a nation decide to go to war? What if a significant faction objects to the war?</p> <p>Why did Great Britain and France declare war with Germany?</p> <p>Why did the United States of America enter WWII and how did the course of the war impact American life?</p> <p>How did key events shape the course and outcome of WWII?</p> <p>What role did new technologies play in WWII?</p> <p>How did geography affect the conduct of WWII?</p>
Student Outcomes	<p>Students can tell how Great Britain and France struggled to deal with Hitler Nazi Germany acts of aggression and the ultimate reasons why World War II started.</p> <p>Students will map out the key political and physical features of the European and Pacific theaters and identify allied and axis powers.</p> <p>Students will compare and contrast how new technologies and battle tactics changed how War was fought.</p> <p>Students will work in collaborative groups researching key leaders of World War II and create trading cards and present their finding to the class.</p>
Texts	<p>Text Book: McGraw Hill <i>World History and Geography: Modern Times</i>, Chapter 17 pp. 337-364</p> <p>Required Texts:</p> <ul style="list-style-type: none"> • Primary & Secondary Document: Turning Point of World War II – Battles (The Miracle at Dunkirk, Battle of Britain, Operation Barbados, D-Day, Pearl Harbor) (SCS Q2 Resources) • Article & Questions: A New War Weapon to SAVE Lives Blood Plasma (SCS Q2 Resources) • Article & Questions: Where in the Word War? (SCS Q2 Resources) • Recommended Protocol(s): Image Analysis, Gallery Walk, Read Aloud(SCS Q2 Resources) <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Article & Questions: New Orleans Home of the Higgins Boat (SCS Q2 Resources) • Article & Questions: My Dear Little Boys...(SCS Q2 Resources) • Article Analysis: Appeasement Graphic Organizer (SCS Q2 Resources) • Article and Image Analysis: Battle of the Britain Poem Activity(SCS Q2 Resources) • Article and Image Analysis: Thanks to Penicillin (SCS Q2 Resources) • Article and Image Analysis: The Battle for Iwo Jima – Storyboard Battle (SCS Q2 Resources) • DBQ: Women Involvement in World War II (SCS Q2 Resources) • Article: The ABCs of WWII(SCS Q2 Resources)
Suggested Classroom Strategies	<p>Evidence Log (Appendix B Page 66): Explain the advancement of technology during World War II. (SCS Q2 Resources)</p> <p>Storyboard (Appendix B Page 146): The Battle of Iwo Jima (SCS Q2 Resources)</p> <p>Alphabet Brainstorm (Appendix B Page 7): Article: The ABC's of WWII (SCS Q2 Resources)</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Prompt 1: Explain the various advancement of technology during World War II and their impact of the War and today's citizens.</p> <p>Prompt 2: Describe the key battles of World War II and how they helped the allied powers win the war.</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt.

	<ul style="list-style-type: none"> • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	<p>W.46 Explain the role of appeasement, isolationism, and the domestic distractions in Europe and the United States prior to the outbreak of World War II. (H, P)</p> <p>W.45 Compare the German, Italian, and Japanese drives to expand their empires in the 1930s, including atrocities in China, Italian invasion of Ethiopia, German militarism, and the Stalin- Hitler Pact of 1939. (C, G, H, P)</p> <p>W.47 Identify and locate the Allied and Axis powers and explain the major battles of the Pacific and European theaters of war including the blitzkrieg, Dunkirk, Battle of Britain, Stalingrad, Normandy, Midway, Battle of the Bulge, Iwo Jima, and island hopping. (G, H, P)</p> <p>W.48 Analyze the major turning points of the war, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors. (G, H, P)</p> <p>W.49 Utilize primary and secondary sources to describe the contributions and roles of leaders during the war, including Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Hideki Tōjō, Adolf Hitler, Benito Mussolini, Joseph Stalin, Harry Truman, Douglas MacArthur, and Dwight Eisenhower. (H, P)</p>

Grade 9 Social Studies: Quarter 2 Unit 3 Week 3

World War II 1939-1945: Week 3	
Essential Question(s)	How was the Holocaust humanly possible? What should justice look like after the Holocaust and other examples of collective violence in recent history? How can a study of the Holocaust and other examples of collective violence in history help us promote human dignity and justice in the world today?
Student Outcomes	Students will explain to you the severity of prejudice, racism, and stereotyping that existed in Europe, and Germany that caused the genocide of 6 million Jews by analyzing propaganda, statistical data and Kristallnacht. Students will map out the diaspora of Jews across the world and explain how the State of Israel was established after World War II. Students will describe firsthand account of the Holocaust by reading excerpts from "Night" and the "Diary of Anne Frank."
Texts	Text Book: McGraw Hill <i>World History and Geography: Modern Times</i> , Chapter 17 pp. 337-364 Required Texts: <ul style="list-style-type: none"> • Images, Maps, & Quotes: Nuremberg Laws & Kristallnacht – Gallery Walk (SCS Q2 Resources) • Articles, Images & Questions: Religious & Ethnic Persecution(SCS Q2 Resources) • Article, Political Cartoons and Questions: Nuremberg Laws(SCS Q2 Resources) • Recommended Protocol(s): Jigsaw, Image Analysis(SCS Q2 Resources) Supplemental Texts: <ul style="list-style-type: none"> • Quotes and Question Set: Final Solution – In Their own Words (SCS Q2 Resources) • Maps & Charts: Population Shifts of Jews Before and After World War II(SCS Q2 Resources)
Suggested Classroom Strategies	Big Paper Silent Conversation (Appendix B Page 27): Nuremberg Laws - Gallery Walk (Appendix B Page 27): Kristallnacht
Assessment(s)	Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task. Prompt 1: Describe the diaspora of Jews after World War II and the how the State of Israel was established after World War II. Prompt 2: Explain the severity of prejudice, Racism, and serotyping that occurred in Europe and Nazi Germany before and during World War II. As you write, follow the directions below. <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	W.50 Write an opinion piece on the impact of the Holocaust on the Jewish populations in Europe and Israel. (C, G, P) W.56 Explain the origins, significance, and effect of the establishment of the State of Israel. (G, H, P)

Grade 9 Social Studies: Quarter 2 Unit 3 Week 4

World War II 1939-1945: Week 4	
Essential Question(s)	<p>What were the political, economic, and geographic impacts of WWII on various nations?</p> <p>Why did the Allies win World War II?</p> <p>How did the United States defeat Japan in World War II?</p> <p>Why does conflict exist between Palestine and Israel?</p>
Student Outcomes	<p>Students will be able to explain the key events of D-Day and the effect of War on the global population.</p> <p>Students will explore the reasons of creating the Atomic Bomb and explain whether the United States was justified in dropping the Atomic Bomb.</p> <p>Students will be able to identify the issues of the Israel-Palestine conflict.</p>
Texts	<p>Text Book: McGraw Hill <i>World History and Geography: Modern Times</i>, Chapter 17 pp. 337-364</p> <p>Required Texts:</p> <ul style="list-style-type: none"> • Charting and Graphing: D-Day and WWII Data (SCS Q2 Resources) • Article & Questions: Reading Like a Historian: Atomic Bomb Lesson Plan (SCS Q2 Resources) • Image Analysis: Facing History & Ourselves: Conformity and Consent in the National Community - https://www.facinghistory.org/holocaust-and-human-behavior/chapter-6/visual-essay-impact-propaganda(SCS Q2 Resources) • Recommended Protocol(s): Jigsaw, Image Analysis(SCS Q2 Resources) <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: One Land Two People (SCS Q2 Resources) • Article and Question Set: Israel Palestine Graphic Novel(SCS Q2 Resources)
Suggested Classroom Strategies	<p>Big Paper Silent Conversation (Appendix B Page 27): Atomic Bomb – Was the United States justified in using the Atomic Bomb on the Japan?</p> <p>Iceberg Diagram (Appendix B Page 91): Events of D-Day</p> <p>3-2-1 (Appendix B Page 95): One Land Two People</p>
Assessment(s)	<p>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</p> <p>Prompt 1: Explain why or why not the Atomic Bomb should have been used to end World War II.</p> <p>Prompt 2: Describe why the land of Israel or Palestine is valued by many religions and highly sought after.</p> <p>Prompt 3: Explain why the population shifted in Israel/Palestine after World War II and outline the issues that has caused for the Israeli and Palestine people.</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	<p>W.50 Write an opinion piece on the impact of the Holocaust on the Jewish populations in Europe and Israel. (C, G, P)</p> <p>W.51 Analyze the decision to use nuclear weapons to end World War II. (H, P)</p> <p>W.52 Describe the casualties of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan. (C, H, P)</p> <p>W.56 Explain the origins, significance, and effect of the establishment of the State of Israel. (G, H, P)</p>