

World History: Quarter 3 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 1 Post War Environment	3 weeks	<i>McGraw Hill World History and Geography: Modern Times (Modern Era)</i>	After World War II, Europe and Asia were in ruins and faced many challenges in rebuilding its infrastructure and resuming normal day-to-day life. Students will review the new economic and political structure of Europe and Asia by researching the tensions between Communism and Capitalist countries. Postwar plans of the principle allies included the establishment of the United Nations; a world organization meant to maintain diplomacy and prevent conflict around the world. Students will research the effectiveness of the United Nations and post-war reconstruction efforts by analyzing primary and secondary sources in collaborative groups to present their findings.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	W.53, W.54, W.55, W.57, W.58, W.60
Q3, Unit 2 Cold War: The Spread of Communism	4 weeks	<i>McGraw Hill World History and Geography: Modern Times (Modern Era)</i>	After World War II, the United States and the Soviet Union began a decades-long struggle for supremacy known as the Cold War. Students will explore the spread of communism to Asia, Africa, and Latin America. They will investigate multiple perspectives and consequences of the communist revolutions that caused the Chinese Civil War, the outbreak of the Korean War, the Cuban Missile Crisis, and the Vietnam War, 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.59, W.60, W.61, W.62, W.63, W.64, W.65, W.67, W.68, W.69, W.70
Q3, Unit 3 Fall of the Soviet Union	2 weeks	<i>McGraw Hill World History and Geography: Modern Times (Modern Era)</i>	Students will explore the cause and effect relationship of the Soviet Union collapse on the eastern block of Europe and explain the reunification issues of Germany. They will also investigate how the European Union was founded and its member states.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	W.81, W.82, W.83, W.98, W.99

World History: Quarter 3 Map Instructional Framework

Planning With the Map

The curriculum map outlines the content and pacing for each grade and subject. For grades 6-8, 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 team 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 some 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 all of these strategies to understand which ones best meet their instructional needs:

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

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

World History: Quarter 3, Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 1 Post War Environment	3 weeks	<i>McGraw Hill World History and Geography: Modern Times (Modern Era)</i>	After World War II, Europe and Asia were in ruins and faced many challenges in rebuilding its infrastructure and resuming normal day-to-day life. Students will review the new economic and political structure of Europe and Asia by researching the tensions between Communism and Capitalist countries. Postwar plans of the principle allies included the establishment of the United Nations; a world organization meant to maintain diplomacy and prevent conflict around the world. Students will research the effectiveness of the United Nations and post-war reconstruction efforts by analyzing primary and secondary sources in collaborative groups to present their findings.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	W.53, W.54, W.55, W.57, W.58, W.60,

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Jewish Death Toll, Nuremberg Trial, and the United Nations (2 Day Lesson)				
Standards	W.59, W.72 W.79				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Frayer Model SS Appendix A, p.3): Students will define the term Justice, Holocaust, and rights to pinpoint its most important characteristics; and then provide both examples and non-examples of the word.				
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 Nuremberg Laws: During wartime, can a soldier commit a crime or say he or she was just following orders?				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	DBQ Think Pair Share (SS Appendix B, p.52) : Outlining the key points of the Nuremberg Trial & the United Nations Universal Declaration of Man				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Anticipation Guides (SS Appendix B, p.16): What do you know about the Nazi Regime and the Nuremberg Trials?				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	3-2-1 (SS Appendix B, p.4): Exit Ticket: Students write three things they learned in class, two questions that they still want answered, and one aspect of class they enjoyed.				

World History: Quarter 3, Unit 1 Vocabulary

Tier 2 Vocabulary - liberate, nuclear, final, source, temporary, emerge

Tier 3 Vocabulary - satellite state, policy of containment, arms race, deterrence, commune, permanent revolution. Proxy war, domino theory

World History: Quarter 3, Unit 1 - Week 1

Post War Environment: Week 1	
Essential Question(s)	Describe the goals world leaders had for the post war world and the means of execution of the plans (Atlantic Conference, Yalta Conference, Potsdam Conference). What was the purpose of the United Nations and the creation of the Universal Declaration of Human Rights? How did Europe rebuild infrastructure and stabilize the government after World War II? Why did the wartime alliance between the USA and USSR begin to break down in 1945?
Student Outcomes	Students will be able to create a web diagram listing the goals and execution of the goals after World War II? Students will be able to explain the role of the United Nations after World War II and outline the main ideas of the Universal Declaration of Human Rights. Students will be able to create a list of important organization/events from primary and secondary sources that explain their purpose and connection to rebuilding Europe after World War II. Students will be able to outline key decisions of the Yalta and Potsdam Conference and map out countries that occupied Germany after World War II as a result of the conferences.
Texts	Text Book: McGraw Hill World History and Geography: Modern Times (Modern Era), Chapter 18, pp.365-382 Required Texts: <ul style="list-style-type: none"> • Article Packet & Question Set: United Nations, Nuremberg Trials and the Holocaust • Article & Activity: Yalta and Potsdam Conference http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/yaltaandpotdamrev3.shtml Recommended Protocol(s): Evidence Log, Annotating and Paraphrasing Sources Supplemental Texts: Yalta and Potsdam Conference <ul style="list-style-type: none"> • Article and Question Set: Informational Pamphlet on the United Nations • Article and Question Set: Problems of Post World War • Article & Research: 20th Century Scientist – Poster Project • Video: How does the United Nations work? - https://www.youtube.com/watch?v=Qolafzc0k74 • Video: This Was The Biggest Murder Trial in History - https://www.youtube.com/watch?v=JKgLTIL5m5M
Suggested Classroom Strategies	Fishbowl (Appendix B, p.72): Universal Declarations of the Right of Man Analysis – What rights should we have in a society? Storyboard (Appendix B, p.146): Research a key Scientist from the 20 th Century and Storyboard their life.
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: Was justice ever served as a result of the Nuremberg War Crimes Trials? Prompt 2: Explain why the United Nations was created and why the United Nations tries to promote the practices and values of other cultures.

	<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.58 Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan. (E, G, H, P)</p> <p>W.54 Summarize the reasons for the establishment of the United Nations and the main ideas of the Universal Declaration of Human Rights and their impact on the globalization of diplomacy and conflict and the balance of power. (C, H, P)</p> <p>W.66 Draw evidence from literary or informational texts to support analysis, reflection, and research describing how the work of scientists in the 20th century influenced historical events, changed the lives of the general populace, and led to further scientific research including Albert Einstein, Enrico Fermi, J. Robert Oppenheimer, Edward Teller, Wernher von Braun, Jonas Salk, James Watson, and Francis Crick. (C, P)</p>

World History: Quarter 3, Unit 1 - Week 2

Post War Environment: Week 2	
Essential Question(s)	<p>What might motivate one society/nation to want to control another? Is isolation ever an appropriate/wise choice? Compare and contrast the effects of the conflict between the USA and the USSR on various regions of the world. What are the differences between Communism and Capitalism? What were the origins of the Cold War? What was the Iron Curtain? How did the United States under President Truman plan to stop Communism? Is it the responsibility of democratic nations to bring about democracy in the world? (Does this conflict with the notion of self-determination?) What was the goal of the United Nations? NATO? Warsaw Pact? What is the purpose of NATO and the Warsaw Pact?</p>
Student Outcomes	<p>Students will be able to describe the development of post World War II superpowers and the actions and events that defined the political climate of the Cold War Era. Students will be able to trace why the Berlin Wall was built and its symbolic meaning by looking at push and pull factors of East and West Berlin. Students will be able to hold a debate in class over the pros and cons of Communism and Capitalism. Students will be able to explore the soviet aggression and domination of Eastern Europe and identify the purpose and role of NATO and the Warsaw Pact.</p>
Texts	<p>Text Book: McGraw Hill World History and Geography: Modern Times (Modern Era), Chapter 18, pp.365-382 Required Texts: Article, Image and Questions Packet: Division of Germany Articles & Question Set: Containment documents Article & Question Set: Cold War Lesson Plan – Reading Like a Historian Recommended Protocol(s): Image Analysis, Evidence Log, Close Reading Protocol Supplemental Texts:</p> <ul style="list-style-type: none"> • Political Cartoons: Cold War Analysis of Political Cartoons • Article and Question Set: Cold War Conflicts • Video: Berlin Airlift and Formation of NATO: https://www.youtube.com/watch?v=cH-GVf9floo&t=1s • Video: The Berlin Airlift: https://www.youtube.com/watch?v=qJQ3n6-oNvs
Suggested Classroom Strategies	<p>Document Analysis Templates (Appendix B, p.27): Division of Germany Learn to Listen/Listen to Learn (Appendix B, p.114): Reading Like a Historian – Cold War Lesson Plan</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 impact that World War II had on Germany and its people. Prompt 2: Identify and explain the significance of NATO and the Warsaw Pact on the development of the Cold War. Prompt 3: To what extent were the Soviet or the United States policies responsible for the outbreak and development of the Cold War between 1945 and 1949?</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.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.53 Evaluate the goals, leadership, and postwar plans of the principal allied leaders: the Atlantic Conference, Yalta, and the Potsdam Conference using text evidence. (H, P)</p> <p>W.55 Describe the nature of reconstruction in Europe after 1945, including the purpose of the Marshall Plan, creation of NATO, and division of Germany. (E, G, H, P)</p> <p>W.57 Summarize, using text evidence, the functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States. (H, P)</p>
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World History: Quarter 3, Unit 1 - Week 3

Post War Environment: Week 3	
Essential Question(s)	<p>Why and how did the Soviet Union dominate Eastern Europe? What was the response among Eastern European nations to the Soviet Union's control? Explain three reasons why the Berlin Wall was built? Why did the Berlin Wall remain the Symbol of the Cold War? Describe the Hungarian uprising and Prague Spring. What did the people do and how did the government respond? Why is ethnic diversity and how did it contribute to conflict in Eastern Europe?</p>
Student Outcomes	<p>Students will be able to explain the growing tensions between the Soviet Union and the United States by analyzing cause and effects of the Berlin Airlift. Students will be able to create a visual timeline of the Hungarian and Prague Spring and outline the issues that satellite nations had with Soviet rule.</p>
Texts	<p>Text Book: McGraw Hill World History and Geography: Modern Times (Modern Era), Chapter 18. Pp.365-382 Required Texts: Article & Graphic Organizer: Hungary and Czechoslovakia Article & Questions: The Berlin Airlift (Packet) Article, Video & Image Question Set: The Prague Spring Recommended Protocol(s): Evidence Log, Close Reading Protocol Supplemental Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: The Hungarian Revolution • Article and Question Set: The Berlin Blockade • Article and Question Set: Prague Spring Document set • Video: Turning Points in History – Berlin Wall: https://www.youtube.com/watch?v=RCOTNu4FsWg • Video: Hungarian Revolution crushed by Soviets: https://www.youtube.com/watch?v=WY7_vSDPr6M • Video: The Berlin Wall Falls: https://www.youtube.com/watch?v=fK1MwhEDjHg • Video: History of Yugoslavia: https://www.youtube.com/watch?v=-mEAPigLPS8&feature=related
Suggested Classroom Strategies	<p>Close Reading Protocol (Appendix B, p.59): The Berlin Airlift Packet Think-Pair-Share (Appendix B, p.152): The Prague Spring</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 events and issues that led up to the Prague Spring. Prompt 2: Identify policies of containment. Explain how the Soviet Union tried to push the United States and its allies into war throughout the Cold War.</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.60 Trace Soviet aggression in Eastern Europe, the 1956 uprising in Hungary, conflicts involving Berlin and the Berlin Wall, and the “Prague Spring.” (G, H, P)

World History: Quarter 3, Unit 2

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 2 Cold War: The Spread of Communism	4 weeks	<i>McGraw Hill World History and Geography: Modern Times (Modern Era)</i>	After World War II, the United States and the Soviet Union began a decades-long struggle for supremacy known as the Cold War. Students will explore the spread of communism from Asia, Africa to Latin America. They will investigate multiple perspectives and consequences of the communist revolutions that caused the Chinese Civil War, the outbreak of the Korean War, the Cuban Missile Crisis, and the Vietnam War, 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.59, W.60, W.61, W.62, W.63, W.64, W.65, W.67, W.68, W.69, W.70

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Modern China – Gallery Walk (2 Day Lesson)				
Standards	W.59, W.72 W.79				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Vocabulary Square (SS Appendix A, p. 7): Students will create a vocabulary square for the word Communism.				
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: After defining Communism, describe what you would image life would be like under Communist rule?				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	China – Communist Rule Article & Questions Set: Life in China Under Mao Zedong Article & Questions Set: The Great Leap Forward or				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Storyboard (SS Appendix B, p.146): The Life of China under Mao Zedong, using articles to help deepen students understanding of the Communist regime.				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Save the Last Word: (SS Appendix B, p.136): Students will share in small groups their storyboard of Communist rule for the last 10 minutes of class.				

World History: Quarter 3, Unit 2 Vocabulary

Tier 2 Vocabulary - liberate, nuclear, final, source, temporary, emerge

Tier 3 Vocabulary - satellite state, policy of containment, arms race, deterrence, commune, permanent revolution, proxy war, domino theory

World History: Quarter 3, Unit 2 - Week 1

Cold War: The Spread of Communism: Week 1	
Essential Question(s)	<p>What was the relationship between America and China during the Cold War? Who was Mao Zedong and how did he come to power in China? Explain the political and economic issues caused by the Chinese Revolution. What happened in Tiananmen Square in 1989? Why did the world take notice? What type of economy does China have today, how does it compare to China during the Cultural Revolution?</p>
Student Outcomes	<p>Students will be able to describe the rise of Mao Zedong and the political and economic issues caused by the Chinese Revolution. Students will be able to create a visual timeline of Tiananmen Square in 1989 and examine its long-term affects on China. Students will be able to explain the long-term affects of the One Child Policy on China by creating and analyzing population pyramids.</p>
Texts	<p>Text Book: McGraw Hill World History and Geography: Modern Times (Modern Era), Chapter 18, pp.365-382 Required Texts: Article & Questions Set: Life in China Under Mao Zedong Article & Questions Set: The Great Leap Forward or Backwards? Image Analysis: Tank Man Recommended Protocol(s): Image Analysis, Evidence Log Supplemental Texts: Article for Gallery Walk: Modern China Article: Rise of China Video Reflection: Tank Man Frontline Video</p>
Suggested Classroom Strategies	<p>Gallery Walk (Appendix B, p.81): Modern China Socratic Seminar (Appendix B, p.147): Rise of China Storyboard: (Appendix B, p.155): Life in China and The Great Leap Forward</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: Describe the political and economic affects of the Communist Revolution in China under Mao Zedong. Prompt 2: Identify the causes of the Tiananmen Square protest and describe the events of the Tiananmen Massacre.</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	W.59 Analyze the Chinese Civil War, the rise of Mao Zedong, and the triumph of the Communist Revolution in China. (H, P) W.72 Conduct a short research project describing the consequences of the political and economic upheavals in China, including the Great Leap Forward, the Cultural Revolution, the Tiananmen Square uprising, and relations with Tibet and Taiwan. (C, E, H, P) W.79 Write an informational piece describing the weaknesses of the Soviet command economy, the burdens of Soviet military commitments, and its eventual collapse. (E, H, P)

World History: Quarter 3, Unit 2 - Week 2

Cold War: The Spread of Communism: Week 2	
Essential Question(s)	<p>How did the Korean War begin? Why did the United States get involved in the Korean War? What was the long term affects of the Korean War, on the Korean people?</p>
Student Outcomes	<p>Student can identify the motives of the United States involvement in the Korean War. Students can explain the long term affects of the North Korean Communist regime by analyzing an article and having a class discussion. Students can outline the key movement of Communist troops and United Nations troops during the Korea war. Students can examine and debate President Truman and General MacArthur's viewpoints on the Korean War.</p>
Texts	<p>Text Book: McGraw Hill World History and Geography: Modern Times (Modern Era), Chapter 18, pp.365-382</p> <p>Required Texts:</p> <ul style="list-style-type: none"> • Article & Question Analysis: Who started Korean War? • Article & Questions: From One Korea to Two • Map & Questions: Korean War Maps • Recommended Protocol(s): Image Analysis, Close Read <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Article & Questions: Viewpoints MacArthur and Truman • Article and Jigsaw: Cold War Jigsaw • Article & questions: Cold War and Asia • Article: North Korea: Like Father, Like Son? • Video: The Korean War: https://www.youtube.com/watch?v=0sJ1R58pQTs&feature=related • Video: Inside Under Cover in North Korea/National Geographic: https://www.youtube.com/watch?v=AlJUGZPanB8 • Video: Why did Korea break into two nations?: https://www.youtube.com/watch?v=l0E9KeI8BtE
Suggested Classroom Strategies	<p>Close Read Protocol (Appendix B, p.50): From One Korea to Two Big Paper Silent Conversation (Appendix B, p.27): Inside North Korea – Students will compare and contrast their life to the North Korean people. Storyboard (Appendix B, p.146): Who started the Korean War?</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: Compare and contrast what life is like in North and South Korea? How does the government affect its people?</p> <p>Prompt 2: Explain the key events of the Korean War and why the United States got involved in the fight?</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.62 Describe the Soviet-United States competition in Asia with particular attention to the Korean War and Vietnam War and describe the environmental changes due to carpet bombing, Napalm, and Agent Orange. (G, H, P)</p>

World History: Quarter 3, Unit 2 - Week 3

Cold War: The Spread of Communism: Week 3	
Essential Question(s)	<p>What were the causes of the Vietnam War? Why did the United States become involved in the conflict? What were major events of the Vietnam War? How did the communist revolution occur in Cambodia? What were the long-term consequence of Pol Pot and Khmer Rouge regime on the Cambodian people? How do people make distinctions between “us” and “them”? What choices do people make that allow collective violence to happen?</p>
Student Outcomes	<p>Students can storyboard the history of Vietnam and explain the causes of the Vietnam War. Students will create an evidence log that outlines the abuse of power by American troops through analyzing primary and secondary sources of My Lai. Students will explore the long-term consequences of Pol Pot and the Khmer Rouge regime on Cambodia and outline the stages of genocide that occurred in Cambodia.</p>
Texts	<p>Text Book: McGraw Hill World History and Geography: Modern Times (Modern Era), Chapter 18, pp.365-382</p> <p>Required Texts:</p> <ul style="list-style-type: none"> • Primary Source Activity: Origins of Vietnam War • Image Analysis: Who is Vietcong? • Article & Questions: What happened at My Lai? • Article & questions: Pol-Pot-DBQ • Recommended Protocol(s): Image Analysis, Evidence Log <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Political Cartoon, Article, Quote & Questions: Death in Cambodia • Article Review: Vietnam War • Video: The Vietnam War: https://www.youtube.com/watch?v=SQdHW-BJ3g4 • Video: Our Flight deck will only take one helicopter: https://www.youtube.com/watch?v=zWN6XGUAhZU • Article & Video: “One by one, we jump out”: https://www.youtube.com/watch?v=Mn6Ry7ULZ3s • Video: Children of Genocide: https://www.youtube.com/watch?v=dc8Cb2wi8eM
Suggested Classroom Strategies	<p>Jigsaw (Appendix B, p.101): What happened at My Lai? Gallery Walk (Appendix B, p.81): Who is Vietcong? Storyboard (Appendix B, p.146): Origins of Vietnam War</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: Outline the causes of the Vietnam War and explain why the United States got involved in the Vietnam War. Prompt 2: Why and how does genocide happen? Describe the events that led to the Cambodian Genocide.</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.61 Describe the Soviet-United States competition in the Middle East, Africa and Afghanistan. (G, H, P)</p> <p>W.62 Describe the Soviet-United States competition in Asia with particular attention to the Korean War and Vietnam War and describe the environmental changes due to carpet bombing, Napalm, and Agent Orange. (G, H, P)</p> <p>W.63 Explain the rise and consequences of the communist revolution in Cambodia led by Pol Pot and the Khmer Rouge, including the Cambodian Genocide and forced social engineering policies. (H, P)</p> <p>W.65 Explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties. (H, P)</p>
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World History: Quarter 3, Unit 2 - Week 4

Cold War: The Spread of Communism: Week 4	
Essential Question(s)	<p>What were the origins of the Cuban Missile Crisis? What role did the personalities of Kennedy, Khrushchev and Castro play in the Cuban Missile Crisis? What were the different perspectives on the Cuban Missile Crisis? What effect did the decision-making processes of the United States and the Soviet Union have on the course of the Cuban Missile Crisis?</p>
Student Outcomes	<p>Students will be able to analyze multiple perspectives of the Cuban Missile Crisis and explain why the Cuban Missile Crisis ended peacefully. Students will create a timeline of Fidel Castro's rise to power during the Cuban Revolution and describe the quality of life in Cuba today.</p>
Texts	<p>Text Book: McGraw Hill World History and Geography: Modern Times (Modern Era), Chapter 18, pp.365-382 Required Texts:</p> <ul style="list-style-type: none"> • Article & Questions: Reading Like a Historian: Why did the Russians pull their missiles out of Cuba? • Article & Questions: Fidel Castro Cuban Revolutionary • Article, Political Cartoon & Question Set: Postwar Face Off In Cuba • Recommended Protocol(s): Image Analysis, Read Aloud <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Article & Questions: STEM Missiles Away • Article, Political Cartoon & Question Set: Cuban Missile Crisis- Soapstone • Article and Question Set: Political and Economic Change in Latin America • Article, Political Cartoon & Question Set: Background of DETENTE • Article and Question Set: Ancient Egypt Part One and Part 2 (L1010)
Suggested Classroom Strategies	<p>Close Reading Protocol (Appendix B Page 50): Reading Like a Historian Think-Pair-Share (Appendix B Page 152): STEM Missiles Away Read Aloud (Appendix B Page 130): Fidel Castro Cuban Revolution</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: Write a news report, breaking down the letters between Kennedy and Khrushchev during the Cuban Missile Crisis. Prompt 2: Explain Fidel Castro's rise to power and his impact of the Cuban 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.64 Analyze multiple perspectives on the United States and Soviet conflicts involving Latin America, including the Cuban Missile Crisis. (G, H, P)</p>

World History: Quarter 3, Unit 3

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 3 Fall of the Soviet Union	2 weeks	<i>McGraw Hill World History and Geography: Modern Times (Modern Era)</i>	Students will explore the cause and effect relationship of the Soviet Union collapse on the eastern block of Europe and explain the reunification issues of Germany. They will also investigate how the European Union was founded and its member states.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	W.81, W.82, W.83, W.98, W.99

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Primary Source: US Cold War Ends – President Détente (2 Day Lesson)				
Standards	W.65				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Vocabulary Square (Appendix A, p.7) Détente, Collapse, de-Stalinization, dissentients				
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: Map out The Break Up of the Soviet Union				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Analyzing Visual Images (Appendix B, p.10) using pictures of the Berlin Wall being torn down.				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Think-Pair-Share (Appendix B, p.152) allowing students in small groups to analyze and recreate issues facing Germany Reunification.				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine: Generate, Sort, Connect, Elaborate (Concept Map)				

World History: Quarter 3 Unit 3 Vocabulary

Tier 2 Vocabulary - shift, minimal, enhanced, participation, sole, maintain, stable, occupied

Tier 3 Vocabulary - welfare state, bloc, consumer society, women's liberation movement, real wages, heavy industry, de-Stalinization, détente, dissidents, state capitalism,

World History: Quarter 3, Unit 3 - Week 1

Fall of the Soviet Union	
Essential Question(s)	<p>What is a Détente? What countries are greatly affected by the collapse of the Soviet Union? What caused the Soviet Union to collapse? Explain the SALT I Agreement.</p>
Student Outcomes	<p>Students can explain how the collapse of the Soviet Union helped bring about nuclear disarmament. Students can explain the issues that led to the end of the Soviet Union and their affect on Eastern Block countries.</p>
Texts	<p>Text Book: McGraw Hill World History and Geography: Modern Times (Modern Era), Chapter 20, pp.411-428 Required Texts:</p> <ul style="list-style-type: none"> • Primary Source: US Cold War Ends - President Détente • Political Cartoons & Questions: End of the Soviet Union • Recommended Protocol(s): Image Analysis, Think-Pair-Share <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Primary Source Packet: Satellite States – Détente • Map Analysis: Map: The Breakup of the Soviet Union, 1991
Suggested Classroom Strategies	<p>Analyzing Visual Images (Appendix B, p.10): Political Cartoons of the Soviet Union Breakup Jigsaw (Appendix B, p.101): President Détente</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 events that led up to the collapse of the Soviet Union and the treaties that were made to disarm the Soviet Union. Prompt 2: What problems resulted from the tension between the USA and USSR and what efforts were made to resolve these problems.</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.65 Explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties. (H, P) W.85 Explain the struggle for economic autonomy, political sovereignty, and social justice that led to revolutions in Guatemala and Cuba, and armed insurgencies and civil war in many parts of Central America. (C, E, P) W.82 Evaluate the consequences of the Soviet Union’s breakup, including the development of market economies, political and social instability, ethnic struggles, oil and gas politics, and the dangers of the spread of weapons and technologies of mass destruction to rogue states and terrorist organizations. (C, E, G, P)</p>

World History: Quarter 3, Unit 3 - Week 2

Fall of the Soviet Union	
Essential Question(s)	<p>Why did the Soviet Union collapse? What issues to the Eastern Block of Europe face after the collapse of the Soviet Union? Why was the European Union founded? What is a Euro?</p>
Student Outcomes	<p>Student can describe the impact the collapse of the Soviet Union had on the Eastern Block nations and the discuss the issues of Germany's Reunification. Students will identify the reasons for founding the European Union and explore it's impact on Europe's economy, social, and political systems.</p>
Texts	<p>Text Book: McGraw Hill World History and Geography: Modern Times (Modern Era), Chapter 20, pp.411-428</p> <p>Required Texts:</p> <ul style="list-style-type: none"> • Primary Source Packet: Death of Communism Activity • Research Project: European Union Euro • Articles & Questions: Germany's Reunification • Recommended Protocol(s): Image Analysis, Evidence Logs <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: The Collapse of the Soviet Union • Gallery Walk: Berlin Wall
Suggested Classroom Strategies	<p>Jigsaw (Appendix B, p.101): Death of Communism Activity Evidence Logs (Appendix B, p.66): Why was the European Union Founded and the Euro introduced as a common currency? Anticipation Guide (Appendix B, p.16): Germany Reunification Issues</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; How did the Cold War impact the daily lives of the people of Germany and around the world? Prompt 2: Explain why the European Union was founded, and what it means to be a European Union member.</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.98 Describe the impact of the collapse of the Soviet Union on Eastern Bloc nations, including the Balkans. (G, H, P) W.99 Examine the effects of German reunification on both Western and Eastern Germany. (C, G, P) W.83 Write an opinion piece using valid reasoning and relevant and sufficient evidence on the creation of greater European economic and political unity, including The European Union and the Euro. (C, E, P)</p>