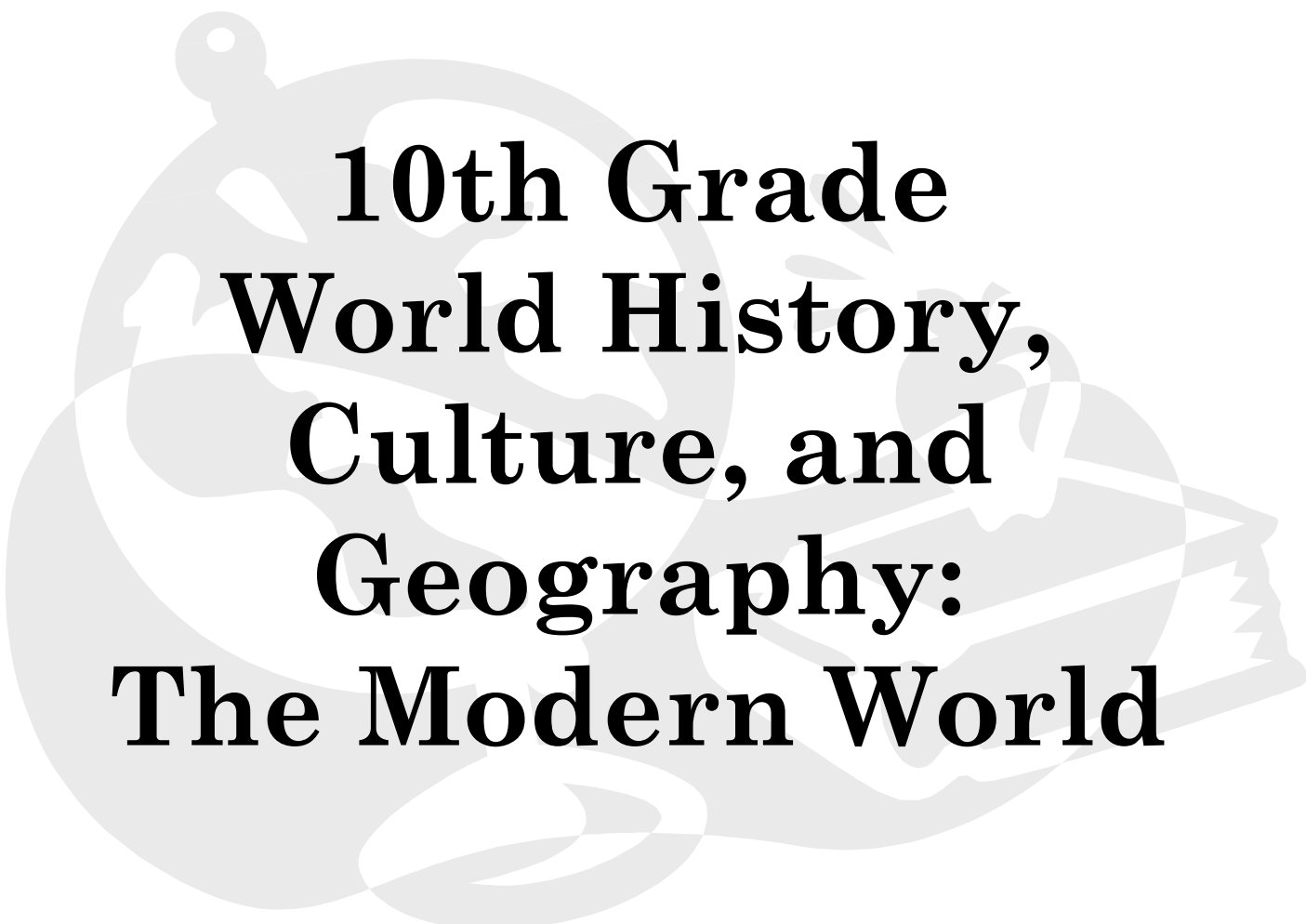
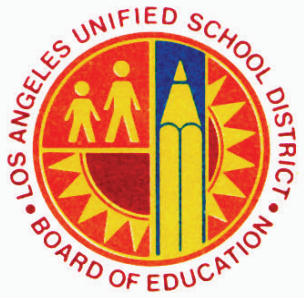


The Los Angeles
Unified School District

A large, light gray background graphic depicts a hand holding a globe and an open book. The hand is positioned at the top left, with the thumb and index finger gripping the globe. The globe is centered, and the open book is positioned at the bottom right, with its pages fanned out.

**10th Grade
World History,
Culture, and
Geography:
The Modern World**

Secondary Instructional Support Services
History/Social Science Branch

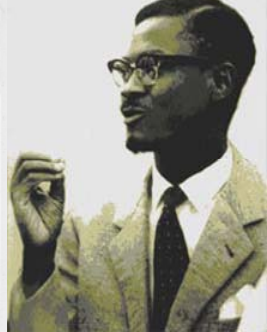
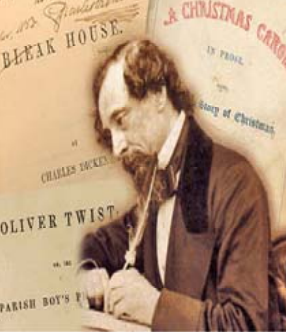
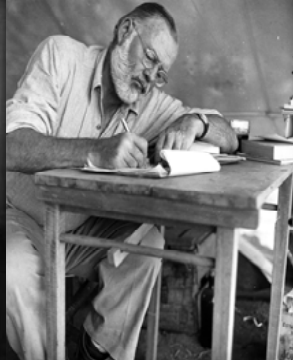


10TH GRADE
WORLD HISTORY, CULTURE, AND
GEOGRAPHY: THE MODERN WORLD

Los Angeles Unified Schol
District



BINDER TITLE



**Los Angeles Unified
School District**

Grade 10

**World History, Culture,
and Geography: The
Modern World**

Instructional Guide

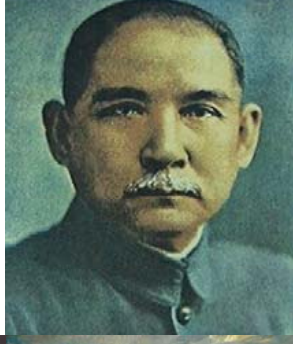
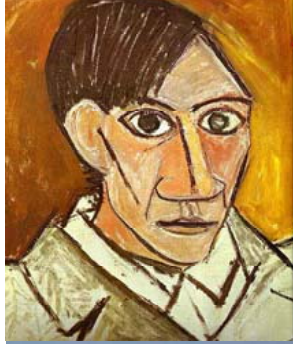


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Teacher Resource Pack

For further information and resources, please visit the History/Social Science webpage at:

www.lausdhss.org

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Mission

It is the mission of History/Social Science professionals in LAUSD to establish high standards of thinking and to foster learning that prepares each student to become a responsible and productive citizen in our democratic society.

It is our responsibility to create an environment in our classrooms that involves students in academic work that results in an advanced level of achievement and facilitates the skills and dispositions needed for civic participation.

“The curricular goal of democratic understanding and civic values is centered on an essential understanding of our nation’s identity and constitutional heritage; the civic values that form the foundation of the nation’s constitutional order and promote cohesion between all groups in a pluralistic society; and the rights and responsibilities of all citizens.” (*History-Social Science Framework for California Public Schools, 2001 Update, p.20*)

Vision

To create a universally accessible, culturally relevant learning environment grounded in research and collaboration that promotes disciplinary literacy and the habits of mind of History/Social Science, and thereby supports high levels of meaningful participation in the local and global community.



Goals of the *Instructional Guide*

Student Learning

- To ensure all students learn rigorous, meaningful skills and content in History/Social Science in a manner that is engaging, inquiry-based and culturally relevant.
- To ensure that all students are life long learners of History/Social Science and are thus empowered and active citizens.

Teacher Learning

- To support and facilitate teachers' use of reflective practice, participation in professional dialogue and exploration of historical and educational research both personally and collaboratively.
- To deepen teacher understanding and knowledge of History/Social Science and the pedagogical practices needed to implement a rigorous, meaningful curriculum for all students.

District/School

- To provide multiple avenues for history teachers and their colleagues to engage in professional conversations, explore research, and deepen their understanding and knowledge of History/Social Science content and pedagogy.
- To provide adequate resources and instructional materials to support the development of professional History/Social Science teaching and learning communities in schools and throughout the District.

Parent/Community

- To develop and communicate clear expectations about the mission of History/Social Science in LAUSD and to develop partnerships to support that mission.
- To provide assistance for parents to support student learning in History/Social Science.



History/Social Science *Instructional Guide* Overview

The *History/Social Science Instructional Guide for Grade 10* provides a contextual map for teaching all of the California History/Social Standards. The Guide provides the foundation for building a classroom curriculum and instructional program that engages *all* students in rigorous and dynamic learning. Aligned to the *California History/Social Science Standards Framework for California Public Schools*, the instructional resources in the Guide support District initiatives to close the achievement gap and raise all students to proficient performance in History/Social Science. The *History/Social Science Instructional Guide* is one part of a systemic approach to the teaching of history that involves instruction, professional development, and assessment.

Background

In order to evaluate programs and determine students' proficiency in knowing the content called for by the California Academic Content Standards, the state has established the Standardized Testing and Reporting (STAR) Program, of which the California Standards Tests (criterion-referenced assessments aligned to the California Standards in history/social science, English, mathematics, and science) are a component. California Standards Tests (CSTs) have been given annually since 1999 in History/Social Science (grades 8, 10, and 11) English and Mathematics (grades 2-11) Science (grades 9-11). The STAR Program is designed to meet some of the requirements of the No Child Left Behind (NCLB) Act (PL 1-7-110), signed into law on January 2002.

The purpose of this Instructional Guide and the accompanying Periodic Assessments is

to provide teachers with the support needed to ensure that students have received the history content specified by the California Academic Content Standards, and to provide direction for instruction or additional resources that students may require in order to become proficient in history at their particular grade level. This Guide is intended to be the foundation of a standards-based instructional program in history, from which the local district, school, and classroom will further enrich and expand based on the local expertise and available resources.

The Role of the *Instructional Guide* to Support Instruction

The Instructional Guide is a foundation for the teaching of history in Grade 10 and is designed to provide teachers with instructional resources to assist them in their implementation of a standards-based program. The Guide is also designed as a resource to support the implementation of a balanced instructional program.

In implementing this Guide, it is suggested that teachers work together to select the best combination of resources to meet their instructional goals and the specific learning needs of their students.



Organization of the *History/Social Science Instructional Guide*

The *History/Social Science Instructional Guide for Grade 10* is organized into three instructional components that map out the academic year. Included in each instructional component for Grade 10 are the following:

Standards Set

The standards set lays the foundation for each Instructional Component and the Periodic Assessments. The Standards Sets were determined by analyzing the content of the California History/Social Science Standards for Grade 10 and organizing the standards into a logical grouping for efficient and effective teaching. This curricular map also reflects the state ranking of the standards into a hierarchy indicated by “A”, “B”, “C”, and an asterisk. This ranking indicates the test frequency for each standard. The California Department of Education, in the 2005 testing blueprint, states: “The letter “A” indicates high emphasis, “B” medium, and “C” low. Some standards are not ranked for emphasis and are identified with an asterisk (*).”

Content Standards

Within each standards set, one or two lessons are provided as models. These lessons are created to support “A” level standards and also to provide scaffolding for the students in a sequential manner to prepare them for the periodic assessments. Each lesson incorporates historians’ “habits of mind” as a method to apprentice students to read, write, and think as historians.

Writing Task and Scaffolding Strategies Within the Model Lessons

The writing tasks are instructional tasks aligned to one or more of the high emphasis standards identified by the State Department of Education. Teachers may want to incorporate these types of writing tasks in their classroom instructional

programs. Each writing task sets clear expectations for student performance and includes scaffolding strategies that teachers might use in designing instruction that will provide students with the skills, knowledge, and conceptual understanding to perform successfully on the task.

Textbook References

Standards-aligned resources include textbook references from the LAUSD adopted series that have been correlated with the Content Standard Group. These are provided to assist teachers in locating selections from text that align with each of the Standards Groups.

10th Grade LAUSD teachers have access to textbooks published by Prentice Hall and Glencoe. Textbook references that are aligned to the California History/Social Science Standards in each textbook series are included in the Instructional Guide

Appendix

An Appendix with additional instructional strategies is included at the end of this Instructional Guide.



History/Social Science Instructional Guide Overview

I. Major District Initiatives

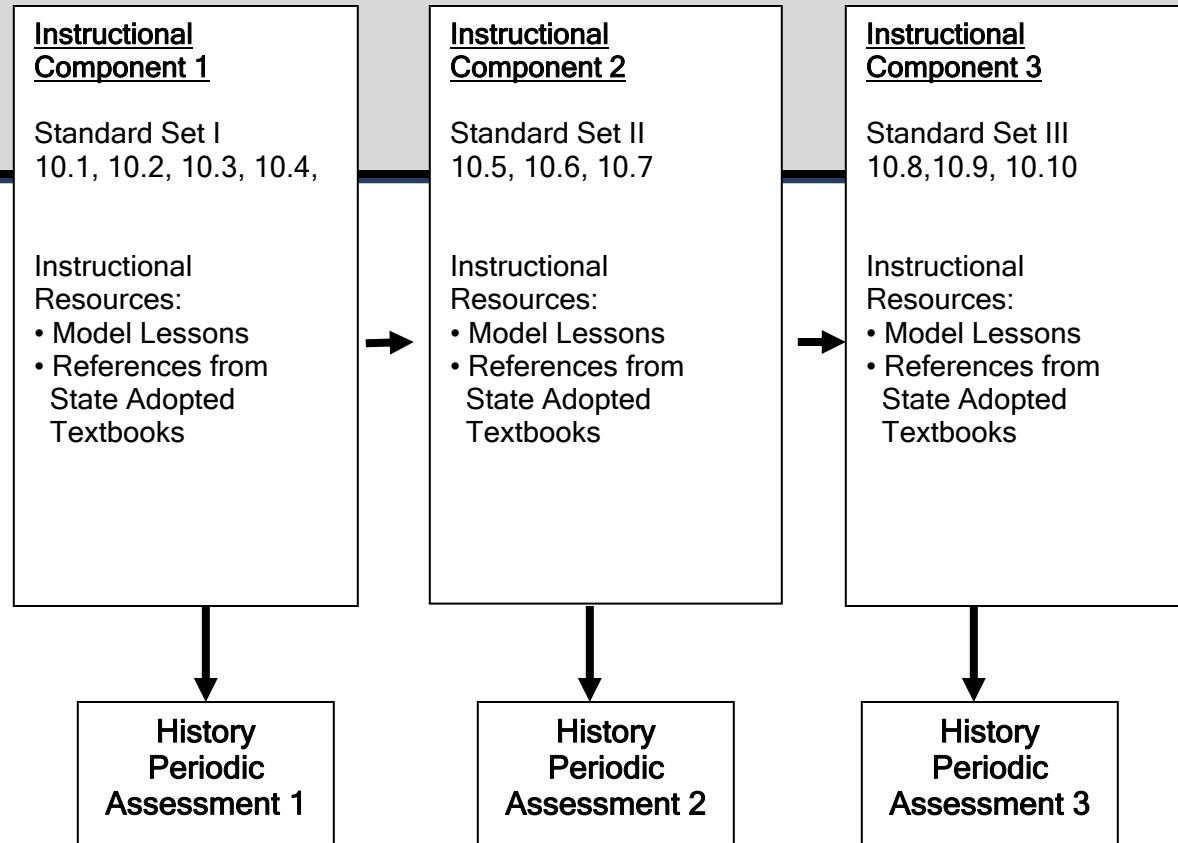
- Secondary Literacy Plan
- IFL Nine Principles of Learning
- Culturally Relevant Teaching Methods to Close the Achievement Gap

II. State of California Documents

- The California Content Standards
- History/Social Science Framework for California
- California Standards for the Teaching Profession

III. Assessment

- Periodic Assessment
- Scoring of Periodic Assessments



Appendices

- Meeting the Needs of All Students
- Essential and Focus Questions
- The Writing Process
- The Use of Primary Sources
- Standards for Civics and Government
- Alternative Documents



Overview of Major District Initiatives

The *History/Social Science Instructional Guide* and Periodic Assessments are part of the larger District periodic assessment system that will support the major Los Angeles Unified School District initiatives: **Secondary Literacy Plan, Institute For Learning (IFL) Nine Principles of Learning, Closing the Achievement Gap: Improving Educational Outcomes for Under-Achieving Students Initiative, and Small Learning Communities.**

A. Secondary Literacy Plan

The goal of the Los Angeles Unified School District's *Secondary Literacy Plan* is to enhance the District's efforts to provide learning opportunities and instruction to enable all middle and high school students to perform rigorous work and meet or exceed content standards in each content area. The plan is designed to address student and teacher needs and overcome challenges commonly faced in middle and high school today. The plan contains the following:

- Address literacy in all content areas.
- Help secondary teachers define their role in teaching reading and writing in their content area.
- Help struggling students with basic reading and writing skills and provide differentiated support.
- Provide training for secondary content area teachers to develop skills and strategies to provide additional, differentiated support for students who lack basic reading and writing skills.
- Change the institutional culture and school structures of traditional middle and high schools that often isolate teachers and students and act as barriers to learning and change.

Under the direction of the Superintendent, Local District Superintendents, and Central Office, implementation of The *Secondary Literacy Plan* began in the 2000-2001

school year. The following changes in the institutional and school structures must occur as the plan is implemented:

- Students must be taught and acquire new skills at the secondary level. Skills that students are taught in elementary school do not suffice for the complex reading tasks and cognitive processing that is required in the secondary curriculum.
- Literacy development must be an ongoing process whereby students learn to read, write and reason in the specific ways that are needed for different content areas and purposes.
- Secondary students need explicit instruction in reading and writing in order to develop deep conceptual understanding and to apply reading and writing strategies effectively in all content areas.
- Teachers must be equipped with the expertise that will enable them to help all students solve problems as readers and writers instead of labeling certain groups of students as problem readers and writers or ignoring low achieving students.
- Students must master the critical ideas in various content areas and learn to use reading, writing, speaking and thinking skills in each content area.

The Division of Instructional Support Services is presently engaged in a comprehensive review of all intervention strategies and programs. The office will bring forward recommendations that will better define our intervention programs and ensure that all interventions are research-based, effective and wed to classroom instruction. The office will identify specific interventions for grades K through 12, including a comprehensive review of the present Summer School/Intersession program and recommendations.



It is critical that, as we implement standards-based instruction, we have the capacity to diagnose student weaknesses and prescribe specific interventions that will help correct those weaknesses. In accomplishing this goal we will need to identify in-class strategies, extended day strategies and additional strategies that can be implemented in Summer School/Intersession.

In order to meet the challenges of the Secondary Literacy Plan, some action items are:

- Develop an instructional disciplinary literacy framework, and support standards-based instruction related to a specific content area. Content literacy addresses the development of literacy and content knowledge simultaneously.
- Organize instruction at the secondary level to create and support learning conditions that will help all students succeed.
- Implement a coherent ongoing professional development plan that will provide content area teachers with content-specific knowledge and expertise in order to meet the varied

learning and literacy needs of all students.

- Structure an organizational design that will enhance a school's capacity to address the teaching and varied learning needs of students in grades 6-12. Create infrastructure that will include instructional models to support expert teaching of content aligned to the standards.
- Differentiate instructional programs to meet the varied needs of all students, particularly those who need extensive accelerated instruction in decoding, encoding, and reading fluency.
- Strengthen curricular and instructional alignment with the content standards through the adoption of standards-based textbooks in History/Social Science.

Figure 1 illustrates an overview of the Secondary Literacy Plan components and shows the content connections between the disciplines of Science, English/Language Arts, Mathematics, and Social Studies. The interaction of the standards, professional development, assessment, and evaluation combine to form an interactive system that promotes content literacy.

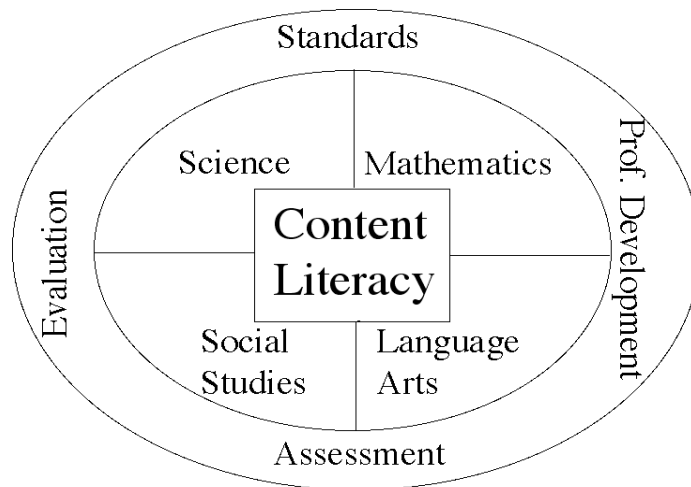


Figure 1- Secondary Literacy Chart



B. The Nine Principles of Learning

The Nine Principles of Learning from the Institute for Learning provide the theoretical foundation of research-based instructional practices that provide the foundation for the Secondary Redesign Comprehensive Plan. These nine principles are embedded throughout the Instructional Guide and underscore the guiding beliefs common in the Los Angeles Unified School District.

Organizing for Effort

An effort-based school replaces the assumption that aptitude determines what and how much students learn with the assumption that sustained and directed effort can yield high achievement for all students. Everything is organized to evoke and support this effort and to send the message that effort is expected and that difficult problems lead to sustained work. High minimum standards are set and assessments are geared to these standards. All students are taught a rigorous curriculum matched to the standards, along with as much time and expert instruction as they need to meet or exceed expectations. This principle is one of the guiding beliefs common in every school in the Los Angeles Unified School District.

Clear Expectations

If we expect all students to achieve at high levels, then we need to define explicitly what we expect students to learn. These expectations need to be communicated to professionals, parents, the community and, above all, students themselves. Descriptive criteria and models of work that meets standards should be publicly displayed, and students should refer to these displays to help them analyze and discuss their work. With visible accomplishment targets to aim toward at each stage of learning, students can participate in evaluating their own work and setting goals for their own effort.

Fair and Credible Evaluations

We need to use assessments that students find fair and that parents, community, and employers find credible. Fair evaluations are ones for which students can prepare; therefore, tests, exams, classroom assessments, and curriculum must be aligned to the standards. Fair assessment also means that grading must be performed in relation to absolute standards rather than on a curve, so that students clearly see the results of their learning efforts. Assessments that meet these criteria provide parents, colleges, and employers with credible evaluations of what individual students know and can do.

Recognition of Accomplishment

We must motivate students by regularly recognizing their accomplishments. Clear recognition of authentic accomplishment is the hallmark of an effort-based school. This recognition can take the form of celebrations of work that meets standards or intermediate progress benchmarks to the standards. Progress points should be articulated so that, regardless of entering performance level, every student can meet real accomplishment criteria often enough to be recognized frequently. Recognition of accomplishment can be tied to an opportunity to participate in events that matter to students and their families. Student accomplishment is also recognized when student performance on standards-based assessments is related to opportunities at work and in higher education.

Academic Rigor in a Thinking Curriculum

Thinking and problem solving will be the new basics of the 21st century, but the common idea that we can teach thinking without a solid foundation of knowledge must be abandoned. So must the idea that we can teach knowledge without engaging students in thinking. Knowledge and thinking are intimately joined. This implies a curriculum organized around major concepts that students are expected



to know deeply. Teaching must engage students in active reasoning about these concepts. In every subject, at every grade level, instruction and learning must include commitment to a knowledge core, high thinking demand, and active use of knowledge.

Accountable Talk

Talking with others about ideas and work is fundamental to learning, but not all talk sustains learning. For classroom talk to promote learning it must be accountable to the learning community, to accurate and appropriate knowledge and to rigorous thinking. Accountable talk seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue under discussion. Accountable talk uses evidence appropriate to the discipline (e.g., proofs in mathematics, data from investigations in science, textual details in literature, primary and secondary sources in history) and follows established norms of good reasoning. Teachers should intentionally create the norms and skills of accountable talk in their classrooms.

Socializing Intelligence

Intelligence is much more than an innate ability to think quickly and stockpile bits of knowledge. Intelligence is a set of problem-solving and reasoning capabilities along with the habits of mind that lead one to use those capabilities regularly. Intelligence is equally a set of beliefs about one's right and obligation to understand and make sense of the world, and one's capacity to figure things out over time. Intelligent habits of mind are learned through the daily expectations placed on the learner by calling on students to use the skills of intelligent thinking. By holding students responsible for doing so, educators can "teach" intelligence. This is what teachers normally do with students from whom they expect much; it should be standard practice with all students.

Self-management of Learning

If students are going to be responsible for the quality of their thinking and learning, they need to develop and regularly use an array of self-monitoring and self-management strategies. These metacognitive skills include noticing when one doesn't understand something and taking steps to remedy the situation, as well as formulating questions and inquiries that let one explore deep levels of meaning. Students also manage their own learning by evaluating the feedback they get from others; bringing their background knowledge to bear on new learning; anticipating learning difficulties and apportioning their time accordingly and judging their progress toward a learning goal. These are strategies that good learners use spontaneously and all students can learn through appropriate instruction and socialization. Learning environments should be designed to model and encourage the regular use of self-management strategies.

Learning as Apprenticeship

For many centuries, most people learned by working alongside an expert who modeled skilled practice and guided novices as they created authentic products or performances for interested and critical audiences. This kind of apprenticeship allowed learners to acquire complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior. Much of the power of apprenticeship learning can be brought into schooling by organizing learning environments so that complex thinking is modeled and analyzed and by providing mentoring and coaching as students undertake extended projects and develop presentations of finished work, both in and beyond the classroom.



C. Culturally Relevant/Responsive Teaching Methods to Close the Achievement Gap

In June of 2000, the LAUSD Board of Education approved a resolution that called for an Action Plan to eliminate the disparities in educational outcomes for African American and Latino students. Five major tenets, along with their recommendations, performance goals, and evaluations, are to be embedded into all District instructional programs. *The History/Social Science Instructional Guide* for Grade 10 supports these tenets that are listed below:

Tenet 1 Students' Opportunity to Learn

Comprehensive professional development for administrators, teachers, counselors, and coaches on Culturally Responsive and Culturally Contextualized Teaching will ensure that instruction for African American and Latino students is relevant and responsive to their learning needs.

Tenet 2 Students' Opportunity to Learn (Adult Focused)

The District will provide professional development in the Academic English Mastery Program (AEMP) to promote language acquisition and improve student achievement.

Tenet 3 Professional Development for Teachers and Staff Responsible for the Education of African American and Latino Students

The District will make every effort to ensure that its staff, Central, Local District, and School Site and their external support providers are adequately trained and have the pedagogical knowledge and skill to effectively enhance the academic

achievement of African American and Latino students.

Tenet 4 Engage Parents and Community in Education of African American and Latino Students

Parents should be given the opportunity and tools to be the effective educational advocates for their children. The District will continue to support the efforts of its schools to engage parents in the education of their children through improved communications between schools, teachers, and parents.

Tenet 5 Ongoing Planning, Systematic Monitoring, and Reporting

The district should annually evaluate the actions taken by various parties (superintendents, local districts, schools, programs, administrators, teachers, and staff) to close the achievement gap for African American and Latino students. The evaluation should report on the status of all African American and Latino children in LAUSD on the performance indicators enumerated in this action plan, and should include case studies for a sample of school and classrooms in all local districts.

The following are basic assumptions upon which culturally relevant and responsive instruction and learning is built.

Basic Assumptions

Comprehensible: Culturally Responsive Teaching teaches the whole child. Culturally Responsive teachers develop intellectual, social emotional, and political learning by using cultural referents to impart knowledge, skills, and attitudes.



Multidimensional: Culturally Responsive Teaching encompasses content, learning context, classroom climate, student-teacher relationships, instructional techniques, and performance assessments.

Empowering: Culturally Responsive Teaching enables students to be more successful learners. Empowering translates into academic competence, personal confidence, courage, and the will to act.

Transformative: Culturally Responsive Teaching defies conventions of traditional educational practices with respect to ethnic students of color. It uses the cultures and experience of students of color as worthwhile resources for teaching and learning, recognizes the strengths of these students and enhances them further in the instructional process. Culturally Responsive Teaching transforms teachers and students. It is in the interactions with individual educators that students are either empowered, or alternately, disabled, personally and academically.

Emancipatory: Culturally Responsive Teaching is liberating. It makes authentic knowledge about different ethnic groups accessible to students and the validation, information, and pride it generates are both psychologically and intellectually liberating.

D. Small Learning Communities

The Los Angeles Unified School District is committed to the learning of every child. That commitment demands that every child have access to rich educational opportunities and supportive, personalized learning environments. That commitment demands that schools deliver a rich and rigorous academic curriculum and that students meet rigorous academic standards. Correspondingly, the large, industrial model schools typical of urban areas will be reconfigured and new schools will be built to accommodate Small Learning Communities. Those communities will be characterized by:

- Personalized instruction
- Respectful and supportive learning environments
- Focused curriculum
- Rigorous academic performance standards
- Continuity of instruction
- Continuity of student-teacher relationships
- Community-based partnerships
- Joint use of facilities
- Accountability for students, parents, and teachers
- Increased communication and collaboration
- Flexibility and innovation for students, parents, and teachers

The LAUSD is committed to the redesign of its schools. That commitment includes the willingness to treat students as individuals and the willingness to allow each school to fulfill the goals of the Small Learning Community ideals in the uniqueness of its own setting.



State of California Documents

The *History/Social Science Instructional Guide* for Grade 10 is built upon the framework provided by the *History-Social Science Framework for California Public Schools*© 2001, the *California Standards for the Teaching Profession*, and the *History-Social Science Content Standards for California Public Schools*©1998. Each of these California documents has overarching implications for every grade level from K to 12.

The History-Social Science Content Standards for California Public Schools represents the content of history-social science education and includes essential skills and knowledge students will need to be historically literate citizens in the twenty-first century. These standards emphasize historical narrative, highlight the roles of significant individuals throughout history, and convey the rights and obligations of citizenship. The *History-Social Science Framework for California Public Schools* is a blueprint for the reform of the history-social science curriculum, instruction, professional preparation and development, and instructional materials in California. The history-social science standards contain a precise description of required content at each grade level. The framework extends those guidelines by providing the philosophical reasoning behind the creation of the standards and the goals for history-social science education in the state of California. “The object of the history-social science curriculum is intended to set forth, in an organized way, the knowledge and understanding that our students need to function intelligently now and in the future” (p.3). These documents drive history-social science instruction in California.

A. The California Content Standards

The California Content Standards in the Instructional Guide are organized into three instructional components. These components were created from the input of the Secondary History Social Science Cadres throughout the Los Angeles Unified School District. The instructional

components provide a map for student mastery of the content standards.

The introduction to the standards states, “When students master the content and develop the skills contained in these standards, they will be well equipped for the twenty-first century” (p. vii).

B. History/Social Science Framework for California Public Schools

The History-Social Science Framework for California Public Schools supports the California History-Social Science Content Standards. The Framework “establishes guiding principles that define attributes of a quality history-social science curriculum at all grade levels.” Additionally, the Framework states, “as educators, we have the responsibility of preparing children for the challenges of living in a fast-changing society. The study of continuity and change is, as it happens, the main focus of the history-social science curriculum.” (p. 3)

These principles of an effective history-social science education program address the complexity of the content and the methods by which the curriculum is effectively taught. In addition to the seventeen distinguishing characteristics of the Framework, the Instructional Guide is based on the following guiding principles:

- Teaching and learning of History/Social Science is inquiry based, with habits of mind that are unique to the discipline.
- All students can learn the habits of mind of the social sciences given adequate



models, coaching, tools, practice and feedback.

- History/Social Science educators have a unique and essential responsibility in the preparation of an educated, engaged citizenry.
- Educators need the adequate time, training, collaboration, resources and tools to implement inquiry and standards-based history instruction.

C. California Standards for the Teaching Profession

The California Standards for the Teaching Profession provide the foundation for teaching. These standards offer a common language and create a vision that enables teachers to define and develop their practice. Reflected in these standards is a critical need for all teachers to be responsive to the diverse cultural, linguistic, and socio-economic backgrounds of their students. The California Standards for the Teaching Profession provides a framework of six standards with thirty two key elements that represent a developmental, holistic view of teaching, and are intended to meet the needs of diverse teachers and students. These standards are designed to help educators do the following:

- Reflect about student learning and practice,
- Formulate professional goals to improve their teaching practice,
- Guide, monitor and assess the progress of a teacher's practice toward professional goals and professionally accepted benchmarks.

The teaching standards are summarized below. Further expansion and explanation of the key elements are presented in the complete text, California Standards for the Teaching Profession, which can be obtained from the California Commission on Teacher Credentialing or the California Department of Education.

Standard 1: Engaging and Supporting All Students in Learning

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice.

Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

Standard 3: Understanding and Organizing Subject Matter for Student Understanding

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area.



Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

Standard 5: Assessing Student Learning

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve students in assessing their own learning. Teachers use information from a variety of on-going assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

Standard 6: Developing as a Professional Educator

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional

knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

These standards for the teaching profession, along with the Content Standards and the History-Social Science Framework, provide guidance to achieve the objective that all students achieve a high degree of history-social science literacy.



History/Social Science Pedagogy

Philosophy

The *History/Social Science Instructional Guide* for Grade 10 supports the following:

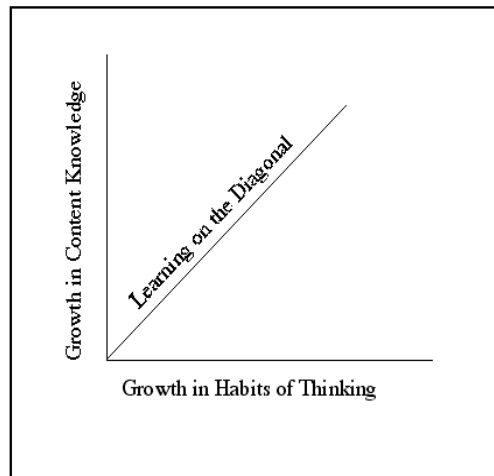
- Deepen the understanding of Disciplinary Literacy and standards-based instruction.
- Examine what it means to think, read and write as a historian and how this translates into day-to-day standards-based lessons and formative assessments.
- Focus on the ability of teachers to use historical inquiry and primary source documents as an instructional strategy to engage the learner and to apprentice student-historians.
- Utilize primary sources to model how historians gather and interpret evidence and generate and modify hypotheses.
- Consider our civic mission to educate a thoughtful, informed citizenry capable of making informed choices.

The goal was to foster and promote an educational community where history teachers apply this pedagogical knowledge

and these instructional strategies in the classroom. Within that educational community, teachers use formative assessments, analyze the data, participate in lesson study, and continually modify their instruction to support the student mastery of content knowledge and the acquisition of the historical habits of mind.

Disciplinary Literacy

The District initiative to advance literacy across the four core content areas is termed Disciplinary Literacy. Disciplinary Literacy is defined "as the mastery of both the core ideas and concepts and the habits of thinking" of a particular discipline. The driving idea is that knowledge and thinking must go hand in hand. As content knowledge grows, one needs to grow also in the habits of thinking for that discipline. The role of the teacher is to ensure that all students learn on the diagonal. The following chart, adapted from C. Giesler's, *Academic Literacy* (1994), illustrates the district Disciplinary Literacy goal for students to learn on the diagonal.



For students to learn on the diagonal, it is of utmost importance for our teachers to use instructional methods that promote the mastery of conceptual and content knowledge with analysis skills and habits of mind unique to the discipline of History.

The following five design principles for instruction support student learning along the diagonal:

1. Students learn core concepts and habits of thinking within each discipline as defined by standards.
 - All students are expected to inquire, investigate, read, write, reason, and speak as historians.
 - Students experience curricula characterized by depth and consistency.
2. Learning activities, curricula, tasks, text, and talk apprentice students within the discipline of History/Social Science.
 - Students learn by doing history, engaging in rigorous ongoing investigations into the essential issues of humanity, culture and civilization.
 - All lessons, assignments, materials, and discussions serve as scaffolding for students' emerging mastery of History/Social Science content knowledge and habits of thinking.
3. Teachers apprentice students by giving them opportunities to engage in rigorous disciplinary activity and by providing scaffolding through inquiry, direct instruction, modeling and observation.
4. Intelligence is socialized through community, class-learning culture, and instructional routines.
 - Students are encouraged to take risks, to seek and offer help when appropriate, to ask questions and insist on understanding the answers, to analyze and solve problems to

reflect on their learning, and to learn from one another.

- Teachers arrange environments, use tools, and establish norms and routines and communicate to all student how to become better thinkers in History/Social Science.
5. Instruction is assessment-driven.
 - Teachers use multiple forms of formal and informal assessment, formative and summative assessment and data to guide instruction.
 - Throughout the year, teachers assess students' grasp of History/Social Science concepts, their habits of inquiring, investigating, problem-solving, and communicating.
 - Teachers use these assessments to tailor instructional opportunities to the needs of their learners.
 - Students are engaged in self-assessment to develop meta-cognitive development and the ability to manage their own learning.



Thinking Historically

Thinking historically is best described as the acquisition of core knowledge in History/Social Science, which provides the student with a foundation to develop the critical thinking skills needed by historians and social scientists to study the past and its relationship to the present. History is as much about asking questions as it is about answering questions, or questioning answers.

Reading Historically

According to Ronald Takaki, a Professor of Ethnic Studies at UC Berkeley, “Experienced readers of history read to make sense of the past, evaluate what they are reading based on historical evidence and create their own historical explanation or interpretation.” Reading of history requires study beyond the initial facts and is

characterized by differing perspectives, conflicting motives, and competing forces.

Writing Historically

Facts are not the past, but the residue of human action left behind for historians to wade through, interpret, and fashion, through writing, in to history. Historians analyze evidence and record their interpretations of the facts, constructing portrayals of the past. Each historian writes with a purpose, targeting a specific audience. Therefore, historical writing is the process through which the historian constructs his/her argument. In essence, historical writing allows the writer to present a version of events based on evidence and records. As Thomas Holt, a professor of History at the University of Chicago says, “All historical writing is essentially competing human narratives about the past.”



Thinking/Reading/Writing/Speaking as an Historian

<i>Thinking</i>	<i>Reading</i>
<p>Historians . . .</p> <ul style="list-style-type: none"> • Understand and appreciate universal and cultural historical themes and dilemmas. • Distinguish the important from the irrelevant. • Recognize vital connections between the past and present. • Speculate by making predictions about their world and the future. • Effectively analyze and interpret evidence, both primary and secondary. • Identify relationships between cause and effect. • Distinguish main events from secondary events. • Research history (documents, artifacts, etc.) to gather evidence. • Interpret evidence to construct an account or portrayal of the past. • Consider all the evidence and interpretations and formulate hypotheses about what is happening and why. • Verify hypotheses through research. 	<p>Historians . . .</p> <ul style="list-style-type: none"> • Seek to discover context. • Ask what the purpose of the text is. • Assume bias in text. • Consider word choice and tone. • Read slowly, simulating a social exchange between two readers, one who enters into the text wholeheartedly and reads it like a believer, and the other who then stands back and critically questions the text. • Compare texts to gather different, perhaps divergent, accounts of the same event or topic. • Get interested in contradictions and ambiguity. • Check sources of documents. • Read like witnesses to living, evolving events. • Read like lawyers, who make cases.
<i>Writing</i>	<i>Speaking</i>
<p>Historians . . .</p> <ul style="list-style-type: none"> • Use historical narrative to summarize and explain the past. • Write with purpose, targeting specific audiences. • Construct historical arguments presenting their version of events based on evidence and record. • Use a variety of formats, including: <ul style="list-style-type: none"> ○ Scholarly articles. ○ Textbooks. ○ Biographies. ○ Scripts for documentaries. ○ Descriptions for museum exhibits. • Write in varying styles. 	<p>Historians . . .</p> <ul style="list-style-type: none"> • Present their findings in a variety of formats, including: <ul style="list-style-type: none"> ○ Lectures. ○ Scholarly debates. ○ Film documentary narration or commentary. ○ Presentations of scholarly articles. ○ Giving commentary on museum exhibits. <p>Historians also . . .</p> <ul style="list-style-type: none"> • Hold interviews. • Advise politicians. • Comment on current events.



The Use of Primary Sources

Using primary sources is essential to developing the habits of mind integral in historical thinking. Teaching students to analyze primary sources successfully begins with modeling effective questioning in order to understand content and significance.

Primary sources include written documents, maps, photographs, cartoons, artwork, artifacts, photographs, sound recordings, motion pictures, and posters. They allow students to analyze events from the perspective of those who were witnesses to history. It is through this work that students learn how to analyze and interpret history, leading them to draw their own conclusions, based on evidence. Additionally, primary sources allow students to grasp how people resolved complex issues. For example, an

examination of Winston Churchill's speech, or Joseph Stalin's response, regarding the issue of an "Iron Curtain" during the Cold War Era demonstrates the complexity of the matter for world leaders. It is through evaluating and analyzing documents that students will be able to arrive at deep levels of historical knowledge and understanding.

The ability to comprehend and analyze primary sources is a complex skill that must be scaffolded for students. Many documents contain abstract and unfamiliar terminology and can prove to be challenging for students. The instructional strategies provided in this guide demonstrate several practical uses for primary sources. For example, students analyze quotes, visuals, and compare speakers' perspectives to determine point of view. Speeches are deconstructed and analyzed in order to determine motivation for action (See **Appendix D** on primary sources)



Strategies Used in the Instructional Guide

Each concept lesson is designed to incorporate a variety of techniques and strategies to support all students. The chart below indicates the strategies found in the concept lessons and the ways these strategies support students.

Student Support Strategies in the Concept Lessons	Vocabulary Support ¹	Listening/Speaking	Reading/Writing	Pre-writing activity	Visuals	Analysis Tool	Question variety ²	Variety of Assessment ³	Cooperative Activity	Personalized Content ⁴
Agree/Disagree Chart	√		√			√	√		√	√
Cornell Notes	√		√	√		√				
Exit Slips	√		√	√				√		√
Experiential Exercise		√	√				√		√	√
Graphic Organizers	√		√	√	√	√		√		
Jigsaw Reading			√	√				√	√	
Modeling Document Analysis	√	√	√	√	√	√	√			
Say, Mean, Matter			√	√		√	√	√		
Think Aloud	√	√	√			√				√
Think, Pair, Share		√	√	√		√			√	
Visual Analysis			√	√	√	√		√	√	

Key:

¹Vocabulary Support: The strategy contains tools to help students understand key and support vocabulary.

²Question Variety: The strategy involves a variety of questions, building on multiple levels of Bloom's Taxonomy.

³Variety of Assessment: The strategy provides students multiple ways to demonstrate mastery of content.

⁴Personalized Content: The strategy allows students to relate content to their own lives.



Student Engagement

There has been extensive literature written on ways to engage students in learning. In general, much of the literature finds that students engage in classroom activities that are meaningful, motivational, and experiential.

Meaningful activities are those to which the students can relate their own lives or past learning. Students understand why they are engaged in the activity and see connections across curricula or how they might use the information in their lives. These activities give students an opportunity to personalize information, ultimately validating who they are and that what they bring to the classroom is valuable.

Motivational activities build on students' curiosity, interests, and independence. A student's curiosity is perhaps the strongest motivator; if a topic, question or method of delivery (i.e. storytelling) is intriguing to a student, he/she will naturally look for more information or seek the answer. Likewise, tapping into the interests of the students will build upon internal motivation. Additionally, students are eager to exercise independence and self-expression. Giving students some degree of autonomy in selection of topics, projects, or assessments will increase their motivation to engage in the activity.

Experiential activities tap into the multiple intelligences of students. In History/Social Science, cooperative activities, project-based learning, or simulations are some examples of experiential activities. These activities allow the students to use their spatial, kinesthetic, interpersonal, musical, or naturalist intelligences to engage in the activity ultimately supporting retention and mastery of the content knowledge. (See the chart of Gardner's Theory of Multiple Intelligences in **Appendix A.**)



Academic Skills Grade 10

The Instructional Guide builds upon four distinct skill sets: Conceptual Analysis, Historical Analysis, Reading, and Writing. For ease of use and readability, these skills have been divided into four separate sets. While the Conceptual Analysis and Historical Analysis skills are based on the *California State History/Social Science Framework and Standards*, the reading and writing skills are connected to the English Language Arts Standards.

<i>Historical Reading Emphasis</i>	<i>Conceptual Skills Emphasis</i>
<ul style="list-style-type: none"> • Read primary and secondary sources like a “detective” to find clues and like a “lawyer” to make a case. • Understand the importance of context and source when analyzing primary source documents. • Formulate historical questions when analyzing a variety of primary and secondary source documents. • Detect and evaluate bias, distortions, and propaganda in primary source documents and in expository text. • Understand the overall approach taken by an author (thesis posed, point-of-view, audience, evidence used). • Compare and contrast sources in order to develop the skill of corroboration. 	<ul style="list-style-type: none"> • Determine and evaluate major turning points that shaped the modern world. • Explore cause and effect focusing on the historical roots of current world issues, international and international conflicts, and patterns of global continuity and change. • Consider how technology, politics, religion, education, economics, and other factors influence social change. Reflect on these factors and evaluate their influence on the modern world. • Examine how power takes on many forms, including ideological, military, economic, political and cultural. Understand how governments and individuals utilize power to influence behavior. • Understand and evaluate interdependence, including how countries depend upon one another through treaties and alliances, resources, markets, information, and technology.
<i>Historical Analysis Skills</i>	<i>Writing Skills Emphasis</i>
<ul style="list-style-type: none"> • Assess issues of change and continuity over time. Compare and contrast institutions, trends, movements, people, interests and values. • Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned (CST1). • Analyze how change happens at different rates and at different times (CST 2). • Relate past and current events to the physical and human characteristics of places and regions. (CST 4). • Show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. (H I 1) • Analyze point of view, context, bias, and validity of arguments. • Analyze how historians use evidence and construct and test hypotheses (REP 4) 	<ul style="list-style-type: none"> • Identify, select and use tools to organize information and ideas in preparation for writing. • Write expository compositions focusing on the similarities and differences among one or more individuals, groups, concepts, or past events, employing information from multiple primary and secondary sources. • Write expository and persuasive compositions focusing on historical context that include the development of a thesis statement, topic sentences, and a conclusion. • Write a document-based essay with evidence and citations. • Write reflections that make personal connections with the content and learning experiences.



The Role of Assessment

“Assess student learning and instruction and the effectiveness on the basis of results rather than intentions”

Rick DuFour

As an integral element of the Secondary Periodic Assessment Program, the History/Social Science assessments are designed to measure student learning and inform instruction. The intent of the Periodic Assessments is to provide teachers with the diagnostic information needed to ensure that students have received the instruction in the History/Social Science content specified by the *California History/Social Science Framework and Content Standards*, and to provide direction for instruction. They are specifically designed to:

- Focus classroom instruction on the California Content Standards.
- Ensure that all students are provided access to the content required of the standards.
- Provide a coherent system for linking assessment of standards to district programs and adopted materials.
- Be administered to all students in core History/Social Science classes on a periodic basis.
- Guide instruction by providing on-going feedback that will help teachers collaboratively target the specific standards-based knowledge and skills that students need to acquire.
- Assist teachers in determining appropriate extensions and interventions.
- Motivate students to be responsible for their own learning.
- Provide useful information to parents regarding their child’s progress toward proficiency of standards.
- Link professional development to standards-specific data.

Purpose of Periodic Assessments

“Collecting data is only the first step toward wisdom, but sharing data is the first step toward community.”

Henry Louis Gates, Jr.

There are numerous researched-based reasons for utilizing common assessments. First, common assessments promote equity and access for all students. Secondly, they enable teachers to collaborate, to identify, and to address problem areas in their community/programs. Thirdly, common assessments are tools to be used to hone and share best practices in the teaching profession. Finally, common assessments provide opportunities for a collective-response to help schools create timely, systemic intervention for students.

Results from the assessments should be used to specify immediate adjustments and guide modifications in instruction to assist all students in meeting or exceeding the state History/Social Science standards. With these results, teachers can make immediate decisions about instruction, including extensions and interventions.

“Schools foster effective instruction when they help establish specific, measurable, results-orientated, performance goals.”

Katzenback and Smith

The Instructional Guide includes five Model Lessons with built in assessment components. These classroom level assessments, along with other teacher designed assessments, student evaluations, and student and teacher reflections, can be used to create a complete classroom assessment plan.

The Periodic Assessments are a formal assessment of the student's mastery of the standards within the History/Social Science discipline, but should **not** be considered the sole method of assessing students' content knowledge. The assessment is designed to measure a range of skills and knowledge.

Each Periodic Assessment will consist of multiple-choice questions and one short constructed response item (SCR). The multiple choice items are designed to mirror the California Standards Test in structure, content and skills. The constructed response items are designed to assess student's historical analysis skills. The content in the SCR's will connect to the content in the model lessons.

The assessment is designed to be given within a single 50 minute classroom period. History/Social Science test booklets will be available in both English and Spanish.

Scoring of Periodic Assessments

The multiple choice portion of the Periodic Assessment will be scored electronically by *The Princeton Review*. The classroom teacher, using a scoring guide designed to score content and salient ideas, not language conventions, will evaluate the

SCR. Teachers will be trained during professional development in scoring the SCR writing tasks using the scoring guide.

Intervention

"High expectations for success will be judged not only by the initial staff beliefs and behaviors, but also by the organization's response when some students do not learn."

Larry Lezotte

Intervention should be part of the daily classroom instruction. As teachers assess understanding and learning each day, so as to determine where students are in relation to the standards, they will make decisions about when to simply review content and when to incorporate researched-based practices designed to assist students in acquiring the knowledge and skills.

Following each periodic assessment, time should be set aside for students and teachers to review assessment scores and establish a clearly defined course of action. At this point intervention is strategic teaching and learning. Common student misconceptions can be addressed as similar concepts and topics are covered in subsequent units providing opportunities for comparing and contrasting past and present content.

Sample Periodic Assessment Questions

1. **Why did the United States refuse to join the League of Nations?**
- A It was afraid the League would force it to give up its territories.
 - ✓B It was concerned that the League would interfere with American sovereignty.
 - C It was concerned the League would force it to pay reparations to European countries involved in World War I.
 - D It was afraid the League would try United States citizens for war crimes.

“The world today doesn’t make sense, so why should I paint pictures that do?”
Pablo Picasso

2. **Picasso’s quote above illustrates**
- A Europeans’ concerns about the rise of imperialism after World War I.
 - B Europeans’ concerns about the end of free trade after World War I.
 - ✓C the influence of post-World War I disillusionment on art.
 - D the influence of British ideologies on the post-World War I art world.

“A state is not a mere society, having a common place, established for the prevention of mutual crime and for the sake of exchange. . . Political society exists for the sake of noble actions, and not of mere companionship.”
Aristotle, from *Politics*

3. **The quote above illustrates Aristotle’s interest in**
- A rule of law.
 - B the illegitimacy of tyranny.
 - ✓C the place of morality in politics.
 - D the relation of the individual to the state.
4. **European colonists believed they should colonize Africa because**
- ✓A. Europeans had wealth and power.
 - B. Africa had no trade networks.
 - C. Africans did not resist.
 - D. Europeans had no colonies.

5. **Which was a central criticism of capitalism during the Industrial Revolution?**
- A dependence on foreign markets
 - B exploitation of natural resources.
 - C the high cost of new machinery
 - ✓D unfair distribution of wealth.

Sample Short Constructed Response

Directions: Carefully read the information below. Then use the historical background, countries in attendance, excerpts, and the map to answer the questions on the other side of this page.

Historical Background

In the mid-nineteenth century the imperialist powers of Europe showed renewed interest in the continent of Africa. This interest was heightened by the opportunities for raw materials and investment that could provide for Europe's continuing industrialization. There was competition among the powers as they eyed the opportunities and set the stage for intrusion.

The Berlin Conference, November 15, 1884. The countries represented:

France, Germany, Great Britain, Portugal, Belgium, Denmark, Netherlands, Russia, Austria-Hungary, Sweden, Norway, Turkey, Spain, United States

From the Berlin Conference: The General Act, February 26, 1885

XXXV. The Signatory Powers of the present Act recognize the obligation to insure the establishment of authority in the regions occupied by them on the coasts of the African Continent sufficient to protect existing rights, and, as the case may be, freedom of trade and of transit under the conditions agreed upon.

Map of Africa, 1914



Sample Short Constructed Response Answer Sheet

1. According to the documents, which nation that had territorial claims in 1914, did not attend the Berlin Conference in 1885?

2. Based on the excerpt from the General Act, who can you infer were the Signatory Powers (nations that signed document)?

3. Using the map, the excerpts, and your knowledge of history, what were the consequences of the Berlin Conference of 1885?

Sample Short Constructed Response Answer Sheet

1. According to the documents, which nation that had territorial claims in 1914, did not attend the Berlin Conference in 1885?

Answer: Italy

2. Based on the excerpt from the General Act, who can you infer were the Signatory Powers (nations that signed document)?

Answer: The European nations and US attending the conference or the industrialized nations of the world.

3. Using the map, the excerpts, and your knowledge of history, what were the consequences of the Berlin Conference of 1885?

Answer: Answers may vary, but students should have at least three of the following points:

- African nations were barred from the Berlin Conference and with no representation fell to the mercy of the European powers.
- European powers extended their influence throughout all of Africa, particularly the interior.
- Most of the independent nations in Africa prior to 1885 by 1914 fell under European control by 1914.
- Europe exploited and fleeced the raw materials throughout the African continent.
- The loss of native African cultures, languages, religions, and customs occurred.
- The creation of national borders based on European interest rather than African people's interest would later cause unrest in Africa.

Introduction to the Curricular Map

The curricular maps are a plan that allocates the time needed to teach all of the content standards adequately in one instructional year. They were created to assist teachers with instructional planning as well as to develop a unified yet flexible instructional approach to History/Social Science within the Los Angeles Unified School District.

The maps are divided into three instructional components consisting of the standard sets to be taught, each component comprising roughly 1/3 of the time in a year-long course. Within each instructional component, there are specified standards and days allocated for each standard; within that component, the sequence of standards and the number of instructional days may be adjusted to best fit the needs of your students before the Periodic Assessment window. The number of instructional days for each standard was determined by the number of "A" and "B" substandards and the content within the standard, as well as the time needed to prepare for and take the California Standards Test (ten days). The maps also build in nine flexible days to account for other activities that may impact classroom time (fire drills, assemblies, minimum days).

Periodic assessments are calendared at the end of each instructional component. In order for students to be prepared for the assessment, the standard sets in each component must be completed in the allotted time.

The curricular maps are organized in the following manner:

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<ul style="list-style-type: none"> • California History/Social Content Standards 	<ul style="list-style-type: none"> • The number of questions on the CST for each standards • The testing emphasis for the substandards as determined by the CDE <ul style="list-style-type: none"> ○ "A" indicates high emphasis ○ "B" medium ○ "C" low ○ Standards that are not ranked for emphasis and are identified with an <u>asterisk (*)</u> 	<ul style="list-style-type: none"> • Concepts highlight important ideas that deepen student understanding of the standard. 	<ul style="list-style-type: none"> • Number of days of instruction allocated for each standard • Differentiated according to school calendar

Items Specific to 10th Grade:

- It is necessary to conclude the instruction on Standard 10.1 at an appropriate time in order to reach Standard 10.11 in the allocated instructional days.

GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Instructional Component 1: Development of Western Political Thought, Revolutions, Industrial Revolution, Imperialism (Standards 10.1, 10.2, 10.3, 10.4)

First **5 days (traditional)** and **4 days (year-round)** of the Fall Semester:

- Building classroom community
- Constitution Day activities
- Thinking as a historian
- Review of World geography

Blue Print Focus Standards:
 “A” indicates high emphasis
 “B” indicates medium emphasis
 “C” indicates low emphasis
 “*” not ranked for emphasis

Standards	Blue Print Focus Standards	Concepts	Instructional Days
10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.	5 Questions	<ul style="list-style-type: none"> • Ethics • Genocide • Democracy • Reason • Faith • Tyranny 	<u>Traditional Calendar</u> 15 Days
1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 12 Days
2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, drawing from selections from Plato’s <i>Republic</i> and Aristotle’s <i>Politics</i> .	*		<i>B-Track</i> 13 Days
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.	*		<i>C-Track</i> 12 Days
			<u>Four by Four Calendar</u> 5 Days

Blue Print Focus Standards:
 “A” indicates high emphasis “B” indicates medium emphasis “C” indicates low emphasis “*” not ranked for emphasis

GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Standards	Blue Print Focus Standards	Concepts	Instructional Days
10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.	8 Questions	<ul style="list-style-type: none"> • Equality • Natural rights • Revolution • Tyranny • Nationalism • Empire 	<u>Traditional Calendar</u> 18 Days
1. Compare the major ideas of philosophers and their effect on the democratic revolutions in England, the United States, France, and Latin America (e.g., biographies of John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).	A		<u>Concept 6 Calendar</u> <u>A-Track</u> 19 Days <u>B-Track</u> 19 Days <u>C-Track</u> 19 Days
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).	A		<u>Four by Four Calendar</u> 9 Days
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.	*		
4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.	A		
5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.	*		

Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“*” not ranked for emphasis

GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Standards	Blue Print Focus Standards	Concepts	Instructional Days
10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States.	7 Questions	<ul style="list-style-type: none"> • Capitalism • Labor union • Pollution • Romanticism • Social Darwinism • Social reform • Socialism • Urbanization • Entrepreneurship • Communism • Utopianism • Classicism 	<u>Traditional Calendar</u> 17 Days
1. Analyze why England was the first country to industrialize.	A		<u>Concept 6 Calendar</u> <i>A-Track</i> 12 Days
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).	*		<i>B-Track</i> 13 Days
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.	*		<i>C-Track</i> 12 Days
4. Trace the evolution of work and labor, including the demise of the slave trade and effects of immigration, mining and manufacturing, division of labor, and the union movement.	*		Four by Four Calendar 10 Days
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.	*		
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.	A		
7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.	*		

Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“*” not ranked for emphasis

GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Standards	Blue Print Focus Standards	Concepts	Instructional Days
10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America and the Philippines.	3 Questions	<ul style="list-style-type: none"> • Social Darwinism • Balance of power • Civil service • Cultural diffusion • Ethnocentrism • Non-violence • Resource distribution • Social Structure • Traditional Imperialism • Colonization 	<u>Traditional Calendar</u> 10 Days
1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).	A		<u>Concept 6 Calendar</u> <i>A-Track</i> 9 Days <i>B-Track</i> 10 Days <i>C-Track</i> 10 Days
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.	*		<u>Four by Four Calendar</u> 5 Days
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.	A		
4. Describe the independence struggles of the colonized regions of the world, including the role of leaders, such as Sun Yat-sen in China, and the role of ideology and religion.	*		

Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“*” not ranked for emphasis

Textbook Correlation for the 10th Grade Standards

STANDARD	<u>Glencoe</u> <i>World History: Modern Times</i>	<u>Prentice Hall</u> <i>World History: The Modern World</i>
10.1	Chapter: 1	Chapter: 1
10.2	Chapters: 2,3,4	Chapters: 2,3,4,7
10.3	Chapters: 4,5,10	Chapters: 5,6,8
10.4	Chapters: 6,7,10	Chapters: 7,8,9,10
10.5	Chapter: 8,10	Chapter: 8,9,11,13
10.6	Chapter: 8,10	Chapter: 12,13
10.7	Chapters: 8,9,10,11	Chapters: 13
10.8	Chapters: 10,11	Chapters: 12,13,14
10.9	Chapters: 10,12,13	Chapters: 14,15,17,18,19
10.10	Chapters: 14	Chapters: 16,17,18,19
10.11	Chapters: 17	Chapters: 19



LAUSD

HISTORY-SOCIAL SCIENCE

STANDARD: 10.2.2

List the principles of the Magna Carta (1215), the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789) and the U.S. Bill of Rights (1791).

PRIOR KNOWLEDGE REQUIRED

This lesson should be taught after students have a basic understanding of the Glorious Revolution, American Revolution, and the French Revolution (Standard 10.2). Also, students should have explored the major ideas of the Enlightenment philosophers (Standard 10.2.1).

INSTRUCTIONAL STRATEGIES

Quickwrites:

Writing non-stop for 5-10 minutes. Focus on one topic, generating as many ideas as possible. It may be used for students to clarify their thinking.

Say, Mean, Matter:

Answering three questions as they relate to a reading selection. The purpose is to encourage students to move beyond literal-level thinking.

Think Aloud:

Narrating the thought process while reading aloud can help students articulate questions and make connections between the text. This makes internal thinking processes observable.

Exit Slips:

Writing prompts given to students that will give feedback about their learning. They can also be used the next day to review and synthesize learning.

K.I.M.:

Making a sketch that explains the key idea, students synthesize and interpret the new information.

Cloze Paragraph:

Scaffolding the writing process by leaving out words, phrases or sentences for the students to fill in their thoughts and ideas.

Think, Pair, Share:

Providing students with “food for thought” on a topic, enabling them to formulate individual ideas and share these ideas with another student. It encourages student classroom participation.

BRIEF OUTLINE OF LESSON

Day 1

- Review Student Handout 9
- Analyze five key democratic principles: limited government, the rule of law, consent of the governed, individual rights, due process of law
- Develop topic sentence and paragraph (Homework)

Materials Needed: Student Handouts 1, 9
Transparencies 1, 2, 5

Day 2

- Develop topic sentence and paragraph
- Read background essay and complete timeline activity

Materials Needed: Student Handouts 1-4, 7, Document 1, Transparency 5, Teacher Guide 1

Day 3

- Analyze political cartoon
- Analyze documents: Declaration of Independence, Declaration of Rights of Man and the Citizen, U.S. Bill of Rights
- Complete compare and contrast chart (Homework)

Materials Needed: Student Handout 5, Documents 2-7, Transparency 3, Teacher Guides 2-3

Day 4

- Complete document comparison chart
- Develop the historical writing process
- Thesis statement development

Materials Needed: Student Handouts 6-8, Transparencies 4-5

Day 5

- Execute the historical writing process
 - Introduction with a thesis statement
 - Topic sentences
- Student reflection

Materials Needed: Student Handouts 9-10, Transparency 5, Teacher Guide 4

CULMINATING TASK

The culminating task for this lesson is an introductory paragraph, develop a thesis statement, and three topic sentences.

The essay prompt to which students will respond is:

Compare the Magna Carta to two of the following documents. Evaluate how each document established or extended the democratic ideals of self-government and individual liberty.

A. English Bill of Rights

or

US Bill of Rights

and

B. Declaration of Independence

or

Declaration of Rights of Man and the Citizen.

KEY TERMS AND CONTENT

self-government	validity
limited government	context
rule of law	illustrate
consent of the governed	thesis
individual liberty	formulating
due process of law	
analyze	
criteria	
unify	
perspective	
contrast	
application	
evaluate	
valid	

10th Grade Instructional Guide

Model Lesson 1: Democratic Ideals and Documents

Standard

10.2.2 List the principles of the Magna Carta (1215), the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).

History/Social Science Analysis Skills Connection

Chronological and Spatial Thinking

- Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned
- Students analyze how change happens at different rates and times; understand that some change is complicated and affects not only technology and politics but also values and beliefs.

Historical Research, Evidence, and Point of View

- Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

Guiding Inquiries:

1. How have people worked to gain individual rights and liberties?
2. Why are individual liberties essential for citizens?
3. What democratic principals have developed over time?
4. How does a government gain the legitimate right to rule?

Materials

Student Handout 1: Democratic Ideals

Student Handout 2: Topic Sentence Development

Student Handout 3: Cloze Paragraph Template

Student Handout 4: Evolution of Democratic Ideals: 1215 to 1791

Student Handout 5: Political Cartoon Analysis

Student Handout 6: Document Comparison Graphic Organizer

Student Handout 7: Thesis Statement Overview

Student Handout 8: Writing a Thesis Statement

Student Handout 9: Democratic Ideals Writing Assignment

Student Handout 10: Writing Graphic Organizer

Document 1: Evolution of Democratic Ideals: 1215 to 1791

Document 2: Political Cartoon

Document 3: Magna Carta

Document 4: English Bill of Rights

Document 5: Declaration of Independence

Document 6: Declaration of the Rights of Man and the Citizen

Document 7: U.S. Bill of Rights

Teacher Guide 1: Student Handout 4 Key

Teacher Guide 2: Political Cartoon Analysis Key

Teacher Guide 3: Documents 3-7 Analysis Key

- Teacher Guide 4: Sample Introduction Paragraph
- Teacher Guide 5: Textbook Correlations to the Lesson
- Teacher Transparency 1: Definition of Democracy
- Teacher Transparency 2: Lesson Overview
- Teacher Transparency 3: Political Cartoon
- Teacher Transparency 4: Sample Thesis Sentences
- Teacher Transparency 5: Prompt

Questions for Lesson Study

1. Can students clearly articulate a thesis statement?
2. Are students able to recognize democratic principles when analyzing documents?
3. Do students see the growth of democracy through a comparison of the documents?

Lesson Overview

In this lesson, students will explore the evolution of self-government and individual liberties by analyzing five political documents. Students will learn about five ideals that are characteristic of a democracy. Students will then read a background essay on the Glorious Revolution, American Revolution, and French Revolution. Next, students will explore the significance of five documents and learn how these documents established political traditions of self-government and individual liberty. Finally, students will analyze excerpts from the documents to determine the democratic ideals being advocated in each. The culminating task has students write an introduction with a thesis sentence followed by three topic sentences. This lesson will take five days to complete and is planned with the view of a 50-minute instructional period.

Before starting this lesson, students should have a contextual understanding of the Glorious Revolution, American Revolution, and French Revolution from Standard 10.2. Also, students should have explored the major ideas of the Enlightenment philosophers from Standard 10.2.1.

Day 1	
Teacher/Student Activities	Helpful Hints
<p>Hook Before students arrive, write the prompt on board/overhead: <i>What do you know about democracy? List as many things as you know.</i></p> <p>Think-Pair-Share Have students write the prompt and create their own lists in their notes. After a few minutes, pair up students (<i>shoulder partners or pivot partners</i>) and have them share lists with each other.</p> <p>Have pairs discuss and compare their lists. Students are to circle items on their lists that their partner had and add any additional items from their partner’s list. Have partners brainstorm any additional items they can think of about democracy.</p> <p>Next, have partners write a definition of democracy. The definition should be one or two sentences. Emphasize to the students that their explanations should reflect the items from their lists. Have pairs share their definitions with the class.</p> <p>Project Teacher Transparency 1 and explain the academic definition of democracy. Have students compare their definition of democracy with the</p>	<p><u>Time Suggestion:</u> 15 minutes</p> <p>The lesson cover page is a resource to assist a teacher creating a daily agenda.</p> <p>Teachers may explain the components and the process of finding the</p>

<p>academic definition. Students are to circle parts of their definition that are similar to the academic version and add additional terms to their definition. The definition on Teacher Transparency 1 is kept in the exact format of a dictionary to allow teachers to explain the dictionary's layout as displayed in a typical entry. Training effective dictionary use is important since some students may not be familiar with dictionary conventions. For example, on Transparency 1, the date 1576 indicates the first usage of democracy in the English language. The definitions to emphasize for the lesson are 1, 4, and 5.</p>	<p>appropriate definition.</p>
<p>Lesson Overview Project Teacher Transparency 2 on the overhead or via LCD. Introduce students to the following days of the lesson. Point out to the students the homework assignments each day so they can plan accordingly.</p> <p>Next, have students read Student Handout 9, which details the writing expectation for the assignment. Project Transparency 5 which is the prompt students will be writing. Read and explain the prompt to the class. Students will select one document from each group which they will compare to the Magna Carta.</p>	<p>5 minutes</p> <p>Create a poster on chart or butcher paper of the lesson overview to remind students of their academic goals.</p>
<p>Democratic Ideals Using Student Handout 1, instruct the students that democratic governments are based on the following ideals: Limited Government, Rule of Law, Consent of the Governed, Individual Rights, and Due Process of Law. It is important to note that there are additional democratic ideals. The political documents they will explore include these five ideals.</p> <p>The literacy strategy used in Student Handout 1, called <i>Say, Mean, Matter</i> is the process of answering three questions. The purpose of the <i>Say, Mean, Matter</i> activity is to encourage students to move beyond literal-level thinking. Explain the directions to the class:</p> <ul style="list-style-type: none"> • <i>What does it say?</i> Read the definition and underline important phrases. • <i>What does it mean?</i> Put the definition into your own words. This helps with comprehension and understanding. • <i>Why does it matter?</i> Explain why this principle is important for a democratic society. This has the students infer and evaluate the significance of the ideal. This will be a more difficult task for students. <p>Model the first key ideal with the class. Model by conducting a <i>Think Aloud</i>. (1) Read the definition out loud, (2) think out loud about what that means, (3) underline key phrases. Then do the same for <i>What does it mean?</i> and <i>Why does it matter?</i> This makes the teacher's internal thinking process observable, and helps scaffold the reading for the students.</p> <p>Students will independently read the four remaining definitions and underline the important phrases. Walk around the room to answer any questions students may have.</p> <p>Then, partner students to complete "What does it mean" by putting the</p>	<p>20 minutes</p> <p>Create a word wall of the five democratic ideals and the five documents.</p> <p>Modeling the activity and the thinking involved to accomplish a task is essential for student success.</p>

definition into their own words and “Why does it matter” by explaining the importance of the democratic ideal to a democratic society.	
Check for Understanding Have students share their responses with the class. One partner shares, “What does it mean?” The other partner shares, “Why does it matter?” Have two groups share each democratic ideal depending on available time.	5 minutes
Homework Have students’ complete part two of Student Handout 1 . Explain to students that they will be using the vocabulary strategy <i>K.I.M.</i> The term or key idea (K) is in the left column, the information (I) is in the center column, and a memory clue (M) is in the right column. The information section is a brief explanation and an example of the concept in history or today’s world. The memory clue is a way for students to fully integrate the meaning of the key idea into their memories. By making a simple sketch that explains the key idea, students synthesize and interpret the new information, making it their own. Then, students can reference their drawings to easily remember new ideas. After completing the K.I.M. activity, students are to circle the three ideals they feel are most important to a democratic society.	5 minutes Add the homework assignment to your daily agenda and assign at the beginning of class.

Day 2	
Teacher/Student Activities	Helpful Hints
<p>Topic Sentence Development Have your students take out Student Handout 1 on the democratic ideals. Students should have completed the K.I.M. vocabulary activity for homework as well as circled the three ideals they think are most important in a democratic society. Have students’ share the three ideals they chose and briefly explain why. Conduct a quick share out as a class.</p> <p>Part of the culminating task of the lesson has students develop three topic sentences. As a class, go over Student Handout 2. After a whole group discussion of what a topic sentence is, have students complete the <i>student practice</i> section by circling the topic and underlining what to write about the topic on the three sample topic sentences. Next, read the <i>prompt</i> section to the class. Have the students answer the two questions focusing on the democratic ideals and the three democratic ideals they feel are most important.</p>	<p>10 minutes</p> <p>This is a scaffolding activity for writing. Students who have a command of the writing process may write a paragraph with a topic sentence to the prompt.</p>
<p>Cloze Paragraph Using Student Handouts 1 and 2, have students complete Student Handout 3. The cloze paragraph procedure can be used to assist students to organize their writing in a formulated structure. For any writing assignment, teachers can develop a <i>cloze paragraph</i> to scaffold the writing process by leaving out important words, phrases, or even sentences which the students will complete and fill in with their thoughts and ideas. After students complete the template, ask volunteers to read their writing to the class. This will help students who have difficulty writing to hear what a strong paragraph sounds like.</p> <p>Have students transfer their cloze paragraph onto a sheet of lined paper</p>	<p>15 minutes</p> <p>Consider co-constructing the paragraph as a class to scaffold the writing.</p> <p>Walk around the room and look at student writing.</p>

<p>for homework. This will provide additional practice writing a well-organized paragraph.</p>	<p>Encourage students to share their writing with the class.</p>
<p>Background Reading</p> <p>Document 1 provides background information on the Glorious Revolution, American Revolution, and French Revolution. The purpose of the background document is to provide the context and significance of the five documents. Students will read the passage and highlight the key documents, their dates, and their country of origin. Students will complete the Student Handout 4 timeline by including each document, the date it was written, the country of origin, and the significance of each.</p> <p>Before students read Document 1, review tasks A through D that the students are asked to complete on Student Handout 4. Then explain to the class they will have one minute to <i>skim Document 1</i>. Students should underline the three revolutions and circle the five documents with the dates.</p> <p>Skimming and scanning are very rapid reading methods in which students glance at a passage to find specific information. Skimming makes it easier for students to grasp large amounts of material, especially when previewing text. Skimming is also useful when you don't need to know every word. When students skim, they need to look for the following items: titles, bold and italic words, and dates. Where key terms are introduced and defined, they appear in bold type. Dates are usually in parentheses and vocabulary is in italics. These clues will help students find information quickly and efficiently. The skimming tips to be shared with students are as follows:</p> <p>Skimming Method 1</p> <ul style="list-style-type: none"> • Run your eyes down the middle of the page. • Zero in on the facts you need. <p>Skimming Method 2</p> <ul style="list-style-type: none"> • Skim from the top left-hand corner to the bottom right-hand corner of the page. • Then skim from the top right-hand corner to the bottom left-hand corner. <p>Students are to go back and read with greater detail to locate the significance of each document. Students should scan Document 1 to locate the significance of each document.</p> <p>Scanning Tips</p> <ul style="list-style-type: none"> • Start at the beginning of the passage. • Move your eyes quickly over the lines looking for key words (e.g., Magna Carta) related to the information you want to find. • Stop scanning and begin reading as soon as you find any of the key words you're looking for. <p>Alternate Document 1 is an alternative background essay for struggling or EL readers. It is located in the Appendix. The alternative document is chunked so that students can reflect on smaller portions of material.</p>	<p>20 minutes</p> <p>Students may partner to scaffold the reading and to complete the tasks.</p>

<p>Closure Read the following statements to the class. Have students hold their thumb up if the statement is true, and their thumb down if the statement is false.</p> <ul style="list-style-type: none"> • The Declaration of the Rights of Man and the Citizen was written during the French Revolution. (UP) • The U.S. Bill of Rights lists numerous individual freedoms. (UP) • The Declaration of Independence declared American Independence from France. (DOWN) • The Glorious Revolution is the same as the French Revolution. (DOWN) • The Magna Carta was created as a result of a confrontation between the English king and the English nobles. (UP) 	<p>4 minutes</p> <p>This is a quick check for understanding activity that encourages participation.</p>
<p>Homework Assign students to read Student Handout 7. Have them make marginal notations and questions they have on Student Handout 7. The purpose of the homework is to preview the development of a thesis statement which will be discussed on Day 4.</p> <p>Assign students to transfer their cloze paragraph onto a sheet of lined paper.</p>	<p>1 minute</p> <p>Add assignment to your daily agenda and assign it at the beginning of class.</p>

Day 3	
Teacher/Student Activities	Helpful Hints
<p>Political Cartoon Place Teacher Transparency 3 on the overhead or project via LCD. Students will analyze Document 2. Use Student Handout 5 to guide the analysis and class discussion of the political cartoon. Each question asks students to practice a different academic skill based on Bloom's taxonomy:</p> <ul style="list-style-type: none"> • Question 1: Identification • Question 2: Explanation and Interpretation • Question 3: Comprehension and inference • Question 4: Interpretation and perspective 	<p>10 minutes</p> <p>Collect student paragraphs from Student Handout 3 as they analyze the political cartoon.</p>
<p>Document Analysis Students will analyze Documents 3 through 7 using a variation of the Jigsaw instructional strategy. The purpose of this strategy is to develop teamwork and cooperative learning skills. In addition, it helps develop a depth of knowledge generally not possible if the students were to try and learn all of the material on their own in a short amount of time. Students are required to present their findings to the group, which will often disclose their understanding of a concept as well as reveal any misunderstandings.</p>	
<p>Teacher Modeling Before getting into groups, complete Document 3 as a teacher-directed activity to reinforce student understanding of the process. Suggested steps to follow :</p> <ol style="list-style-type: none"> 1. Read the excerpt to the group. Pause for a minute and have students write their own explanation in the box. 2. Give the correct explanation to the class in list form, ("This means 	<p>10 minutes</p>

<p>one..., two..., and three...”) to scaffold the note taking process.</p> <ol style="list-style-type: none"> 3. Survey the class to see which ideal they think the excerpt represents by stating, “By a show of hands, who thinks the excerpt relates to _____.” After surveying the class, the teacher will share the democratic ideal the excerpt advocates. 4. Model the thinking process of analyzing the documents with a <i>Think Aloud</i> when answering the summarizing question. 5. Ask if there are any clarifying questions. 	
<p>Jigsaw Activity Put students into groups of four. Each member is to analyze one of the documents (4 through 7).</p> <p>After students individually analyze their document, the group will share out their analysis and answers by following these steps:</p> <ol style="list-style-type: none"> 1. Read the excerpt to the group. (Pause for 15 seconds to allow thinking time.) 2. Give their explanation to the group in list form (“This means one..., two..., and three...”) to scaffold the note taking process. 3. Share the democratic ideal the excerpt advocates with a sentence starter, “Based on my understanding of the excerpt, this relates to _____.” 4. Share the answer to the summarizing question. 5. Ask if there are any further questions. <p>Facilitate the above process one step at a time and one document at a time to ensure quality of learning. Suggested steps:</p> <ol style="list-style-type: none"> 1. “All groups will now discuss the English Bill of Rights.” 2. “Presenters of the English Bill of Rights please raise your hands.” 3. “Begin reading the first excerpt and explain your excerpt in your own words.” 4. Discuss your answer to the summarizing question. 5. Ask clarifying questions to the presenter. 6. Ask clarifying questions to the teacher. <p>Repeat steps for each document.</p>	<p>25 minutes</p> <p>A suggested grouping strategy of a class of 40: teacher numbers off students 1 to 10. Place even number student groups on one side of classroom (2, 4, 6, 8, 10) and odd number groups (1, 3, 5, 7, 9,) on the other side of the classroom.</p> <p>Walk around the room and listen to presenters and review group member’s notes to check for understanding.</p>
<p>Closure Project Transparency 3 on the overhead and post prompt on the board. Have students complete an <i>Exit Pass</i> to the following prompt on a sheet of paper: <i>How have democratic ideals grown over time (1215 to 1791)?</i></p> <p>Collect Exit Slips as students leave class.</p>	<p>5 minutes</p> <p>Place a tray near the classroom door for students to place their exit passes they leave class.</p>

Day 4	
Teacher/Student Activities	Helpful Hints
<p>Read-Aloud Read 3 to 5 student exit passes from Day 3.</p>	<p>5 minutes</p>
<p>Document Comparison Put students into groups of three to compare the documents. Students are to complete Student Handout 6 by comparing the Magna Carta with two of the documents using Documents 3 through 7 and Student Handout 4.</p>	<p>20 minutes</p> <p>Project Transparency 5 to focus the</p>

<p>Students will indicate the two documents they will compare by underlining them in the heading. Students are to answer the questions using the information from their student handouts and documents. After completing the graphic organizer, students will analyze the information and circle the common (similar) characteristics of the three documents they compared.</p> <p>Call on groups to share similarities from Student Handout 6 with the class. Some quotes apply to more than one ideal. See Teacher Guide 3 for more information.</p>	<p>students on the writing prompt as students begin comparing documents.</p> <p>Pass back paragraphs from Student Handout 3.</p>
<p>Thesis Overview</p> <p>Review Student Handout 7 with the class (homework assignment on Day 2). Ask students if they have any comments or questions based on the reading. Conduct a quick check for understanding by asking mandate questions/tasks based on Student Handout 7. This questioning strategy requires all students to find an answer to each mandated task. If a student has difficulty finding the information, have a <i>shoulder-partner</i> help them locate an answer. The teacher selects students rather than waiting for students to raise their hands. Examples of mandate questions/tasks are as follows:</p> <ul style="list-style-type: none"> • Everyone find and circle the three things that explain what a thesis statement is. • Everyone find and underline two steps on how to create a thesis. • Everyone place a rectangle around how you know if have a strong thesis. • Everyone find and star three questions you should ask to determine whether your thesis is strong. <p>Project Transparency 4 to compare the sample thesis sentences on Student Handout 7. Point out to the class that the first thesis does not specify any reasons for the war and that it lacks a definitive position. The second thesis gives reasons for the war and why the two sides disagreed. Finally, explain that the second thesis also has a definite position and is specific.</p> <p>Finally, have students practice writing a thesis sentence on Student Handout 7. This will serve as a draft which students can revise and build upon on the next assignment.</p>	<p>10 minutes</p> <p>Mandate questions/tasks require all students to participate, as opposed to questions such as <i>Does any one have any questions?</i> which do not require all students to actively participate.</p>
<p>Create a Thesis</p> <p>Next, project Transparency 5 and read the prompt from Student Handout 8 to the class. Instruct the class to read <i>Analyze the Prompt</i> to themselves on Student Handout 8 as you conduct a <i>Think Aloud</i>. Have students listen and observe the thinking process of <i>unpacking a prompt</i>. Student Handout 8 has an explanation of the prompt. Instruct students to underline or highlight important parts of the prompt. Ask clarifying questions such as:</p> <ol style="list-style-type: none"> a. What does the prompt ask you to do? (describe similarities and differences of the documents) b. What are you expected to compare about the documents? (Use the five democratic ideals.) <p>Have the students develop their own thesis sentence by completing</p>	<p>15 minutes</p>

<p>questions 1 through 4 on Student Handout 8. Instruct students to use Student Handout 6 to complete questions 1 and 2. Questions 3 and 4 are the students' understanding and interpretation of the documents in regards to the establishment or extension of democratic ideals to their citizens.</p> <p>Finally, have students reflect on their own thesis by asking themselves the four questions in the section titled <i>Checking my work</i>. This is a metacognition activity providing students with specific learning objectives, self-reflective feedback, and time to consider how to approach a task. When students are taught to think about their own thinking and learning, they gain knowledge.</p>	<p>Students may partner and peer-edit their thesis sentences based on the four questions.</p>
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Day 5					
Teacher/Student Activities	Helpful Hints				
<p>Writing Assignment Review Student Handout 9 to ensure students understand the writing expectations.</p> <p>Project Transparency 5 and ask if there are any additional questions regarding the prompt.</p>	<p>10 minutes</p>				
<p>Writing Graphic Organizer Have students read the scaffolding statements for each section on Student Handout 10. Students are required to complete the shaded sections for this lesson. Instruct students to use student handouts and documents to complete the task. The following handouts should be especially called out to the attention of the students as each was designed to scaffold the writing process:</p> <ul style="list-style-type: none"> • Student Handout 2: Topic Sentence Development • Student Handout 6: Document Comparison Graphic Organizer • Student Handout 8: Writing a Thesis Statement • Student Handout 9: Democratic Ideals Writing Assignment 	<p>25 minutes</p>				
<p>Final Draft Assign students to re-write the introduction, thesis sentence, and the three topic sentences from Student Handout 10 on a sheet of lined paper.</p>	<p>10 minutes</p> <p>Teachers may use the generic rubric in the Writing Appendix to assess student work.</p>				
<p>Student Reflection Have the students reflect on their own learning. Have them complete the following reflection quadrant. For example:</p> <p style="text-align: center;"><i>Based on what I have done in this lesson, I have learned the following about ...</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">democratic ideals</td> <td style="width: 50%; padding: 5px;">a thesis sentence</td> </tr> <tr> <td style="width: 50%; padding: 5px;">growth of democracy</td> <td style="width: 50%; padding: 5px;">my learning</td> </tr> </table>	democratic ideals	a thesis sentence	growth of democracy	my learning	<p>5 minutes</p> <p>Read some reflections back to students during the next day.</p>
democratic ideals	a thesis sentence				
growth of democracy	my learning				

<p>This is a metacognition activity providing students with self-reflective feedback and time to consider their own learning. When students are taught to think about their own thinking and learning, they gain knowledge.</p>	
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Student Handout 1

Democratic Ideals (Part 1)

Directions:

- What does it say? Read the definition and underline important phrases.
- What does it mean? Put the definition into your own words.
- Why does it matter? Explain why the principle is important in a democratic society.

Democratic Ideals	What does it say?	What does it mean?	Why does it matter?
the rule of law	Government shall be carried out according to established laws, Both those who govern and those who are governed will be bound by these laws.		
limited government	Government should perform only the functions that people have given it the power to perform. Power is shared between the governed and those who govern.		
due process of law	Government must act fairly and in accord ¹ with established rules in all that it does and may not act arbitrarily ² .		
individual liberty	Specific rights that belong to each person, such as life, liberty, and property, and cannot be taken away without due process of law.		
consent of the governed	Government is based on the will of the people who grant their approval through elections and other forms of civic participation.		

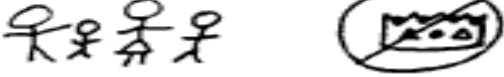
¹ To be in agreement with each other.

² To decide without any reason or plan, often unfairly.

Student Handout 1

Democratic Ideals (Part 2)

Directions: Write the information (I) by giving a brief explanation and an example in the center column. Draw a picture of the ideal, a memory clue, (M) in the right column. After completing the activity, circle the three ideals you feel are most important for a democratic society.

K Key Ideas	I Information	M Memory Clue
consent of the governed	Many countries around the world allow citizens to give their government the approval to rule by allowing competitive elections such as in Sweden.	<p>"yeah! we're FREE to make our own choices."</p> 
limited government		
the rule of law		
due process of law		
individual liberty		

Student Handout 2

Topic Sentence Development

When you are ready to write a paragraph, it is important to think about:

1. the *topic*
2. what you want to write *about* that topic.

The first sentence of a paragraph is called the topic sentence. The topic sentence states the main idea of a paragraph. When your paragraph contains a clearly stated topic sentence, the reader will know what to expect and, therefore, understand your ideas better.

Example: Effective leadership requires specific qualities that anyone can develop.

Student Practice: Read each of the sentences below. Circle the topic and underline what you want to write about the topic.

1. The US Constitution contains seven divisions called articles.
2. The English Bill of Rights set clear limits on what government is allowed to do.
3. In order to fully explore the emergence of democracy, historians must investigate several factors.

Prompt: According to your understanding of the key democratic ideals, which three key ideals are most important? Explain why you chose each. Write one paragraph starting with a topic sentence.

Organize your topic sentence first:

1. What is the topic of your paragraph? _____

2. What do you want to write about the topic? _____

Student Handout 3

Cloze Paragraph Template

Directions: Using the cloze paragraph below, write a draft paragraph in response to the prompt below. Then copy the completed paragraph on a separate sheet of paper.

Prompt: According to your understanding of the democratic ideals from **Student Handout 1**, which three key democratic ideals are most important? Explain why you chose each.

There are five key democratic ideals, but (the 3 democratic ideals) _____
_____, _____, and _____
_____ are the most significant in establishing democratic
traditions. (Democratic ideal 1) _____ is important
because (explanation) _____

_____. In addition, (democratic ideal 2)
_____ is significant (explanation) _____

_____.
Lastly, (democratic ideal 3) _____ is essential to
democracy (explanation) _____

_____.
In conclusion, these three democratic ideals are the most important because
(explanation #1) _____
_____, (explanation #2) _____
_____, and
(explanation #3) _____
_____.

Student Handout 4

Evolution of Democratic Ideals: 1215 to 1791

Directions: Read Document 1 and complete the tasks.

A. What does the title mean? _____.

B. List the three revolutions mentioned in the background essay.

1. _____ 2. _____ 3. _____

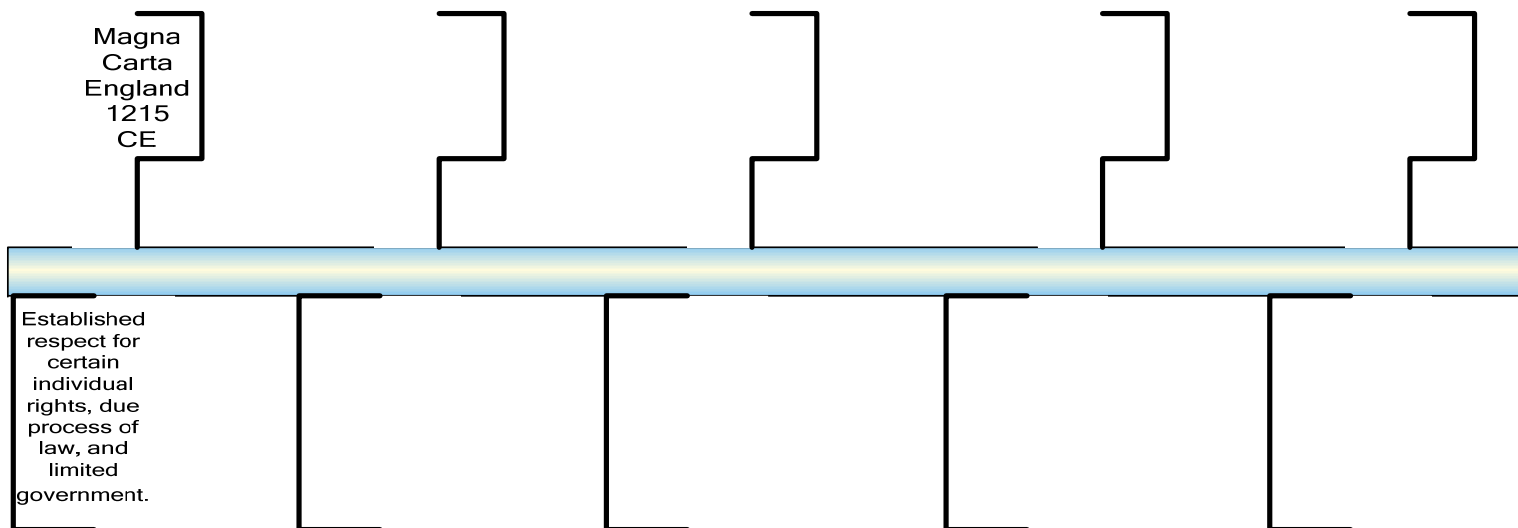
C. List the five documents that laid the foundation for the development of democracy and year each was written.

1. _____ 4. _____

2. _____ 5. _____

3. _____

D. Place the five documents on the timeline in chronological order and explain their significance in the space below the document.



Student Handout 5

Political Cartoon Analysis

Directions: Analyze **Document 2** and answer the questions that follow.

1. List the objects you see in the cartoon.

2. Explain the meaning of the cartoon's title and caption.

3. Explain the overall message of the cartoon.

4. Imagine you are either standing in the swamp or on top of the staircase. Write three sentences describing your perspective from where you are standing.

Student Handout 6

Document Comparison Graphic Organizer

Directions: Compare the Magna Carta with two of the documents. Indicate which two documents you are comparing by underlining them in the heading. Answer the questions using your student handouts and documents. Once the chart is complete, identify the similarities between the three documents by circling common or similar characteristics.

<u>Comparison Questions</u>	Magna Carta	English Bill of Rights Or US Bill of Rights	Declaration of Independence Or Declaration of the Rights of Man and the Citizen
When was it created?			
Where was it created?			
What event occurred prior to the document being created?			
What democratic ideals does the document grant to the citizens?			
Why is the document significant in establishing or extending self-government and individual liberty?			

Student Handout 7

Thesis Sentence Overview

Notes and Questions

What is a thesis statement?

A thesis statement:

- tells the reader your position on the importance of the subject matter.
- tells the reader what to expect from the rest of the paper.
- directly answers the question asked of you.
- usually is a single sentence somewhere in your first paragraph.

How do I develop a thesis?

A thesis is the result of a lengthy thinking process. Formulating a thesis is not the first thing you do after reading a writing prompt. Before you develop an argument on any topic, you have to collect and organize evidence, look for possible relationships between known facts (such as similarities or differences), and think about the significance of these relationships.

How do I know if my thesis is strong?

To determine if your thesis is strong, ask yourself these questions:

- Do I answer the question?
- Have I taken a position that others might challenge?
- Does my thesis do more than just provide a fact?
- Is my thesis specific rather than vague or general?

If you answer “yes” to all of the above questions, then you have a strong thesis sentence. If your answer is “no” to any of the above questions, then you need to revise your thesis sentence.

Student Handout 7

Thesis Sentence Overview

Notes and Questions

Sample

Prompt:

Compare the reasons why the North and South fought the Civil War.

Sample 1: The North and South fought the Civil War for many reasons, some of which were the same and some different.

This weak thesis restates the question without providing any additional information or taking a position which may be challenged. Also, this thesis is too general and vague.

Sample 2: While both sides fought the Civil War over the issue of slavery, the North fought for moral reasons while the South fought to preserve its own institutions.

Now we have a working thesis! Included in this working thesis is a reason for the war and some idea on how the two sides disagreed. The thesis has a stated position, is narrow and specific, and informs the reader what to expect the rest of the paper.

Practice

Create your own thesis sentence based on the prompt below. This will serve as a draft.

Prompt:

Compare the Magna Carta to two of the following documents. Evaluate how each document established or extended the democratic ideals of self-government and individual liberty.

- a. English Bill of Rights
or
U.S. Bill of Rights
- b. Declaration of Independence
or
Declaration of the Rights of Man and the Citizen

Student Handout 8

Writing a Thesis Statement

Prompt

Compare the Magna Carta to two of the following documents. Evaluate how each document established or extended the democratic ideals of self-government and individual liberty.

- a. English Bill of Rights OR U.S. Bill of Rights
b. Declaration of Independence OR Declaration of Rights of Man and the Citizen

Analyze the prompt

This question asks you to describe similarities and differences between three documents from different periods of time. The comparison of the documents is based on the five democratic ideals you have studied (rule of law, limited government, consent of the governed, due process of law, and individual liberty) and each document's historical significance.

Develop your thesis sentence

1. Which documents are you going to compare to the Magna Carta?

Magna Carta 1. _____ 2. _____

2. Which ideals do the documents have in common (similarities)?

3. What is your position on the importance of the three documents establishing or extending the ideals of self-government and individual liberty?

4. Based on your analysis, write your thesis sentence to the prompt.

Check my work

Answer the following questions: (Circle your answer)

- Do I answer the question in my thesis? YES or NO
- Have I taken a position that others might challenge in my thesis? YES or NO
- Does my thesis do more than just provide a fact? YES or NO
- Is my thesis specific rather than vague or general? YES or NO

If you answered "no" to any of the above questions, revise your thesis below.

Student Handout 9

Democratic Ideals Writing Assignment

Historical Background

The Glorious Revolution, the American Revolution, and the French Revolution had enduring effects worldwide on the political expectations for self-government and individual liberty. There were five documents written from 1215 to 1791 with the intent to guarantee these rights for their citizens.

Prompt

Compare the Magna Carta to two of the following documents. Evaluate how each document established or extended the democratic ideals of self-government and individual liberty.

- a. English Bill of Rights or U.S. Bill of Rights
- b. Declaration of Independence or Declaration of the Rights of Man and the Citizen

Task

Write an introductory paragraph and three topic sentences.

1. Write an introductory paragraph that provides the historical background of the Glorious Revolution, American Revolution, and French Revolution and their historical significance.
2. Write a thesis sentence which takes a clear historical position at the end of your introductory paragraph.
3. After writing the introduction, write three topic sentences that support your thesis.
4. Write your rough draft using **Student Handout 10**.
5. Re-write your introduction and topic sentences on a sheet of lined paper.

Suggested terms to be used in your writing:

rule of law
consent of the governed
individual liberty
due process of law
limited government
Glorious Revolution
American Revolution
French Revolution
extend
establish

Student Handout 10

Writing Graphic Organizer

Paragraph 1 Introduction	<u>Historical Context:</u> 2-3 sentence summary of how the Glorious Revolution, American Revolution, and French Revolution led to the political expectations for self-government and individual liberty.		
	<u>Thesis:</u> Your position about how the three documents established or extended the democratic ideals of self-government and individual liberty.		
Paragraph 2 Body paragraph	<u>Main Idea</u> <i>1st democratic ideal within documents which extended self-government or individual liberty.</i>	Topic Sentence	
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 3 Body paragraph	<u>Main Idea</u> <i>2nd democratic ideal within documents which extended self-government or individual liberty.</i>	Topic Sentence	
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 4 Body paragraph	<u>Main Idea</u> <i>3rd democratic ideal within documents which extended self-government or individual liberty.</i>	Topic Sentence	
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	

Document 1

The Evolution of Democratic Ideals; 1215 to 1791

Directions: Read the following background information and complete **Student Handout 4**.

derives: to gain or secure from something else.

denied: taken away or withheld.

enduring: continuing to exist for a long time.

intent: purpose

exiled: forced to leave the country for political reasons.

depose: to remove from power.

sovereigns: individuals having the highest power in a country.

The **Glorious Revolution**, the **American Revolution**, and the **French Revolution** had far-reaching consequences as they challenged the institutions that shaped the political structure of the world. Each attempted to establish democratic principles of government, including limiting the power of the government and extending rights to the governed. Although each revolution occurred in a different time and place, all three were based on the ideas that government *derives* its power from the people it governs, and government exists to protect its citizens who have certain rights that cannot be *denied*. The Glorious Revolution, American Revolution, and French Revolution had *enduring* effects worldwide on political expectations for self-government and individual liberty.

Several essential political documents were created at critical times in history that paralleled the ideas that drove these revolutions. There were five documents written between 1215 to 1791 with the *intent* to guarantee numerous rights for their citizens.

The English **Magna Carta** (1215) established the principle that no one, including the king, was above the law. The abuses by King John caused a revolt by nobles who forced the king to recognize the rights of noblemen. The Magna Carta, otherwise known as the Great Charter, eventually came to protect the interests of other social classes as well. As a result, the document was regarded as a guarantee of certain rights. The Magna Carta established the principles of the rule of law, limited government, and due process of law. It also guaranteed individual rights to the nobility.

The Glorious Revolution (1688) brought the first bill of rights to the English people by the new monarchs, William and Mary of Orange. The document begins with a list of grievances against the *exiled* King James II. It justifies both the right to *depose* the king and details the rights that must be protected by the new *sovereigns*. This document ensured the superiority of Parliament over the monarchy while spelling out basic rights and freedoms.

Document 1

Enlightenment: period in 18th century; based on belief science and knowledge could improve people's lives.

unalienable: cannot be taken away from you.

Parliament: main law-making institution in some countries.

framers: group which made the U.S. government.

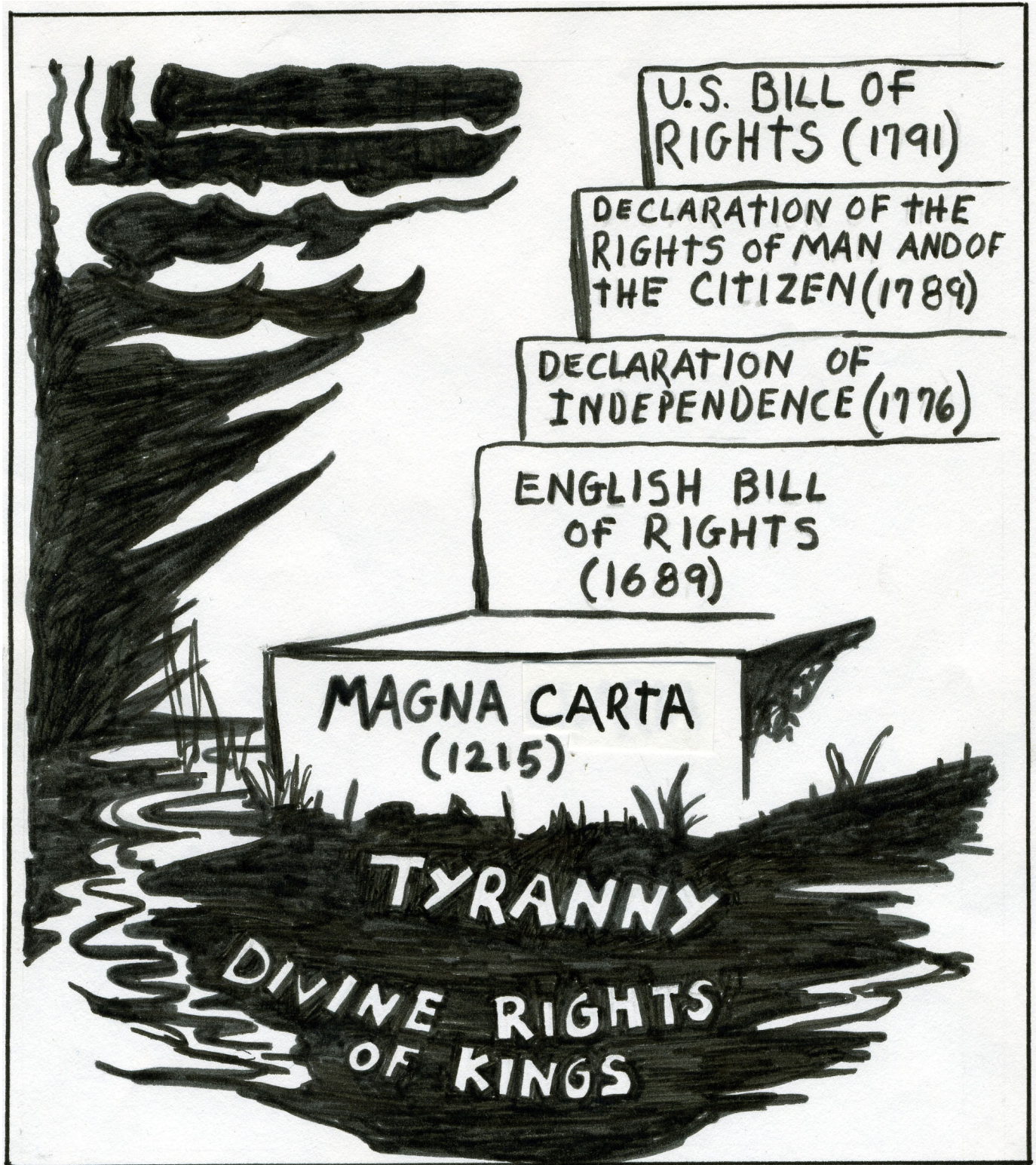
The **English Bill of Rights** (1689) extended individual liberties and due process of law to the nobility. The English Bill of Rights would be a model for future documents such as the Declaration of Independence and the U.S. Bill of Rights.

The American Revolution (1775-1783) showed the world that rebellion against a powerful monarchy was possible. The ideas of the *Enlightenment* inspired the American colonists to demand the rights granted to the English citizens. Thomas Jefferson's **Declaration of Independence** of 1776 claimed that *unalienable* rights were the foundation of all government, and he justified American resistance to English rule in these terms. The Declaration of Independence is also important because it advocated the principle of the consent of the governed. Jefferson's Declaration of Independence had an immediate influence on the French people at this time.

The French Revolution against King Louis XVI began when the king clashed with the Estates-General, an assembly similar to *Parliament*. The Estates-General wrote its **Declaration of the Rights of Man and the Citizen** (1789) based heavily on the American Declaration. The Assembly adopted this charter of basic liberties. The French declaration extended individual liberties, consent of the governed, and protected the principle of due process of the law.

Finally, the **U.S. Bill of Rights** (1791) responded to earlier ideas about the relationship between individuals and their governments. The *framers* of the U.S. Constitution added the first ten amendments to the Constitution, known as the U.S. Bill of Rights, to limit the powers of the federal government. The ideas outlined in the English Bill of Rights were written into the U.S. Bill of Rights guaranteeing them to the citizens in the United States. The U.S. Bill of Rights extended and protected the principles of individual liberties and due process of law.

The Staircase to Self-Government and Individual Liberty



"Giant steps for humanity!"

Magna Carta, 1215

Directions: Read the following excerpts and explain in your own words what each excerpt means. Circle the key democratic ideal(s) each excerpt represents.



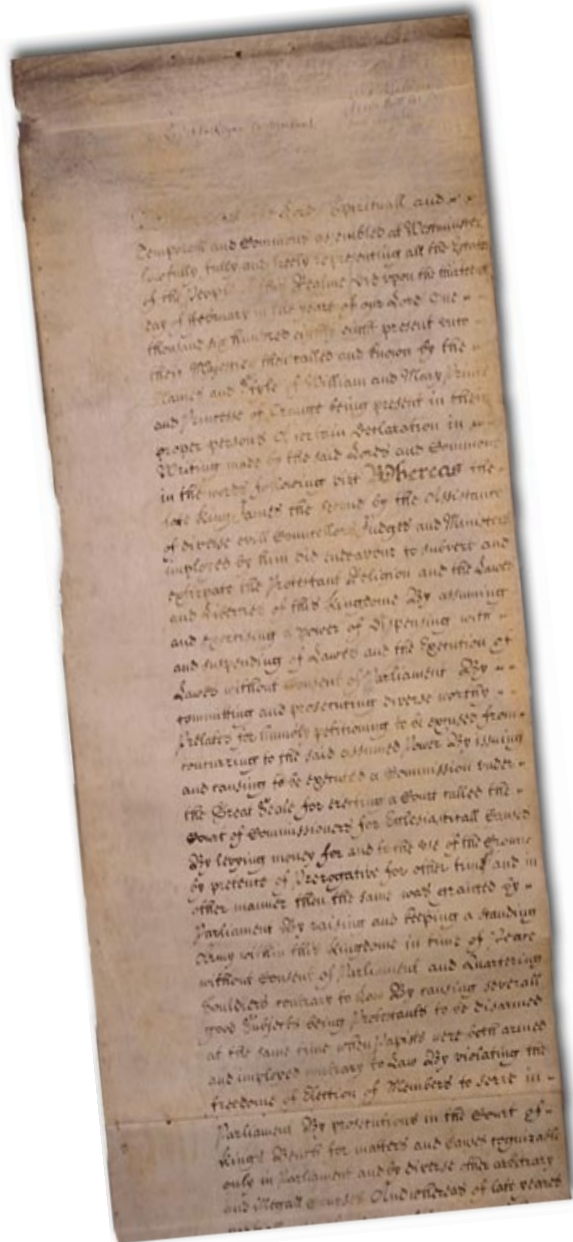
Excerpts	Explanation (In your own words)	Democratic Ideal
<p>39. No freeman shall be captured or imprisoned or ...exiled..., except by the lawful judgment of his peers or by the law of the land.</p>		<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government
<p>40. To no one will we sell, to no one deny or delay right or justice.</p>		<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government
<p>61. The barons shall elect twenty-five of their number, and cause to be observed with all their might, the peace and liberties granted and confirmed to them by this charter.</p>		<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government

Summarize: Why is the document significant in establishing or extending self-government and individual liberty?

Document 4

English Bill of Rights, 1689

Directions: Read the following excerpts from the document and explain in your own words what each excerpt means. Circle the key democratic ideal(s) each excerpt represents.

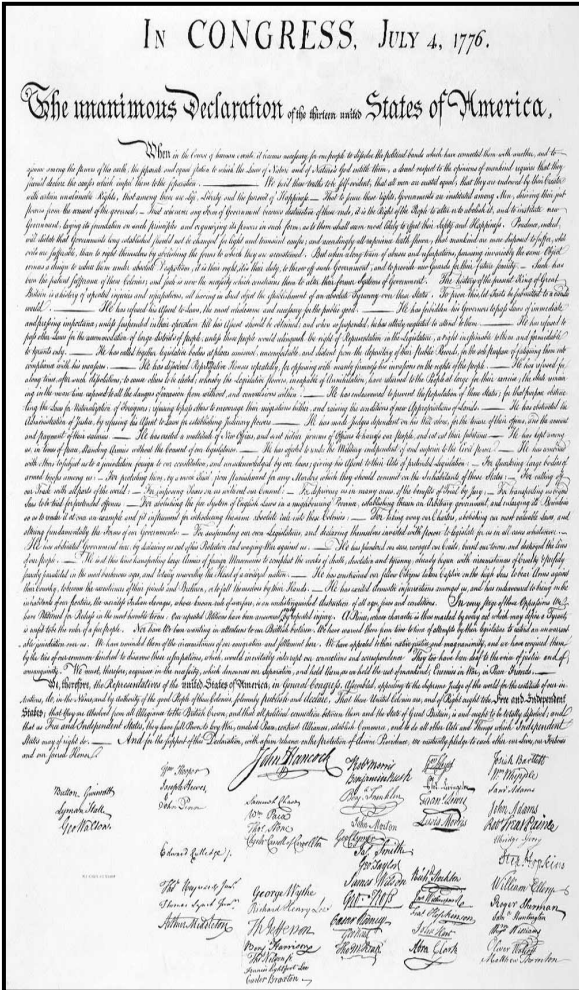


Excerpts	Explanation (In your own words)	Democratic Ideal
8. That election of members of Parliament ought to be free...		<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government
10. That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted...		<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government

Summarize: Why is the document significant in establishing or extending self-government and individual liberty?

Declaration of Independence, 1776

Directions: Read the following excerpts from the document and explain in your own words what each excerpt means. Circle the key democratic ideal(s) each excerpt represents.



Excerpts	Explanation (In your own words)	Democratic Ideal
<p>We hold these truths to be self-evident, that all men are created equal, that they are endowed (given) by their Creator, with certain unalienable (not to be taken away) rights, that among these are life, liberty, and the pursuit of happiness.</p>		<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government
<p>Governments are instituted among men, deriving their just powers from the consent of the governed...</p>		<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government

Summarize: Why is the document significant in establishing or extending self-government and individual liberty?

Declaration of Independence

Document 6

Declaration of the Rights of Man and the Citizen, 1789

Directions: Read the following excerpts from the document and explain in your own words what each excerpt means. Circle the key democratic ideal(s) each excerpt represents.



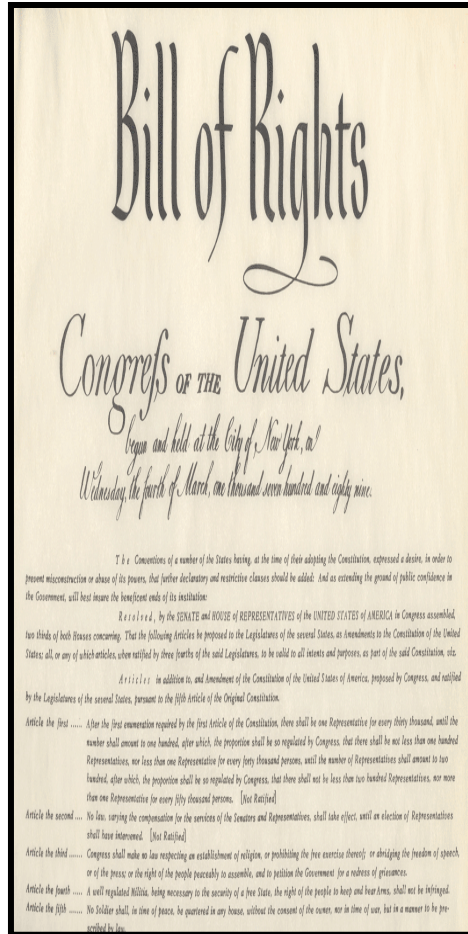
Declaration of the Rights of Man and the Citizen

Excerpts	Explanation (In your own words)	Democratic Ideal
9. The free communication of ideas and opinions is one of the most [valuable] of the rights of man...		<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government
11. As all persons are held innocent until they shall have been declared guilty...		<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government

Summarize: Why is the document significant in establishing or extending self-government and individual liberty?

U.S. Bill of Rights, 1791

Directions: Read the following excerpts from the document and explain in your own words what each excerpt means. Circle the key democratic ideal(s) each excerpt represents.



U.S. Bill of Rights

Excerpts	Explanation (In your own words)	Democratic Ideal
<p>I: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging (reducing) the freedom of speech, or of the press; or the right of the people peaceably to assemble...</p>		<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government
<p>VI: In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial (fair or just) jury of the state and district wherein the crime shall have been committed...</p>		<ul style="list-style-type: none"> a. Rule of law b. Due process of law c. Consent of the governed d. Individual liberty e. Limited government

Summarize: Why is the document significant in establishing or extending self-government and individual liberty?

Teacher Guide 1

Evolution of Democratic Ideals: 1215 to 1791

Directions: Read Document 1 and complete the tasks.

A. What does the title mean? The three revolutions and five documents built upon one another to create modern day democracy.

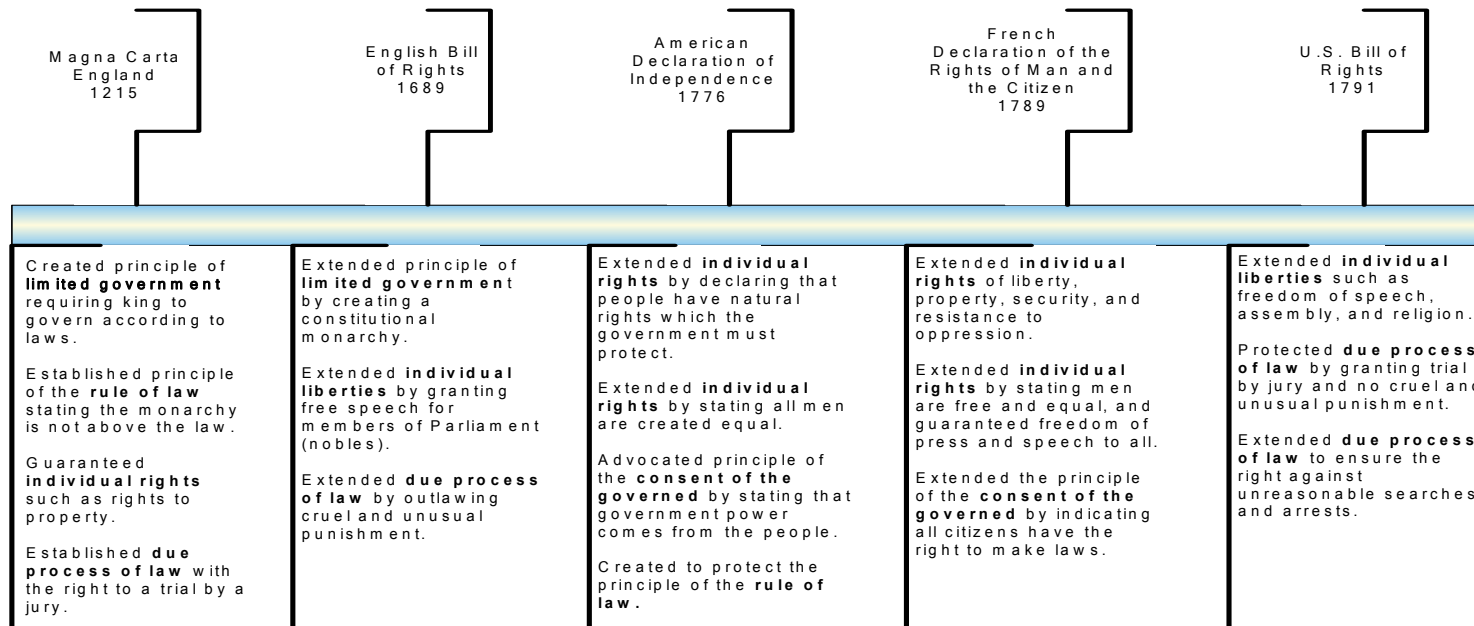
B. List the three revolutions mentioned in the background essay.

1. Glorious Revolution 2. American Revolution 3. French Revolution

C. List the five documents that laid the foundation for the development of democracy and the year each was written.

1. Magna Carta, 1215 4. Declaration of Rights of the Man and the Citizen, 1789
 2. English Bill of Rights, 1689 5. US Bill of Rights, 1791
 3. Declaration of Independence, 1776

D. Place the five documents on the timeline in chronological order and explain their significance in the space below the document.



Teacher Guide 2

Political Cartoon Analysis

Directions: Analyze Document 2 and answer the following questions.

1. List the objects you see in the cartoon.

Staircase, swamp, grass or reeds, clouds on left, clear skies behind staircase, names and years of documents; terms: tyranny and divine rights of kings.

2. Explain the meaning of the cartoon's title and caption.

The title is telling the viewer these five documents were the steps taken in history which led to the development of modern democracy.

The caption is adapting the phrase from Neil Armstrong as he stepped onto the moon. The caption is intimating that each document represents a legacy in the history of democratic ideals. All begin and are founded on the ideas within the Magna Carta. The later documents extend those ideas to more and more people through history.

The staircase indicates that we are still on the journey to greater accomplishments as societies strive for self-government and individual liberties.

3. Explain the overall message of the cartoon.

The five documents created throughout this historical time period established and extended democratic ideals. The successive documents' foundation was based on the Magna Carta and built the ideals of modern democracy one step at a time.

4. Imagine you are either standing in the swamp or on top of the staircase. Write three sentences describing your perspective from where you are standing.

Answers will vary. Encourage students to use their imaginations, based on their understanding of democracy.

View in the swamp: Students who are standing in the swampy waters should indicate they are surrounded by tyranny, but see opportunities to break away from the tyranny by climbing out of the swamp onto the steps of democracy. To accomplish this they must understand the ideals within the documents.

View on top of the staircase: The perspective could be of viewing the accomplishments of humanity against the struggle of inequality and tyranny. Also, a student's perspective could be the view of the future of more equality for all people and greater things to come.

Teacher Guide 3

Documents 3-7 Analysis Key

Magna Carta	Explanation	Democratic Ideal
39. No freeman shall be captured or imprisoned or ...exiled..., except by the lawful judgment of his peers or by the law of the land.	Has two aspects: that of substance and that of procedure. Punishments/Sentences should not be executed upon a man unless there has first been a judgment that he is guilty of some offense which the law recognizes as an offense. The chapter also requires that there must be more than the formality of a legal judgment; there must be a genuine trial before a tribunal that follows accepted procedures.	Due process of law
40. To no one will we sell, to no one deny or delay right or justice.	Justice is not something to be sold to the highest bidder but should be available on impartial terms to men of all ranks.	Rule of law Due process of law
61. The barons shall elect twenty-five of their number, and cause to be observed with all their might, the peace and liberties granted and confirmed to them by this charter.	Represented an effort by the nobles to set up an organization to enforce the Charter. It provides for the barons to elect 25 members to act as keepers of the liberties granted by the Charter.	Limited government Rule of law Consent of the governed
English Bill of Rights	Explanation	Democratic Ideal
8. That election of members of Parliament ought to be free...	The citizens of the country should choose their representatives in the government based on merit rather than class or birth.	Consent of the governed
10. That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted...	The government cannot arbitrarily set bail, fines, and sentences but must follow the standards set by citizens of the country. Also, government may not use excessive force or physical harm beyond the standards of the citizens.	Due process of the law Limited government
Declaration of Independence	Explanation	Democratic Ideal
We hold these truths to be self-evident, that all men are created equal, that they are endowed, by their Creator, with certain rights, that among	All people are born with natural rights that cannot be taken away by the government without due process of law.	Individual liberties

Teacher Guide 3

Documents 3-7 Analysis Key

these are life, liberty, and the pursuit of happiness.		
Governments are instituted among men, deriving their just powers from the consent of the governed...	A government is only legitimate if it is created by the people. The officials must be chosen by the citizens, usually through competitive elections.	Consent of the governed
Declaration of the Rights of Man and the Citizen	Explanation	Democratic Ideal
9. As all persons are held innocent until they shall have been declared guilty...	It is the job of the government to prove an individual's guilt rather than the individual's job to prove his innocence.	Due process of law
11. The free communication of ideas and opinions is one of the most precious of the rights of man...	All people have the right to free speech, expression, and assembly.	Individual liberty
U.S. Bill of Rights	Explanation	Democratic Ideal
I: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble...	Protects the civil liberties and individual rights such as; freedoms of religion, speech, press, and assembly. It also limits the power of the government: <i>Congress shall make no law...</i>	Individual liberty Limited government
VI. In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed...	Protects the right to a speedy and fair trial. The requirement of a speedy trial ensures that an accused person will not be held in jail for a lengthy period as a means of punishing the accused without a trial. A fair trial means that the trial must be open to the public and that a jury must hear witnesses and evidence on both sides before deciding the guilt or innocence of a person charged with a crime.	Due process of law

Teacher Guide 4

Writing Graphic Organizer

Paragraph
1
Introduction

<p><u>Historical Context:</u> 2-3 sentence summary of how the Glorious Revolution, American Revolution, and French Revolution led to the political expectations for self-government and individual liberty.</p>	<p><i>Human history abounds with countless struggles of people striving to secure their rights. Each struggle challenged the relationship between the people and their government and often resulted in changing the relationship of the citizens and the government. The legacy of these struggles is the creation of numerous documents which established the ideals of self-government and individual liberty.</i></p>
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<p><u>Thesis:</u> Your position about how the three documents established or extended the democratic ideals of self-government and individual liberty.</p>	<p><i>The Magna Carta is the foundation of the democratic ideals of limited government, due process of law, and individual liberty which are significantly extended by the Declaration of the Rights of Man and the Citizen and the U.S. Bill of Rights.</i></p>
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Paragraph
2
Body
paragraph

<p><u>Main Idea</u> <i>1st democratic ideal with in documents which extended self-government or individual liberty.</i></p>	Topic Sentence	<i>The Magna Carta established the ideal of limiting the power of the monarch while the Declaration of the Rights of Man and the Citizen and the U.S. Bill of Rights extend this ideal.</i>
	Supporting Detail/Evidence	
	Supporting Detail/Evidence	
	Analysis	
	Concluding Sentence	

Paragraph
3
Body
paragraph

<p><u>Main Idea</u> <i>2nd democratic ideal within documents which extended self-government or individual liberty.</i></p>	Topic Sentence	<i>The three documents all grant the right of due process of law to the people.</i>
	Supporting Detail/Evidence	
	Supporting Detail/Evidence	
	Analysis	
	Concluding Sentence	

Paragraph
4
Body
paragraph

<p><u>Main Idea</u> <i>3^d democratic ideal within documents which extended self-government or individual liberty.</i></p>	Topic Sentence	<i>The Magna Carta promises individual liberty to the nobility while the two other documents extended individual liberty to all free men.</i>
	Supporting Detail/Evidence	
	Supporting Detail/Evidence	
	Analysis	
	Concluding Sentence	

Teacher Guide 5

Textbook Correlations to Model Lesson 1

Teachers may wish to supplement the content of the lesson using the textbook as a resource.

Prentice Hall: *World History: The Modern World*

- Magna Carta: pages 42, 44-45
- Glorious Revolution and English Bill of Rights: pages 44-47
- American Revolution and Declaration of Independence: pages 69-71, 80-83,
- French Revolution and Declaration of the Rights of Man and the Citizen: pages 114-116, 120
- US Bill of Rights: pages 72-73, 97-98

Glencoe: *World History: Modern Times*

- Magna Carta: page: 156
- Glorious Revolution and English Bill of Rights: pages 176, 181-182, 200
- American Revolution and Declaration of Independence: pages 192-195, 200
- French Revolution and Declaration of the Rights of Man and the Citizen: pages 214-215
- US Bill of Rights: pages 196-197

Transparency 1

Definition of democracy

Main Entry: de·moc·ra·cy

Pronunciation: \di-'mä-krə-sē\

Function: *noun*

Inflected Form(s): *plural* de·moc·ra·cies

Etymology: Middle French *democratie*, from Late Latin *democratia*, from Greek *dēmokratia*, from *dēmos* + *-kratia* -cracy

Date: 1576

1 a: government by the people; *especially*: rule of the majority b: a government in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free elections

2: a political unit that has a democratic government

3: *capitalized*: the principles and policies of the Democratic Party in the United States <from emancipation Republicanism to New Deal *Democracy*– C. M. Roberts>

4: the common people especially when constituting the source of political authority

5: the absence of hereditary or arbitrary class distinctions or privileges

Merriam-Webster Online Dictionary: <http://m-w.com/dictionary/democracy>

Transparency 2

Lesson 10.2.2. Overview

Day 1

- Review Student Handout 9
- Analyze five key democratic principles
 - limited government
 - the rule of law
 - consent of the governed
 - individual rights
 - due process of law
- Complete memory sketches of Democratic Ideals (homework)

Day 2

- Develop topic sentence & paragraph
- Read background essay and complete timeline activity
- Complete paragraph and read Writing a Thesis Sentence (homework)

Day 3

- Analyze political cartoon
- Analyze documents
 - Magna Carta
 - English Bill of Rights
 - Declaration of Independence
 - Declaration of the Rights of Man and Citizen
 - U.S. Bill of Rights

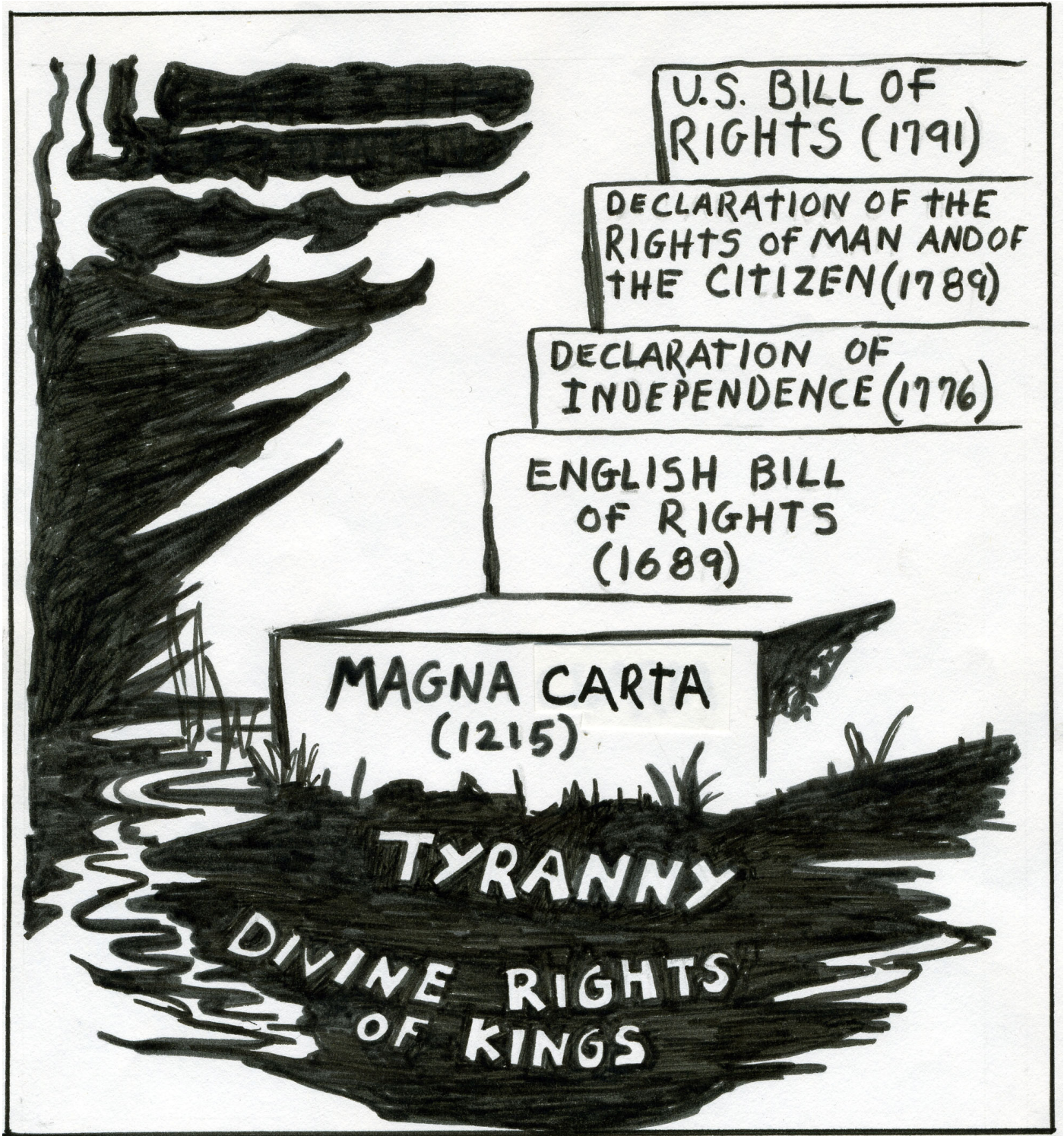
Day 4

- Complete comparison graphic organizer of documents
- Develop the historical writing process
 - Thesis statement development

Day 5

- Complete the historical writing process
 - Introduction with a thesis statement
 - Topic sentences
- Student reflection

The Staircase to Self-Government and Individual Liberty



“Giant steps for humanity!”

Thesis Sentence Samples

Prompt: Compare the reasons why the North and South fought the Civil War.

Example 1: The North and South fought the Civil War for many reasons, some of which were the same and some different.

Example 2: While both sides fought the Civil War over the issue of slavery, the North fought for moral reasons while the South fought to preserve its own institutions.

Prompt

Compare the Magna Carta to two of the following documents. Evaluate how each document established or extended the democratic ideals of self-government and individual liberty.

a. English Bill of Rights

or

U.S. Bill of Rights

b. Declaration of Independence

or

Declaration of the Rights of Man and the Citizen



LAUSD

HISTORY-SOCIAL SCIENCE

STANDARD: 10.3.6

Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

PRIOR KNOWLEDGE REQUIRED

Students should have learned about the causes and effects of the Industrial Revolution before beginning this lesson. In addition, students should understand the connections between natural resources, labor, capital, and entrepreneurship in an industrial economy (Standard 10.3.5).

INSTRUCTIONAL STRATEGIES

Agree/Disagree Chart

This strategy is used to assess student thinking on issues and to lead up to a class discussion.

Experiential Exercise

This activity helps students to experience an historical concept and serves to focus further discussion on content.

Visual Analysis

This strategy focuses on the interpretation of a visual source using guiding questions to help spiral student thinking.

Jigsaw Reading

This strategy helps to reduce the content students need to read, while causing students to be more accountable for what they have read.

BRIEF OUTLINE OF LESSON

Day 1

- Hook Exercise
- Lesson Overview
- Building Background

Materials Needed: Student Handouts 1-3, Transparencies 1-3

Day 2

- Review
- Experiential Exercise
- Visual Analysis

Materials Needed: Student Handouts 2-4, Transparencies 4-6, Teacher Guide 1

Day 3

- Capitalism and Socialism Reading
- Primary Source Analysis

Materials Needed: Student Handouts 2, 5, 6, Documents 1-4, Transparencies 2, 6, 7, 8

Day 4

- Preparation for Writing
- Writing

Materials Needed: Student Handouts 1, 2, 6, 7, 8, Transparency 9

Day 5 (as needed)

- Complete the Writing Task
- Reflection

Materials Needed: Student Handouts 7 and 8

CULMINATING TASK

Students will conclude the lesson by producing an essay in response to the following prompt:

Compare and contrast the characteristics of capitalism and socialism. Discuss the benefits and problems of each system, and evaluate which system provides the greater overall benefit to society.

KEY TERMS AND CONTENT

economic
philosophy
system
conflict
social
capital
ideology
labor
structure
debate
transform
perspective

10th Grade Instructional Guide

Model Lesson 2

Capitalism and the Responses to It

Standard

10.3.6 Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism and Communism.

History/Social Science Analysis Skills Connection

Chronological and Spatial Thinking

- Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

Research, Evidence, and Point of View

- Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

Guiding Inquiries:

1. What is capitalism?
2. How have people responded to capitalism?
3. Should the government be involved in the economy? If so, to what extent?
4. Do the benefits of capitalism outweigh its costs?

Materials

Student Handout 1: Economic Systems Survey

Student Handout 2: Evaluating Capitalism and Socialism

Student Handout 3: Economic Philosophies and Systems

Student Handout 4: Connecting the Activity to Economic Systems

Student Handout 5: Capitalism and Socialism Reading

Student Handout 6: Document Analysis Guide

Student Handout 7: Writing Prompt and Task Sheet

Student Handout 8: Writing Graphic Organizer

Document 1: *The Pyramid of Capitalist System*

Document 2: Writings from *Marx and Engels*

Document 3: Adam Smith, *The Wealth of Nations*

Document 4: Ralph Waldo Emerson, *The Conduct of Life*

Teacher Transparency 1: Economic Systems Survey

Teacher Transparency 2: Evaluating Capitalism and Socialism

Teacher Transparency 3: Lesson Overview

Teacher Transparency 4: Debriefing Rock, Scissors, Paper

Teacher Transparency 5: Connecting the Activity to Economic Systems

Teacher Transparency 6: *From the Depths*

Teacher Transparency 7: Document Analysis Guide

Teacher Transparency 8: *The Pyramid of Capitalist System*

Teacher Transparency 9: Writing Organizer

Teacher Guide 1: Rock, Scissors, Paper Guide

Questions for Lesson Study

1. Can students understand how capitalism emerged?
2. Are students able to identify aspects of capitalism and socialism in today's world?
3. Are students able to logically and coherently construct an essay that emphasizes the skills of comparing and contrasting?
4. Can students integrate primary and secondary source materials into their writing?

Lesson Overview

In this lesson, students will study the emergence of capitalism and the major responses to it, with an emphasis on socialism. Students will conclude the lesson by producing an essay in response to the following prompt: **Compare and contrast the characteristics of capitalism and socialism. Discuss the benefits and problems of each system, and evaluate which system provides the greater overall benefit to society.**

The lesson will take up to five 50-minute instructional periods to complete.

Before starting this lesson, students should have a solid understanding of the Industrial Revolution (content from Standards 10.3.1 through 10.3.5), **particularly the concepts of capital, labor, entrepreneurship, and industrial economy.**

Day 1	
Teacher/Student Activities	Helpful Hints
<p>Hook The lesson begins with students completing Student Handout 1, agreeing or disagreeing with statements that link to the basic concepts involved with capitalism and socialism. Students should individually complete Student Handout 1 and then discuss their responses with a partner.</p> <p>Building on a few of the questions from the handout, have a class discussion on the following questions:</p> <ol style="list-style-type: none">1. Who is responsible for a person's well-being, the government or the individual?2. Should the government be involved in the economy? If so, to what extent? <p>Following this discussion, project Transparency 1 which is a copy of Student Handout 1 with the key modifications of the terms Capitalism and Socialism replacing the terms Agree and Disagree. Lead students to an understanding of how the statements they considered earlier relate to these two economic systems.</p> <p>Direct students to write "C= Capitalism, S = Socialism" in the top right corner of Student Handout 1. As you reveal which system the statement relates to, mark the appropriate box on Transparency 1 with a C or an S to assist students through this process. Items 1, 2, 5, and 7 relate to capitalism. Items 3, 4, 6, and 8 relate to socialism. As you go over each item, have students mark a C or an S after each statement.</p> <p>Complete the introduction to the lesson by directing students to begin filling out Student Handout 2. This may be done as a full group activity or in pairs. Using Transparency 2, record at least one item for each box to</p>	<p><u>Time Suggestion:</u> 25 Minutes</p> <p>Encourage students to use phrases such as: "I agree with ___ because ____." "I disagree with ___ because ____."</p> <p>Bring out examples from student's lives that relate to capitalism and socialism.</p>

<p>guide students in using Student Handout 2. Student Handout 2 will be revisited throughout the lesson to help students complete the culminating writing task. Students do not need to complete the chart at this time. Help students to recognize the positives and negatives of both capitalism and socialism.</p>	
<p>Lesson Overview Use Transparency 3 to review the activities and objectives of the lesson. Inform students that they will be learning more about the economic systems which developed during and after the Industrial Revolution.</p>	5 minutes
<p>Building Background To gain a basic understanding of the key economic systems involved with standard 10.3.6 and to build on the hook activity, students will complete Student Handout 3.</p> <p>Students will read the definitions to determine the big ideas. Then they will put the definitions into their own words. Teachers will reinforce key concepts and provide key background on the various economic systems in the form of a mini-lecture. Be sure to bring out the emergence of capitalism. Key points to touch on:</p> <ul style="list-style-type: none"> • The laissez-faire economic ideas of the Enlightenment, particularly free trade. • Adam Smith’s three natural laws of economics, (self-interest, competition, supply and demand). • The impact of increased production and demand during the Industrial Revolution. <p>A short timeline has been provided to illustrate the rough time-frame of some of the systems. Space has also been provided for students to take additional notes on content that may support their learning.</p>	<p>15 minutes</p> <p>Students may benefit by creating a visual representation of each of the systems on Student Handout 3.</p> <p>Make connections to previous standards and content associated with the Industrial Revolution.</p>
<p>Debrief Wrap-up the day by touching on some of the critical points of Student Handout 3.</p>	5 minutes
<p>Homework Students will complete Student Handout 3 if they did not do so in class.</p>	<p>Portions of pages 184-186 of Prentice Hall <i>World History</i> and pages 260 and 261 of Glencoe <i>World History</i> relate to standard 10.3.6. These may be assigned for reading.</p>

Day 2	
Teacher/Student Activities	Helpful Hints
<p>Review Begin Day 2 by reconnecting with a few of the positives and negatives of capitalism and socialism using Student Handout 2. Add an additional item for each box. In addition, touch on some of the concepts found in Student Handout 3 to check for understanding.</p>	10 minutes
<p>Experiential Exercise: After briefly reviewing Student Handout 3, students will participate in an experiential exercise designed by and used with permission of <i>Teachers' Curriculum Institute</i>. This activity has been designed to help students understand the unequal distribution of wealth in a capitalist system. Teacher Guide 1 provides critical directions and support for this activity.</p> <p>Three students—representing the wealthy—receive 10 tokens. All of the other students—representing the working class—receive one token. In pairs, students play Rock, Scissors, Paper, with the winner taking one token from the loser. Students continue to compete against other classmates as long as they have at least one token. After a short time, three students will have most of the tokens, a few students may have one or two tokens, and most students will have nothing.</p> <p>Debrief the experience and the concepts involved using Transparency 4. It is critical to debrief the experience and make links between the game and capitalism and socialism.</p> <p>Lead students to make further connections with Student Handout 4 using Teacher Transparency 5.</p>	<p>30 minutes</p> <p>Cut out the tokens and store them in a zip lock bag.</p> <p>Explain the rules of the game and have students do a practice round. Ensure that the students with 10 tokens do not initially play each other.</p> <p>Consider reconnecting with Student Handout 1 and Student Handout 2.</p>
<p>Visual Analysis Project Transparency 6: <i>From the Depths</i> by William Balfour Ker. Guide students through a brief analysis of this image. Make connections between what they experienced in the earlier portion of the class and the image. Bring out the concepts of class struggle and the reaction to capitalism asking the following questions:</p> <ul style="list-style-type: none"> • <i>What do you see?</i> • <i>What different groups are represented in the image?</i> • <i>What is the message of the image?</i> 	<p>10 minutes</p> <p>Consider having students bring the image to life by standing in front of the projection and “acting out” what the characters might be thinking and saying.</p>
<p>Homework For homework, students will read selected portions from the textbook to further solidify their understanding of the responses to capitalism. In Prentice Hall <i>World History</i>, students will read pages 187 and 188. In Glencoe <i>World History</i>, students will examine pages 299 and 300.</p> <p>To keep students accountable, give each student a Post-It note or index card. In addition to reading the text, students will need to copy what they consider to be the most important sentence and write an explanation as to why that was the most important point.</p>	<p>The idea behind the use of a Post-It or index card is to gain a holistic sense of what students learned and not necessarily to grade the work.</p>

Day 3	
Teacher/Student Activities	Helpful Hints
<p><u>Review Homework</u> Collect students' Post-Its/index cards and discuss what students considered to be the most important points from the reading.</p>	5 minutes
<p><u>Reconnecting with Capitalism and Socialism</u> Students will reconnect with the key content of this lesson using Student Handout 5. Have students work in pairs to jigsaw the reading. Student 1 will read paragraphs one and two, student 2 will read paragraphs two and three. Give students three minutes to read and three minutes to share with their partner.</p> <p>Briefly touch on key concepts in the reading. Based upon the reading, add an additional positive and negative for capitalism and socialism to Student Handout 2 using Transparency 2 to support student note-taking.</p>	10 minutes The reading is meant to give a basic review and is not meant to exhaustively cover the two systems.
<p><u>Analyzing Primary Sources on Socialism and Capitalism</u> Inform the students that they will begin examining primary source documents (Documents 1 through 4) which describe the thinking and/or consequences of both capitalism and socialism.</p> <p>Students will use Student Handout 6 to record their notes. This organizer also serves as a tool to organize pertinent information for the writing to come.</p> <p>Model an analysis of Document 1 (Transparency 8) for the students adding the information to Student Handout 6. Use the modeling of Document 1 as an opportunity to demonstrate for students the way a historian might analyze a source. Reconnect with the analysis used with Transparency 6.</p> <p>Students will complete the remaining documents (Documents 2 through 4) either in pairs or in groups of three.</p>	30 minutes Be sure to bring out possible evidence that might be added to Student Handout 6 .
<p><u>Check for Understanding</u> Using Teacher Transparency 7, dialogue with the students about what they came up with in their analysis of the primary source documents. Add information to Student Handout 2 using Transparency 2 if needed.</p>	5 minutes
<p><u>Homework</u> If needed, students can complete their primary source analysis of the documents as homework.</p>	

Day 4	
Teacher/Student Activities	Helpful Hints
<p><u>Preparation for Writing</u> Day 4 will focus on preparing students for the writing task found on Student Handout 7. Begin by having students use Student Handout 2 to identify what they consider to be the biggest benefits and problems (costs) of the two economic systems. Have students put a check next to the items they will focus on.</p>	25 minutes Briefly review key ideas from Documents 1 through 4 before getting into the prompt if needed.

<p>Part 1 -- Understanding the Question The writing task is as follows: Compare and contrast the characteristics of capitalism and socialism. Discuss the benefits and problems of each system, and evaluate which system provides the greater overall benefit to society.</p> <p>Help students to understand the task and requirements on Student Handout 7.</p> <p>Part 2 -- Organize Ideas Use Teacher Transparency 9 (Student Handout 8) to help students organize their thoughts. Help students to understand the different parts of the organizer as well as the expectations for each paragraph. Student understanding of this organizer is crucial.</p> <p>Students have practiced writing a thesis and topic sentences as part of Model Lesson 1. Remind students to clearly indicate in their thesis which economic system they think provides the greater overall benefit. In addition, remind them to address the key category for their paragraph in each topic sentence.</p> <p>Further demonstrate how to use Student Handout 8 by co-constructing paragraph 2. For the item of <i>Characteristics</i>, use Student Handout 1 to aid students. For <i>Benefits and Problems</i>, use Student Handout 2. In addition, students should pull key quotes from their primary source analysis using Student Handout 6. Quotes could be applied to any of the paragraph elements. Demonstrate for students how they might incorporate a key quote from one of the primary sources. For <i>Concluding Sentence</i>, help students to reconnect with the key ideas found in their topic sentences. The Writing Process (see Appendix) provides additional support on helping students with their writing.</p>	<p>Student Handout 8 is meant to provide a general structure for students who may need the support, not to serve as a completed essay.</p> <p>Refer to thesis materials in Model Lesson 1 to remind/support students.</p> <p>Students can share their organizer with a peer or verbally share what they are planning on writing to get some final feedback before writing.</p>
<p>Begin Writing As students complete Student Handout 8, have them transition to composing their essay. Help struggling students to develop their ideas. You may need to model for students what their essay should look like by co-constructing portions as a class. Emphasize to students the need to incorporate key evidence and quotes from the documents.</p> <p>Students could complete the writing at home or continue to write the following day of class. Struggling writers will benefit from an additional day of writing and direction in class.</p>	<p>25 minutes</p>

Day 5 (As Needed)	
Teacher/Student Activities	Helpful Hints
<p>Reviewing the Task Review Student Handouts 7 and 8 with the students. Use this as an opportunity to highlight things that you noticed while helping students on Day 4. Address challenges and misconceptions.</p>	10 minutes
<p>Student Writing Have students complete their essays. Students who finish early can have a peer evaluate their work and provide feedback using Student Handout 7.</p>	30 minutes
<p>Bring the Lesson to Closure Help students to reflect on their writing and learning from the lesson.</p>	10 minutes

Student Handout 1

Economic Systems Survey

Directions: Read the descriptions below. Decide if you agree or disagree by marking an X in the appropriate box. Be prepared to discuss why you made your decisions.

	Agree	Disagree
1. Property and the means of production (factories) should be owned by businesses and individuals.		
2. When individuals follow their own self interest, progress will result.		
3. The government must act to protect workers since employers often take advantage of them.		
4. The government should own property and the means of production.		
5. The government should not interfere in the economy because the rules of the market-place (the world of business) benefit everyone.		
6. Goods should be distributed according to each person's needs.		
7. Competition among businesses is good.		
8. Progress results when producers of goods cooperate for the benefit of all.		

Student Handout 2

Evaluating Capitalism and Socialism

	Capitalism	Socialism
Positives (Benefits)		
Negatives (Problems)		

Student Handout 3

Economic Philosophies and Systems

Directions: Circle the key words from each definition, then rewrite the definition in your own words.

Economic Philosophies and Systems	Definition	Definition in your own words
Mercantilism	Mercantilism is an early modern European economic theory and system that actively supported the establishment of colonies. These colonies would supply materials and markets and relieve home nations of dependence on other nations.	
Capitalism	Capitalism is an economic system in which the means of production are privately owned and money is invested in businesses to make a profit. In a capitalist or market economy, the key economic decisions emerge from the interaction of buyers and sellers in a free market.	
Utopianism	Based on the word <i>utopia</i> , perfect living place, utopianism sought to achieve equality in social and economic conditions by replacing private property and competition with collective ownership and cooperation.	
Socialism	Socialism is an economic system in which the factors of production are owned by the public and operate for the benefit of all. Under socialism, the government makes the key economic decisions.	
Social Democracy	Social Democracy, or a mixed economy, is one that has both free market and socialist characteristics. Social democracy promotes the reforming of capitalism through government regulation of the economy.	
Communism	Communism is a theoretical economic system characterized by the collective ownership of property and by the organization of labor for the common good of all members.	

Mercantilism

Capitalism

Socialism

Communism

1500s

1600s

1700s

1800s

1900s

Additional Notes

Student Handout 4

Connecting the Activity to Economic Systems

Economic System	Rock, Paper, Scissors Game
<p>Capitalism</p> <ul style="list-style-type: none">• Private ownership of industry• Freedom of competition• Results in unequal economic classes	<p>Capitalism</p> <ul style="list-style-type: none">• _____• _____• _____
<p>Socialism</p> <ul style="list-style-type: none">• Government ownership of industry• Goal of bringing economic equality• Aims for a classless society	<p>Socialism</p> <ul style="list-style-type: none">• _____• _____• _____

Student Handout 5

Capitalism and Socialism Reading

Directions: Read the following passages carefully. Highlight or underline key ideas and terms that are important to understanding each economic system. Use the left hand column to take notes. Be prepared to discuss and explain the ideas and terms you selected.

Notes and Questions

Capitalism:

Capitalism is an economic system based on money (capital means money). The central idea of capitalism is that the marketplace, not rulers or governments, decide what will be made and sold. In the marketplace, people influence what will be produced by the goods they decide to purchase. For example, if more people purchase Ford automobiles than Chevrolet automobiles, then more Fords and fewer Chevrolets will be produced. In his book The Wealth of Nations, economist Adam Smith called this idea the *invisible hand* (the ability of the marketplace to respond to public demand without the government getting involved). Because governments could not control the *invisible hand* from moving the marketplace, economists called this type of economy laissez-faire, or “hands-off” capitalism. The Wealth of Nations carries the important message that the government should intervene as little as possible in economic affairs and leave the market to its own devices. It advocates the liberation of economic production from all regulation in order to benefit the people

In 19th century western Europe, capitalism became the dominant economic system. Wealth increased tremendously for some, and the middle classes increased in size. However, the Industrial Revolution caused many people to give up farming and move to cities to seek employment. Many farmers found jobs in the new factories in the cities. Factory workers worked from 12 to 16 hours a day, 6 days a week, with 30 minutes for lunch and dinner. There was no such thing as a minimum wage and a worker could be fired at any time for any reason. Some began to see capitalism as an unfair economic system where the rich got richer and the poor suffered.

Student Handout 5

Notes and Questions

Socialism:

Socialism is an economic system in which the government owns and controls manufacturing and is responsible for planning the economy. It was created in an attempt to eliminate the differences between the rich and poor. In a socialist system, where the government owns manufacturing, businesses, and property, the government determines what is to be produced and distributes wealth evenly. Early 19th century socialists believed that the spirit of cooperation evident in socialist theory could replace the marketplace competition of capitalism. Later 19th century proponents of socialist theory, like Karl Marx, believed that cooperation was not possible and that conflict between the owners of capital and those who worked for them in factories was inevitable. He believed that the struggle between the two groups would eventually lead to a workers revolution.

Student Handout 6

Document Analysis Guide

Directions: As you read and analyze the primary source documents, use this chart to organize your ideas. You will use this chart when you work on the writing task, so write clearly and accurately.

<u>Document and Source</u>	<u>Economic System</u> Do the ideas of the document represent capitalism or socialism?	<u>Evidence and Explanation</u> Key quote, image, or phrase that shows what system is being represented. Explain how.	<u>Opposite View</u> How would someone with the opposing view, (capitalist or socialist) criticize this document?
Document 1: <i>The Pyramid of Capitalist System</i>			
Document 2: Writings from Marx and Engels			

Student Handout 6

<u>Document and Source</u>	<u>Economic System</u> Do the ideas of the document represent capitalism or socialism?	<u>Evidence and Explanation</u> Key quote, image, or phrase that shows what system is being represented. Explain how.	<u>Opposite View</u> How would someone with the opposing view, (capitalist or socialist) criticize this document?
Document 3: Adam Smith, <i>The Wealth of Nations</i>			
Document 4: Ralph Waldo Emerson, <i>The Conduct of Life</i>			

Student Handout 7

Writing Prompt and Task Sheet

Background

From 1750 through 1914, the economic systems of capitalism and socialism emerged and developed in Europe as part of, and as a response to, the Industrial Revolution. The Industrial Revolution resulted in major changes both socially and economically. The systems of capitalism and socialism have become dominant economic systems influencing the history of the world from the 18th century until the present.

Prompt

Compare and contrast the characteristics of capitalism and socialism. Discuss the benefits and problems of each system, and evaluate which system provided the greater overall benefit to society.

Tasks

- 1) Write an introduction in which you provide the historical background from which capitalism and socialism developed. End the paragraph with a thesis statement that indicates which economic system provides the greater overall benefit to society.
- 2) Write body paragraphs which describe the characteristics of each system and which detail the strengths and problems of capitalism and socialism.
- 3) Incorporate quotes and/or evidence from a minimum of two different sources to support your arguments. Explain the meaning of the quotes and/or evidence.
- 4) Write a conclusion where you discuss the overall consequences or benefits of your favored system.

Suggested terms to use in your writing.

capitalism

socialism

economic system

philosophy

conflict

social

labor

perspective

benefits

problems

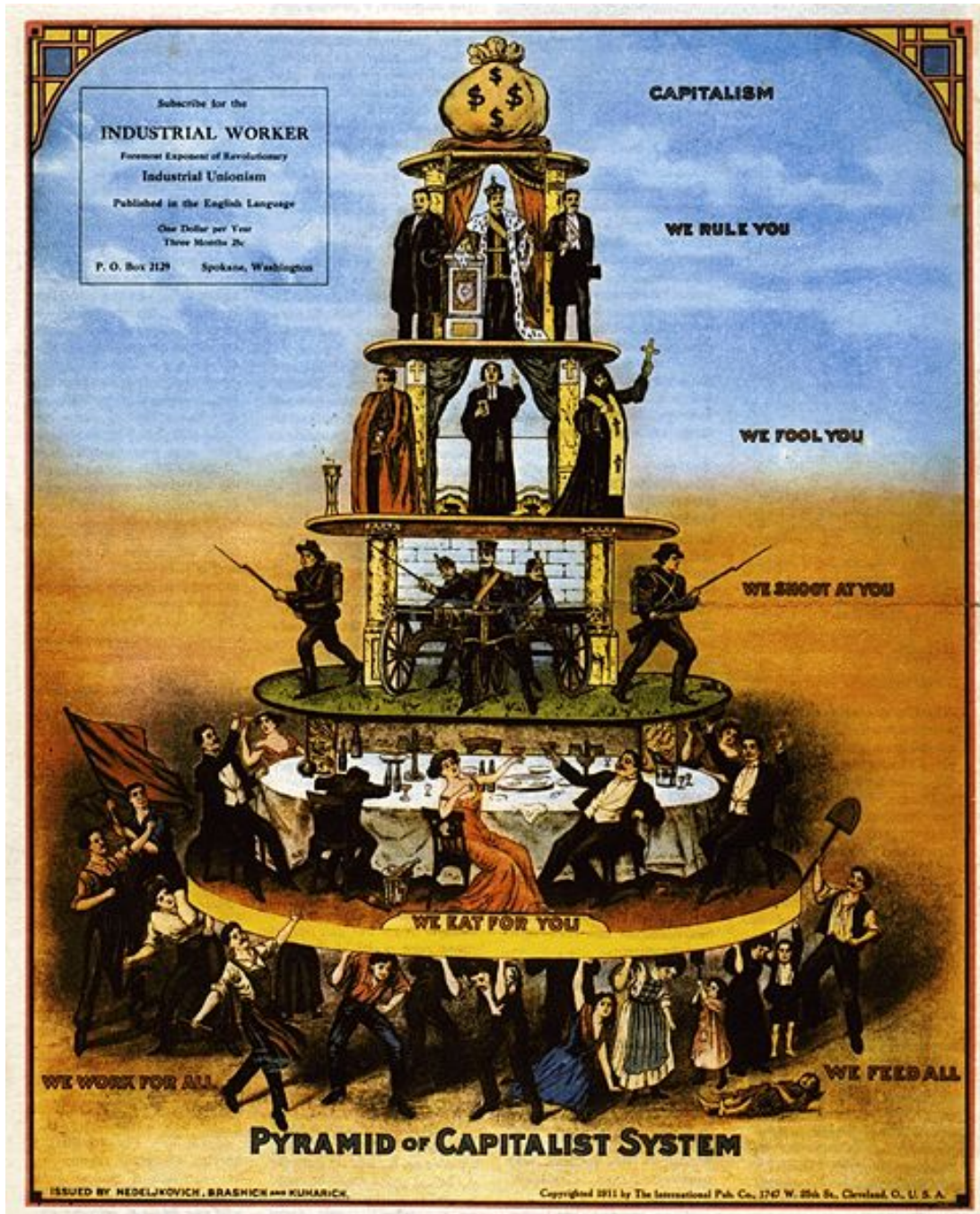
Student Handout 8

Writing Graphic Organizer

Paragraph 1	<u>Historical Context:</u> 2-3 sentence background of capitalism and socialism		
	<u>Thesis:</u> Which system provides the greater overall benefit to society?		
Paragraph 2	<u>Main Idea</u> <i>Capitalism or Socialism</i>	Topic Sentence	
		Characteristics	
		Benefits	
		Problems	
		Concluding Sentence	
Paragraph 3	<u>Main Idea</u> <i>Capitalism or Socialism</i>	Topic Sentence	
		Characteristics	
		Benefits	
		Problems	
		Concluding Sentence	
Paragraph 4	<u>Main Idea</u> <i>Evaluating the two economic systems</i>	Restate Thesis	After considering both systems,
		Overall consequences/benefits of your chosen system	

Document 1

The Pyramid of Capitalist System



Document 2

Writings from Marx and Engels

Excerpts from the *Communist Manifesto* by Friederich Engels and Karl Marx, 1848

“The modern bourgeois (middle class) society...has not done away with class antagonisms (hatred between groups of people). It has but established new forms of struggle in place of the old ones. Modern industry has converted the little workshop of the patriarchal (male) master into the great factory of the industrial capitalist. Masses of laborers, crowded into the factory, are organized like soldiers.... They are slaves of the machine and the manufacturer. Instead of rising as industry progresses, they sink deeper and deeper into poverty....”

"Owing to the use of machinery and to division of labor, the work of the proletarians (worker class) has lost all individual character, and consequently, all charm for the workmen. He becomes [a limb] of the machine, and it is only the most simple, most monotonous (boring), and most easily acquired knack (skill or ability), that is required of him.”

Excerpt from the *Principles of Communism* by Friedrich Engels, 1847

“Above all, [the government]... will have to take control of industry and of all the branches of production out of the hands of... competing individuals, and instead institute a system as a whole, that is for the common account (good), according to a common plan, and with the participation of all members of society. It will... abolish (eliminate) competition....Private property must therefore be abolished.”

Document 3

Adam Smith, *The Wealth of Nations*

Excerpts from *The Wealth of Nations* by Adam Smith, 1776

“The sole purpose of all production is to provide the best possible goods to the consumer at the lowest possible price. Society should assist producers of goods and services only to the extent that assisting them benefits the consumer... he [the consumer] intends his own gain; and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention.... By pursuing his own interest, he frequently promotes that of the society....”

“According to this liberal and generous system, therefore, the most advantageous method in which a landed nation can raise up artificers (craftsmen), manufacturers, and merchants of its own, is to grant the most perfect freedom of trade to artificers, manufacturers and merchants of all nations.”

Document 4

Ralph Waldo Emerson, *The Conduct of Life*

Excerpt from *The Conduct of Life*, by Ralph Waldo Emerson, 1860

“Wealth brings with it its own checks and balances. The basis of a [capitalistic] economy is noninterference [by the government]. The only safe rule is found in the self adjusting meter (measure) of demand and supply. Open the doors of opportunity to talent and virtue (good character) and they will do themselves justice, and property will not be in bad hands. In a free and just commonwealth (society), property rushes from the idle (non-working) and imbecile (fool) to the industrious (hard-working), brave and persevering (dedicated).”

Transparency 1

Economic Systems Survey

	Capitalism	Socialism
1. Property and the means of production (factories) should be owned by businesses and individuals.		
2. When individuals follow their own self interest, progress will result.		
3. The government must act to protect workers since employers often take advantage of them.		
4. The government should own property and the means of production.		
5. The government should not interfere in the economy because the rules of the market-place (the world of business) benefit everyone.		
6. Goods should be distributed according to each person's needs.		
7. Competition among businesses is good.		
8. Progress results when producers of goods cooperate for the benefit of all.		

Transparency 2

Evaluating Capitalism and Socialism

	Capitalism	Socialism
Positives (Benefits)		
Negatives (Problems)		

Transparency 3

Overview of Lesson 10.3.6

Goals of the Lesson:

- Understand the concepts involved with capitalism and socialism
- Develop reading and visual analysis skills
- Develop the ability to write a compare and contrast essay

Day 1

- Hook
- Lesson Overview
- Building Background
- Debrief

Day 2

- Experiential Exercise
- Visual Analysis

Day 3

- Capitalism and Socialism Reading
- Primary sources on capitalism and socialism
- Debrief the documents

Day 4

- Preparation for writing
- Begin writing

Transparency 4

Debriefing Rock, Scissors, Paper

1. How did you feel when you ran out of tokens and had to quit the game?
2. What tactics could you have used to get back into the game? Why did/didn't you use them?
3. Do you think this game was fair? Why or why not.
4. What action could the teacher take to make the game fair?
5. How does this experience relate to capitalism and socialism?

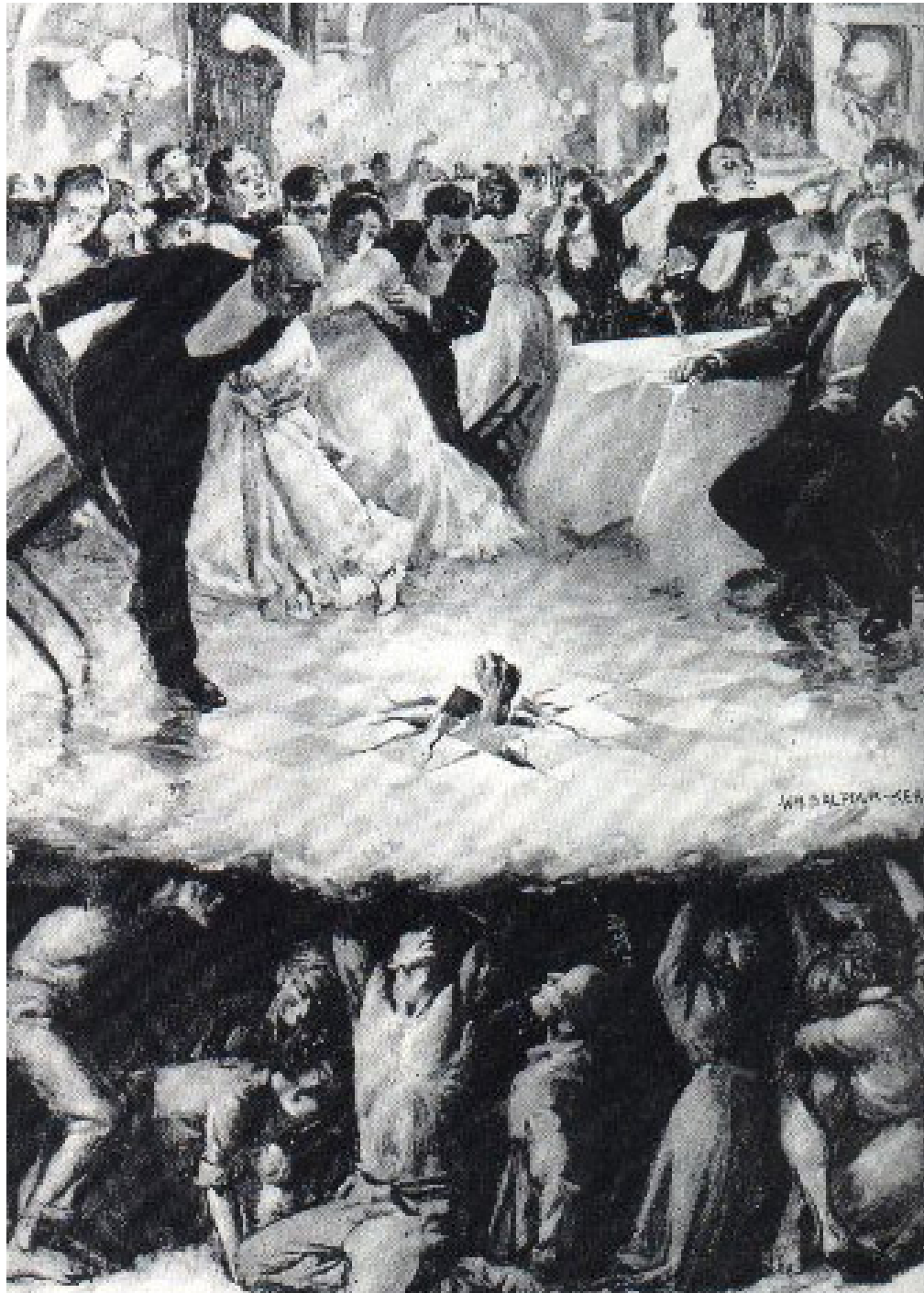
Transparency 5

Connecting the Activity to Economic Systems

Economic System	Rock, Paper, Scissors Game
<p>Capitalism</p> <ul style="list-style-type: none">• Private ownership of industry• Freedom of competition• Results in unequal economic classes	<p>Capitalism</p> <ul style="list-style-type: none">• _____• _____• _____
<p>Socialism</p> <ul style="list-style-type: none">• Government ownership of industry• Goal of bringing economic equality• Aims for a classless society	<p>Socialism</p> <ul style="list-style-type: none">• _____• _____• _____

Transparency 6

From the Depths, William Balfour Ker, 1906



Transparency 7

Document Analysis Guide

Directions: As you read and analyze the primary source documents, use this chart to organize your ideas. You will use this chart when you work on the writing task, so write clearly and accurately.

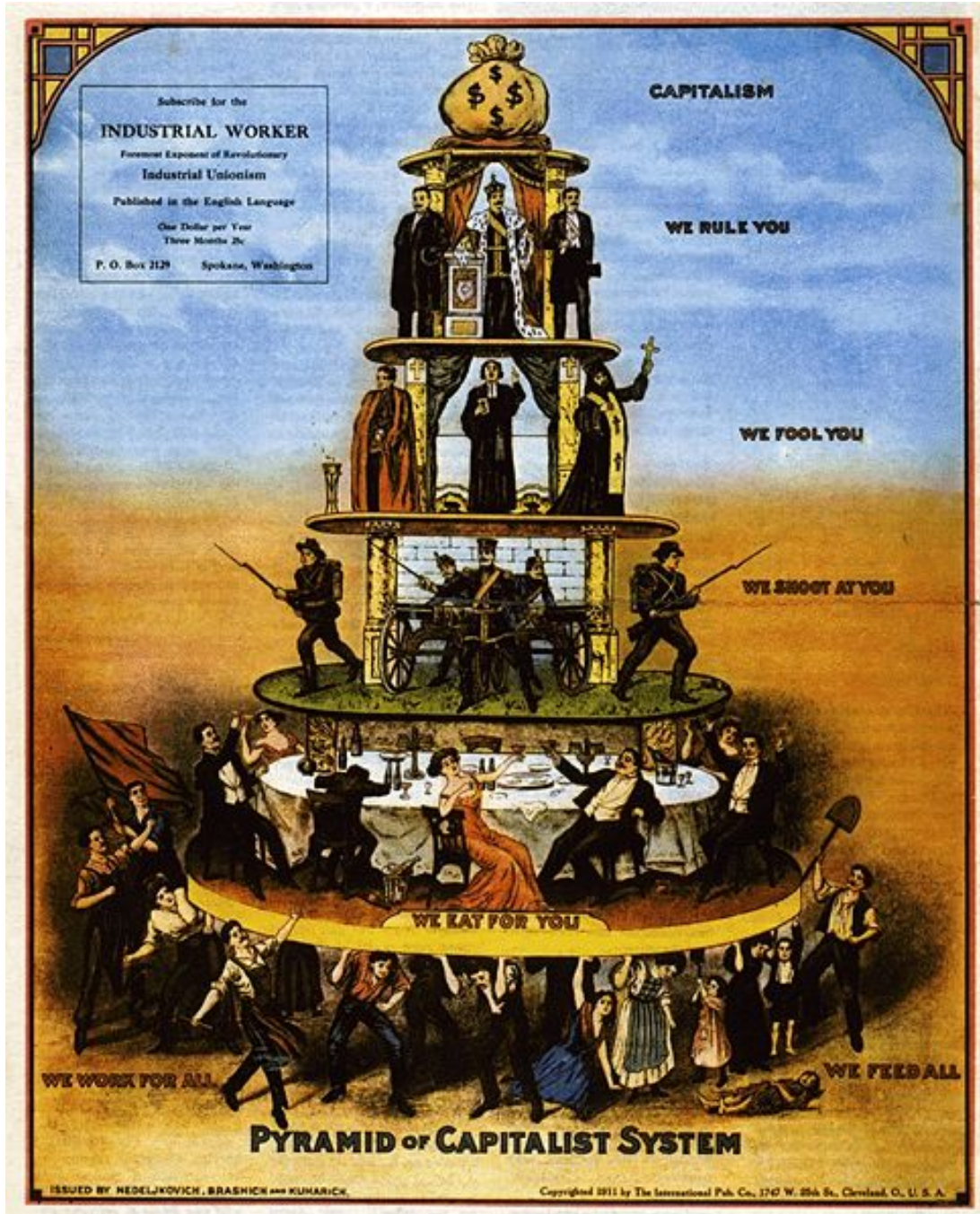
<u>Document and Source</u>	<u>Economic System</u> Do the ideas of the document represent capitalism or socialism?	<u>Evidence and Explanation</u> Key quote, image, or phrase that shows what system is being represented. Explain how.	<u>Opposite View</u> How would someone with the opposing view, (capitalist or socialist) criticize this document?
Document 1: <i>The Pyramid of Capitalist System</i>			
Document 2: Writings from Marx and Engels			

Transparency 7

<u>Document and Source</u>	<u>Economic System</u> Do the ideas of the document represent capitalism or socialism?	<u>Evidence and Explanation</u> Key quote, image, or phrase that shows what system is being represented. Explain how.	<u>Opposite View</u> How would someone with the opposing view, (capitalist or socialist) criticize this document?
Document 3: Adam Smith, <i>The Wealth of Nations</i>			
Document 4: Ralph Waldo Emerson, <i>The Conduct of Life</i>			

Transparency 8

The Pyramid of Capitalist System



Transparency 9

Writing Graphic Organizer

Paragraph 1	<u>Historical Context:</u> 2-3 sentence background of capitalism and socialism		
	<u>Thesis:</u> Which system provides the greater overall benefit to society?		
Paragraph 2	<u>Main Idea</u> <i>Capitalism or Socialism</i>	Topic Sentence	
		Characteristics	
		Benefits	
		Problems	
		Concluding Sentence	
Paragraph 3	<u>Main Idea</u> <i>Capitalism or Socialism</i>	Topic Sentence	
		Characteristics	
		Benefits	
		Problems	
		Concluding Sentence	
Paragraph 4	<u>Main Idea</u> <i>Evaluating the two economic systems</i>	Restate Thesis	After considering both systems,
		Overall consequences/benefits of your chosen system	

Teacher Guide 1

Rock, Scissors, Paper Guide

This activity is designed to illustrate the differences between capitalism and socialism.

Directions:

1. Pass out one token to all but three students.
2. Conspicuously give the remaining three students 10 tokens each so that the rest of the class is aware of the inequity.
3. Explain the rules of the game.
4. Have students play a few practice rounds to make sure they understand the directions.
5. Once the students are ready to play, put the students in pairs and play the game.

Rules of the Game:

Tell the students they will have the opportunity to compete for more tokens by playing the game “**Rock, Scissors, Paper**” against each other. Two opponents face off and slowly pump their fists into one of three hand formations while counting “one, two, three.”

- On “three,” each player turns his/her fist into one of three hand formations: flat (paper); two fingers extended (scissors); or fist (rock).
- The student with the rock beats scissors as a rock can crush scissors; paper beats rock as paper wraps around a rock; scissors beats paper because scissors can cut paper.
- The winner takes a token from the loser.
- Students compete as long as they have one token. When they lose all of their tokens, they must return to their seats.

When there are a few students remaining, stop the game and have a brief discussion focusing on the following questions:

- Do you think this game was fair? Why or why not?
- What action could the teacher take to make the game more fair?

Optional:

After the discussion, inform the class that you have decided to collect the tokens and redistribute them equally. Play one more round of the game. Complete the game with a discussion based on these questions:

- How do you feel now?
- Was the action fair?
- How does the game relate to what you know about capitalism and socialism?

Teacher Guide 1

Connecting the Activity to Economic Systems

Economic System	Rock, Paper, Scissors Game
<p>Capitalism</p> <ul style="list-style-type: none">• Private ownership of industry• Freedom of competition• Results in unequal economic classes	<p>Capitalism</p> <ul style="list-style-type: none">• Students started with their own tokens.• Students played Rock, Paper, Scissors• Some students won, most lost
<p>Socialism</p> <ul style="list-style-type: none">• Government ownership of industry• Goal of economic equality• Aims for a classless society	<p>Socialism</p> <ul style="list-style-type: none">• Teacher (government) collected tokens.• Teacher redistributed tokens equally.• Students all have same amount of tokens.

Introduction to the Curricular Map

The curricular maps are a plan that allocates the time needed to teach all of the content standards adequately in one instructional year. They were created to assist teachers with instructional planning as well as to develop a unified yet flexible instructional approach to History/Social Science within the Los Angeles Unified School District.

The maps are divided into three instructional components consisting of the standard sets to be taught, each component comprising roughly 1/3 of the time in a year-long course. Within each instructional component, there are specified standards and days allocated for each standard; within that component, the sequence of standards and the number of instructional days may be adjusted to best fit the needs of your students before the Periodic Assessment window. The number of instructional days for each standard was determined by the number of "A" and "B" substandards and the content within the standard, as well as the time needed to prepare for and take the California Standards Test (ten days). The maps also build in nine flexible days to account for other activities that may impact classroom time (fire drills, assemblies, minimum days).

Periodic assessments are calendared at the end of each instructional component. In order for students to be prepared for the assessment, the standard sets in each component must be completed in the allotted time.

The curricular maps are organized in the following manner:

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<ul style="list-style-type: none"> California History/Social Content Standards 	<ul style="list-style-type: none"> The number of questions on the CST for each standards The testing emphasis for the substandards as determined by the CDE <ul style="list-style-type: none"> "A" indicates high emphasis "B" medium "C" low Standards that are not ranked for emphasis and are identified with an <u>asterisk (*)</u> 	<ul style="list-style-type: none"> Concepts highlight important ideas that deepen student understanding of the standard. 	<ul style="list-style-type: none"> Number of days of instruction allocated for each standard Differentiated according to school calendar

Items Specific to 10th Grade:

- It is necessary to conclude the instruction on Standard 10.1 at an appropriate time in order to reach Standard 10.11 in the allocated instructional days.

GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Instructional Component 2: Causes and Effects of the First World War and the Rise of Totalitarian Governments (Standards 10.5, 10.6, 10.7)

Standards	Blue Print Focus Standards	Concepts	Instructional Days
10.5 Students analyze the causes and course of the First World War.	7 Questions	<ul style="list-style-type: none"> • Balance of power • Alliances • Disarmament • Internationalism • Isolationism • Mass communication • Militarism • Propaganda • Genocide • Racism 	<u>Traditional Calendar</u> 16 Days
1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing civilian population in support of "total war."	*		<u>Concept 6 Calendar</u> <u>A-Track</u> 17 Days
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).	*		<u>B-Track</u> 13 Days
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.	*		<u>C-Track</u> 19 Days
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.	*		<u>Four by Four Calendar</u> 10 Days
5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.	*		

Blue Print Focus Standards:

"A" indicates high emphasis

"B" indicates medium emphasis

"C" indicates low emphasis

"*" not ranked for emphasis

GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Standards	Blue Print Focus Standards	Concepts	Instructional Days
10.6 Students analyze the effects of the First World War.	7 Questions	<ul style="list-style-type: none"> • Disarmament • Total war • Totalitarian dictatorship 	<u>Traditional Calendar</u> 19 Days
1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of United States's rejection of the League of Nations on world politics.	A		<u>Concept 6 Calendar</u> <i>A-Track</i> 14 Days
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.	*		<i>B-Track</i> 18 Days
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.	*		<i>C-Track</i> 15 Days
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).	*		<u>Four by Four Calendar</u> 10 Days

Blue Print Focus Standards:

"A" indicates high emphasis

"B" indicates medium emphasis

"C" indicates low emphasis

"*" not ranked for emphasis

GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Standards	Blue Print Focus Standards	Concepts	Instructional Days
10.7 Students analyze the rise of totalitarian governments after the First World War.	6 Questions	<ul style="list-style-type: none"> • Authoritarianism • Command economy / centralization • Collectivism • Communism • Dictatorship • Genocide • Ideology • Indoctrination • Police state • Racism • Anti-Semitism 	<u>Traditional Calendar</u> 16 Days
1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 13 Days
2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).	*		<i>B-Track</i> 15 Days
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting their common and dissimilar traits.	*		<i>C-Track</i> 16 Days
			<u>Four by Four Calendar</u> 10 Days

Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“*” not ranked for emphasis

Textbook Correlation for the 10th Grade Standards

STANDARD	<u>Glencoe</u> <i>World History: Modern Times</i>	<u>Prentice Hall</u> <i>World History: The Modern World</i>
10.1	Chapter: 1	Chapter: 1
10.2	Chapters: 2,3,4	Chapters: 2,3,4,7
10.3	Chapters: 4,5,10	Chapters: 5,6,8
10.4	Chapters: 6,7,10	Chapters: 7,8,9,10
10.5	Chapter: 8,10	Chapter: 8,9,11,13
10.6	Chapter: 8,10	Chapter: 12,13
10.7	Chapters: 8,9,10,11	Chapters: 13
10.8	Chapters: 10,11	Chapters: 12,13,14
10.9	Chapters: 10,12,13	Chapters: 14,15,17,18,19
10.10	Chapters: 14	Chapters: 16,17,18,19
10.11	Chapters: 17	Chapters: 19



LAUSD

HISTORY-SOCIAL SCIENCE

STANDARD: 10.6.1

Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics.

PRIOR KNOWLEDGE REQUIRED

This lesson about the Treaty of Versailles should come between the series of lessons where students learn about the rise of Imperialism and Colonialism, and the rise of totalitarianism in the modern world.

INSTRUCTIONAL STRATEGIES

Anticipatory Guide

This strategy consists of agree/disagree questions designed to activate what students already know, arouse curiosity, about the subject, and to foster thinking.

Think, Pair, Share

Students will listen to a question, think of a response, and share their response with a partner.

SOAPS Analysis

An analysis tool for primary and secondary sources which asks the students to identify the subject, occasion, audience, purpose, and speaker as beginning steps in drawing content from specific sources.

Jigsaw Reading

Students read a small section of a larger passage and share what they have learned with other students or groups.

Vocabulary Development

Students use flash cards to review vocabulary.

Content Reading Guides

This strategy, including graphic organizers, helps students gather key information which can be used in response to the essay prompt.

BRIEF OUTLINE OF LESSON

Day 1

- Analyze and evaluate an unidentified speech.
- Understand the causality rates of belligerent nations involved in the Great War.
- Draw inferences from the casualty rates and tone of the speech to determine what a peace treaty settling the Great War might eventually look like.

Materials Needed: Student Handouts 1-3, Documents 1-4, Transparencies 1-2

Day 2

- Analyze and evaluate in detail the armistice of November 11, 1918 and Woodrow Wilson's Fourteen Points.
- Understand the aims and goals of nations negotiating the Treaty of Versailles.

Materials Needed: Student Handouts 2, 4-6, Documents 7-9, Transparency 3, Teacher Guides 1-5

Day 3

- Analyze/evaluate the terms and conditions of the Treaty of Versailles.
- Recognize key differences between the armistice, Wilson's Fourteen Points, and the Treaty of Versailles.
- Understand the significance of the War Guilt Clause and reparations.

Materials Needed: Student Handouts 5-7, Documents 5 and 9, Transparency 5

Day 4

- Organize and clarify thought and ideas in reaction to the prompt.

Materials Needed: Student Handouts 2-9, 9a, Transparencies 6-8

Day 5

- Write a multi-paragraph response to the prompt.

Materials Needed: Student Handouts 8-10

CULMINATING TASK

The culminating task for this lesson is a multi-paragraph essay regarding the Treaty of Versailles. The essay will build upon the prior model lessons which focused on writing thesis statements and incorporating evidence.

The essay prompt to which the students will respond:

Evaluate the Treaty of Versailles from the perspective the United States and 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.

KEY TERMS AND CONTENT

self-determination
disarmament
withdrawal
reparations
War Guilt Clause
no secret treaties
League of Nations
freedom of the seas
occupation
spoils of war
reparations

Grade 10 Instructional Guide

Model Lesson 3

Great War Peace Process and its Effects

Standard

10.6.1 Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics.

History/Social Science Analysis Skills Connection

Chronological and Spatial Thinking

- Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

Historical Research, Evidence, and Point of View

- Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations

Historical Interpretation

- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
- Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

Guiding Inquiries

1. What were the aims and motives of the victorious powers in forging the Treaty of Versailles?
2. Was the Treaty of Versailles fair to all parties?
3. Were Woodrow Wilson's Fourteen Points incorporated into the Treaty of Versailles in word and/or in spirit?

Materials

Student Handout 1: Speech on the Treaty of Versailles April 17, 1923

Student Handout 2: Costs of War: Graphic Organizer

Student Handout 3: Anticipatory Set: World War I The Peace Process

Student Handout 4: Vocabulary/Key Term Support

Student Handout 5: The Peace Process -- Fourteen Points, Armistice, Treaty of Versailles

Student Handout 6: Aims and Interests of the Allied Powers

Student Handout 7: Anticipatory Set World War I Peace Process Revisited

Student Handout 8: Treaty of Versailles Pre-Writing Graphic Organizer

Student Handout 9: Four Paragraph Writing Graphic Organizer

Student Handout 9a: Five Paragraph Writing Graphic Organizer

Student Handout 10: Writing Assignment

Document 1: Speech on the Treaty of Versailles April 17, 1923

Document 2: Casualty Chart and Graph

Document 3: Important Facts of World War I

Document 4: Cost of War

Document 5: Map of Europe 1914

Document 6: Map of Europe 1918

Document 7: President Wilson's Fourteen Points

Document 8: Conditions of an Armistice with Germany

- Document 9: Treaty of Versailles Background Reading
- Teacher Transparency 1: Lesson Overview
- Teacher Transparency 2: Costs of War Graphic Organizer
- Teacher Transparency 3: Armistice and Surrender Definitions
- Teacher Transparency 4: Aims and Interests of the Allied Powers
- Teacher Transparency 5: Anticipatory Set Revisited
- Teacher Transparency 6: Treaty of Versailles Pre-Writing Graphic Organizer
- Teacher Transparency 7: Four Paragraph Writing Graphic Organizer
- Teacher Transparency 8: Five Paragraph Writing Graphic Organizer
- Teacher Transparency 9: Treaty of Versailles Political Cartoon
- Teacher Guide 1: President Wilson’s Fourteen Points
- Teacher Guide 2: Conditions of an Armistice with Germany
- Teacher Guide 3: Aims and Interests of the Allied Powers
- Teacher Guide 4: The Peace Process - Fourteen Points, Armistice, Treaty of Versailles

Questions for Lesson Study

1. Can students evaluate the challenges of a multilateral peace process after a global conflict?
2. Can students predict the short term and long term consequences of the Treaty of Versailles?
3. Can students effectively understand and communicate two sides on a historical event?

Lesson Overview

This lesson about the Treaty of Versailles should come between the series of lessons where students learn about the rise of imperialism and colonialism, and the rise of totalitarianism in the modern world. The following textbook references correlate to the lesson: Glencoe, chapters 8,10; Prentice Hall, chapters 12,13. This lesson will further develop the skills of planning, outlining an essay, writing the internal paragraphs and providing evidence to support the thesis. This lesson has been crafted to fit the structure of a 50 minute instructional period. This has been designed as a five day lesson.

The culminating task for this lesson is a multi-paragraph essay that evaluates the Treaty of Versailles from a variety of perspectives. The essay will build on the prior model lessons which focused on thesis statement and evidence.

The essay prompt to which the students will respond is:

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.

Day 1	
Teacher/Student Activities	Helpful Hints
<p>Hook Ask students to consider a time in their life when they were unfairly disciplined for some action in which they had engaged. In whole group, ask students to share their experiences.</p> <ul style="list-style-type: none"> • <i>What had they done?</i> • <i>What was the punishment?</i> • <i>Who had punished them?</i> • <i>How did they respond?</i> • <i>How did they wish to respond?</i> • <i>Did they feel they had been unjustly punished?</i> 	<p><u>Time Suggestion</u> 5 minutes</p>

<ul style="list-style-type: none"> • <i>Why?</i> <p>Be certain to tell students to share only experiences that they are comfortable sharing.</p>	
<p><u>Analysis of speech</u> Have students turn to Document 1 (Speech on the Treaty of Versailles, 1923). Tell students that they will be reading excerpts of a speech by someone who feels he has been unjustly punished.</p> <p>Ask students to read the speech looking for contextual clues to discover the author of the speech.</p> <p>Ask students: <i>Who do you think the speaker is? Why?</i></p> <p>After the students have offered a few suggestions as to who the author of the speech is, ask them for the particular words or phrases which led them to this conclusion. As a group, highlight or underline these phrases as the context clues.</p> <p>The purpose of the hook is to examine the speech, spoken by an angry German, and note its allusions to the terms of the Treaty of Versailles.</p> <p>At this point, quickly review the outcome of World War I, identifying the winners and losers. This is an accessing prior knowledge activity tied to Standard 10.5.</p> <p>Ask students: <i>According to the speech, was this a peace treaty or a treaty of betrayal?</i></p> <p><u>Think-Pair-Share</u> In partners, ask students to find additional contextual clues that could lead them to identifying the speaker.</p> <p>If students still cannot identify the speaker, tell them that the speech was given by Adolf Hitler four years after the Treaty of Versailles.</p> <p><u>Debrief the Speech</u></p> <ul style="list-style-type: none"> • <i>What events do you think influenced Hitler?</i> • <i>How does he sway his audience to his way of thinking?</i> • <i>What words or phrases are meant to stir up or inflame his audience?</i> • <i>What is the significance of the speech and content?</i> • <i>What was the cause of the anger in the speech? How did this happen?</i> 	<p>15 minutes</p> <p>Teachers may choose to read the speech aloud for effect. The SOAPS analysis tool (Speaker, Occasion, Audience, Purpose, Significance may be useful to some students).</p> <p>The teacher should reference the date of speech and the date when Hitler came to power (1933) after the students have discussed the quote.</p> <p>Once Hitler is identified, ask students what they already know about Hitler.</p> <p>Speculate about the reasons for the anger in the speech. Students should quote or cite passages from the speech and provide evidence. It might be necessary for the teacher to remind students that Hitler was not a major political figure during World War I.</p>
<p><u>Lesson Overview</u> Place Teacher Transparency 1 on the overhead or project via LCD. Be certain to remind students that their culminating task will be a multi-paragraph response to the writing prompt.</p>	<p>5 minutes</p> <p>Advise the students that this is an excellent time for them to ask clarifying questions about the lesson.</p>

<p>Document Analysis In order to understand the effects of World War I on the nations involved, have students in partners or triads examine the following documents:</p> <p style="text-align: center;">Documents 2 and 3 (Casualty and Fact Charts and Graphs) Document 4 (Cost of War in Dollars)</p> <p>Students are to complete the Military Wounded section of Student Handout 2.</p> <p>Debriefing the Group Activity As a whole class activity, assist students in drawing evidence and inferences from the documents (Student Handout 2) by leading students in the following discussion:</p> <ul style="list-style-type: none"> • <i>Which country paid the greatest price?</i> • <i>What might that country seek in a treaty? (This question can be asked of each nation.)</i> • <i>How might the “Costs of War” and “Important Facts” information explain Germany’s anger in the opening speech?</i> • <i>What can you infer about potential challenges to the peace process?</i> 	<p>20 minutes</p> <p>This can also be done as a jigsaw activity with expert and home groups (the teacher may wish to model working with documents that include graphs). In looking at documents that deal in dollar amounts, it might be helpful to introduce the concept of constant dollar value (see measuringworth.com).</p> <p>Information about war costs can also be found on p.371 in the Prentice Hall book.</p> <p>Teacher Transparency 2 is available if the teacher would like to further guide students through the lesson.</p>
<p>Exit Pass On as separate piece of paper ask students to respond to the following question: <i>Based on the documents you have examined today, what three things do you think the Allies and their leaders might seek in a peace treaty?</i></p>	<p>5 minutes</p> <p>Collect the exit pass prior to students leaving.</p>
<p>Homework Using Student Handout 3, students will answer yes or no to the Anticipatory Set questions, and offer a one sentence explanation for their selection. The Anticipatory Set will be revisited later in the lesson.</p>	<p>Reading reference Glencoe, pp. 448-450 Prentice, pp. 370-372. The Anticipatory Set will help preview the material covered in Days 2 and 3.</p>

Day 2	
Teacher/Student Activities	Helpful Hints
<p>All Day 2 activities will focus on the highlighted portion of the prompt.</p> <p>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>Review Exit Pass and Anticipatory Set Share a few of the student responses to the Exit Pass from the previous day as a means of reviewing.</p> <p>Pick one or two questions from the Anticipatory Set and ask students for their responses. Remind students that the purpose of the Anticipatory Set is to draw conclusions about what they have learned so far, and that the Anticipatory Set will be revisited later to see if students still hold to their original conclusions.</p>	<p><u>Time Suggestion:</u> 5 minutes</p>
<p>Vocabulary Preview The teacher should begin by asking the students: <i>Is there a difference between an armistice and a surrender?</i></p> <p>Place Teacher Transparency 3 on the overhead or project via LCD.</p> <p style="padding-left: 40px;">armistice: <i>an agreement to stop fighting, usually for a short time</i> surrender: <i>the act of saying officially that you want to stop fighting because you realize you cannot win</i> (both from Longman Advanced Dictionary, 2004)</p> <p>Discuss the possible differences between an armistice and a surrender as a lead into the vocabulary necessary in this part of the lesson.</p> <p>Key Terms Preview Use Student Handout 4 to review key vocabulary with the students. Remind the students that many of these terms will be used in the primary and secondary sources they will be using during this lesson.</p> <p><i>From what you already know about the costs of the war (Day 1 activity) predict how you think Germany would react to a proposal of an armistice.</i></p> <p>Chart some possible reactions based on the students' responses.</p>	<p>5 minutes</p> <p>Some of this vocabulary accesses prior knowledge based on the causes of World War I.</p>
<p>Primary Source Reading Students will read Document 7 (Wilson's Fourteen Points), complete the word bank activity, and fill in the section of Student Handout 5 on Wilson's Fourteen Points. This activity can be done independently or in partners or triads. EL students will need scaffolding for some of the vocabulary.</p> <p>When the students have finished the reading and vocabulary identification for Wilson's Fourteen Points, discuss the following as a class:</p> <p><i>Which of the Fourteen Points (identify as many as possible) might have influenced Germany to accept the armistice? Highlight these points.</i></p> <p>After debriefing the first section of Student Handout 5, review the vocabulary again to check for understanding.</p> <p>Students will read Document 8, complete the word bank activity, and fill in the section of Student Handout 5 on the Armistice. When the students have finished the reading and vocabulary identification for the armistice, discuss the following questions:</p>	<p>20 minutes</p> <p>It is also possible here to assign different parts of the Fourteen Points to groups of students to rewrite in their own words for better understanding. It might also be helpful for students to create vocabulary cards for continuous review during these lessons. Teacher Guide 1 serves as a key for the Fourteen Points</p>

<ul style="list-style-type: none"> • <i>Which parts of the armistice reflect Wilson's Fourteen Points?</i> • <i>How do Wilson's Fourteen Points go beyond the armistice?</i> • <i>Why do you think Germany agreed to the armistice?</i> <p>As a class highlight evidence in the armistice which reflect the Fourteen Points.</p> <p>Have students justify their thinking based on what they know about Germany from the past day's activity.</p>	<p>activity. Teacher Guide 2 serves as a key for the armistice activity. For EL support, the teacher might fill in the responses with the whole group and check for student understanding or concentrate on key ideas contained in the Fourteen Points and Armistice. Teacher Guide 5 serves as a reference for Student Handout 5.</p>
<p>Treaty of Versailles Background Reading</p> <p>In groups of three, have students read the background and first paragraph of Document 9 (Background Reading on the Treaty of Versailles). Then divide the remaining paragraphs among the students and have them read for the aims and interests of the United States, Britain, and France. As a group they should complete Student Handout 6 filling in the main points from the background reading.</p> <p>Students are to determine the roles and negotiating attitudes of the Allied powers:</p> <p><i>What were the losses for each country? What did each country want?</i></p> <p>Student Handout 2 should be referenced here.</p> <p>End the discussion with the following question: <i>How do the Fourteen Points fit into the aims and interests of the Allied Powers?</i></p> <p>Review Document 7 and suggest where this document reflects the aims/goals of the United States, Great Britain, and France.</p>	<p>20 minutes</p> <p>Students may use the right hand margin for notes and questions.</p> <p>In cooperative groups students should look at the previous day's documents and develop this chart through the lens of the Allied countries, highlighting texts for vocabulary correlations. Teacher Transparency 4 and Teacher Guide 3 are available should teachers choose to model Student Handout 6.</p>
<p>Homework</p> <p>Have students write a response to the following question. <i>How do the aims and goals of the allied nations and their leaders reflect their attitudes about Germany?</i></p> <p>Be specific in your answer.</p>	<p>Reading reference: Prentice, pp. 450-451 Glencoe, pp. 372-373</p>

Day 3	
Teacher/Student Activities	Helpful Hints
<p>All Day 3 activities will focus on the highlighted portion of the prompt.</p> <p>Evaluate the Treaty of Versailles from the perspective of the United</p>	

<p>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>Opening Debrief the quick write from the previous day’s lesson. Ask a few students to read their homework responses.</p> <p>Check for completion of Student Handout 6. Review the aims and interests before moving on to Document 9.</p>	<p>5 minutes</p> <p>If more time is needed, regroup students into cooperative groups to complete the activity.</p>
<p>Treaty of Versailles Background Reading In a whole group session, read Document 9 (refer to Document 5 and Document 6 when looking at the territorial changes).</p> <p>Have students make summary notes on Student Handout 5 in the section under the Treaty titled “Effects.”</p> <p>For the remaining sections of Document 9, have the students in cooperative groups highlight the specific effects of the Treaty on Germany in one color and the effects of the Treaty on the Allies in another color. Then complete the third section of Student Handout 5. Underlining and double underlining may be substituted for highlighting.</p> <p>Using Student Handout 5, discuss the following questions with the class:</p> <ul style="list-style-type: none"> • <i>How were the terms of the Treaty different from the Fourteen Points?</i> • <i>Why is the War Guilt Clause (Article 231) and Reparations (Article 232) so significant to the Treaty of Versailles?</i> 	<p>40 minutes</p> <p>This may be teacher directed, and done in whole group fashion.</p> <p>A Venn diagram to compare the Fourteen Points with the Treaty of Versailles may support student learning.</p>
<p>Revisit Anticipatory Set Using Student Handout 7, students are to answer the questions again, this time following the additional directions. Remind students that they are free to change their original answers based upon any of the knowledge or information they acquired during the lesson. Be sure to explain the terms “problematic” and “punitive.”</p>	<p>5 minutes</p> <p>Revisit Student Handout 3 and complete the statements below the questions. The teacher should do number 1 on Student Handout 7 with the students on Teacher Transparency 5. The answers for number 1 are reparations, Treaty of Versailles, and punitive.</p>
<p>Homework Have students write a response to the following question. <i>What terms affecting Germany appeared in the Treaty of Versailles that were not present in both the armistice and Wilson’s Fourteen Points?</i></p>	<p>Reading reference: Prentice, pp. 373-374; Glencoe, pp. 451-453.</p>

Day 4	
Teacher/Student Activities	Helpful Hints
<p>All Day 4 activities will focus on the highlighted portion of the prompt.</p> <p>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>Opening Debrief the homework and reflect on Student Handout 7.</p> <p>Ask the students to see if any felt they had to change their answers based on what they have learned in the lesson. Be sure they can cite evidence to support their answers (where did they find the information?). This will also provide another review of the vocabulary.</p> <p>Quickly review and summarize the past three days and refresh the students’ memory about the three documents analyzed in Student Handout 5.</p>	10 minutes
<p>Review the Essay Question Formulate a sample thesis statement with the students to help organize their thoughts in writing this essay. Clarify for them how each document could be used in writing a basic five paragraph essay with the internal paragraphs covering the United States, one other Allied power, and Germany. A sample thesis statement to share with students is:</p> <p style="padding-left: 40px;"><i>Although not the intent of President Woodrow Wilson, the Treaty of Versailles ultimately was designed to reward the Allied Nations and to punish Germany.</i></p>	5 minutes
<p>Prewriting Have students pull out their completed Student Handouts 2, 4, 5, and 6. Using Student Handout 8, or Student Handout 9/Student Handout 9a, and Student Handout 10, have students begin organizing their thoughts with the prompt in mind.</p> <p>The teacher may choose to have the students work in pairs to complete Student Handout 8 and/or may choose to model filling in the United States portion of the graphic organizer on the overhead using Teacher Transparency 6.</p> <p>Remind students that Student Handout 8 and Student Handout 9 or 9a must be complete before the next class period. Students will need these handouts and all other materials for their essay.</p>	<p style="text-align: center;">35 minutes</p> <p>The teacher may wish to model portions of the writing using Teacher Transparency 7 or Teacher Transparency 8. Note: Student Handouts 9 and 9a are meant to provide support for students, not to serve as a complete essay.</p> <p>Note: National Aims and the Fourteen Points have been combined for the United States and Germany as those</p>

	countries used this as the basis for the armistice, whereas Britain and France largely disregarded the Fourteen Points in negotiations.
Homework Ask students to review their class work, quick writes, and homework in preparation for writing the essay question.	

Day 5	
Teacher/Student Activities	Helpful Hints
<p>Student Writing The class period is intended to be used entirely for writing. Before the students begin writing, quickly review Student Handout 10.</p>	<p>40 minutes</p> <p>The teacher may walk around the room and assist students with various aspects of their essays. The teacher may choose to allow students to complete their essays at home.</p>
<p>Reflection Reread the Hitler speech (Document 1).</p> <p>Project Teacher Transparency 9 (Treaty of Versailles Political Cartoon). Ask the students to consider the following questions:</p> <ul style="list-style-type: none"> • <i>How the speech would have been different if the Treaty had not been written in a punitive fashion?</i> • <i>What might have been the long or short term effects of such a treaty?</i> 	<p>10 minutes</p> <p>This discussion will foreshadow Model Lesson 4.</p>

Student Handout 1

Speech on the Treaty of Versailles April 17, 1923

With the armistice begins the humiliation of Germany. If the Republic on the day of its foundation had appealed to the country: Germans, stand together! Up and resist the foe! The Fatherland, the Republic, expects of you that you fight to your last breath, then millions who are now enemies of the Republic would be fanatical Republicans. Today they are the foes of the Republic not because it is a Republic but because this Republic was founded at the moment when Germany was humiliated, because it [has] so discredited the new flag that men's eyes must turn regretfully toward the old flag.

So long as this Treaty stands there can be no resurrection of the German people; no social reform of any kind possible! The Treaty was made in order to bring 20 million Germans to their deaths and ruin the German nation.

There is thus one thing which is the first task of this Movement: it desires to make the German once more national, that his Fatherland shall stand for him above everything else. It desires to teach our people to understand afresh the truth of the old saying: He who will not be a hammer must be an anvil. An anvil we are today and that anvil will be beaten until out of the anvil we fashion once more a hammer, a German sword.

Student Handout 2

Costs of War Graphic Organizer

Directions: Using **Document 2**, complete the column for Military Wounded. Study the information and reflect on the total cost of the war for each country. Put your answers in the appropriate boxes use the Notes and Unanswered Questions column to write down any questions you might have.

Key Allies	Financial Cost to Country (in dollars) (From Doc 4)	Military Dead (From Doc 2)	Military Wounded (From Doc 2)	Civilian Casualties (From Doc 2)	Post-War Impact on Military (From Doc 3)	Notes and Unanswered Questions
France	24,265,583,000	1,375,800		300,000	Unclear or not significant	
Great Britain	35,334,012,000	908,371		109,000	Unclear or not significant	
United States	22,625,253,000	126,000		757	Unclear or not significant	

Focus Question: How might the above information influence the attitudes of the nations involved in the peace process after World War I?

Student Handout 2

Costs of War Graphic Organizer

Directions: Using **Document 2**, complete the column for Military Wounded. Study the information and reflect on the total cost of the war for each country. Put your answers in the appropriate boxes use the Notes and Unanswered Questions column to write down any questions you might have.

Key Central Powers	Financial Cost to Country (in dollars) (From Doc 4)	Military Dead (From Doc 2)	Military Wounded (From Doc 2)	Civilian Casualties (From Doc 2)	Post-War Impact on Military (From Doc 3)	Notes and Unanswered Questions
Austria-Hungary	20,622,960,000	1,200,000		467,000	Unclear	
Germany	37,775,000,000	1,773,700		426,000	Limited to 100,000	

Focus Question: How might the above information influence the attitudes of the nations involved in the peace process after World War I?

Student Handout 3

Anticipatory Set-World War I Peace Process

Directions: Read each question and circle either yes or no.

1. Should Germany have to pay money for the damages caused during the war?
Yes /No

4. Should Germany withdraw its troops from foreign lands it occupied during the war?
Yes/No

2. Should Germany have to give up its weapons?
Yes/No

5. Should Germany have to release its prisoners of war?
Yes/No

3. Should Germany have to let the Allied Powers keep German prisoners of war?
Yes/No

6. Should Germany have to give up some of its land claimed by other countries?
Yes/No

Student Handout 4

Vocabulary/Key Term Support

reparations—payments for rebuilding

no secret treaties—open or transparent agreements

self-determination—autonomy or independent authority; freedom of the people of a given nation to choose their own political status

guilt clause—formally assigning blame

freedom of the seas—open travel

League of Nations—global governing body

withdrawal—pull out or evacuation

occupation—foreign troops remain in a country

disarmament—limit weapons and/or armies

demilitarized zone—a buffer region along the border between nations

spoils of war—gains from winning

Student Handout 5

Directions: Using Documents 7, 8, and 9, complete the following chart.

The Peace Process -- Fourteen Points, Armistice, Treaty of Versailles

	President Wilson's Fourteen Points	Armistice	Treaty of Versailles
Date	January 8, 1918	November 11, 1918	June 28, 1919
General Description			
Main Provisions			
Intent			
Effects			

Student Handout 6

Directions: Using Document 9, complete the following chart.

Aims and Interests of the Allied Powers

	Aims and Interests	Reasons for Aims	Notes
United States			
France			
Great Britain			

Student Handout 7

Anticipatory Set-World War I Peace Process Revisited

Directions: Read each question and circle either yes or no, the appropriate key terms, document(s), and effects.

1. Should Germany have to pay money for the damages caused during the war? Yes/No
Relates to which term? withdrawal self-determination disarmament reparations spoils of war
From which document? Wilson's Fourteen Points Armistice Treaty of Versailles
Effect on Germany: reasonable problematic punitive

4. Should Germany withdraw its troops from foreign lands it occupied during the war? Yes/No
Relates to which term? withdrawal self-determination disarmament reparations spoils of war
From which document? Wilson's Fourteen Points Armistice Treaty of Versailles
Effect on Germany: reasonable problematic punitive

3. Should Germany have to give up its weapons? Yes/No
Relates to which term? withdrawal self-determination disarmament reparations spoils of war
From which document? Wilson's Fourteen Points Armistice Treaty of Versailles
Effect on Germany: reasonable problematic punitive

5. Should Germany have to release its prisoners of war? Yes/No
Relates to which term? withdrawal self-determination disarmament reparations spoils of war
From which document? Wilson's Fourteen Points Armistice Treaty of Versailles
Effect on Germany: reasonable problematic punitive

3. Should Germany have to let the Allied Powers keep German prisoners of war? Yes/No
Relates to which term? withdrawal self-determination disarmament reparations spoils of war
From which document? Wilson's Fourteen Points Armistice Treaty of Versailles
Effect on Germany: reasonable problematic punitive

6. Should Germany have to give up some of its land claimed by other countries? Yes/No
Relates to which term? withdrawal self-determination disarmament reparations spoils of war
From which document? Wilson's Fourteen Points Armistice Treaty of Versailles
Effect on Germany: reasonable problematic punitive

Student Handout 8

Pre-Writing Graphic Organizer

Directions: Using Student Handouts 2, 4, 5, and 6, complete the following chart on the Treaty of Versailles.

United States	Germany
<p>Aims:</p> <p>Actual Outcome:</p> <p>Evaluation of the Treaty from the U.S. Point of View:</p> <p>Evidence:</p>	<p>Aims:</p> <p>Actual Outcome:</p> <p>Evaluation of the Treaty from the German Point of View:</p> <p>Evidence:</p>
Other Allied Nation (Great Britain or France)	Notes
<p>Aims:</p> <p>Actual Outcome:</p> <p>Evaluation of the Treaty from the _____ Point of View:</p> <p>Evidence:</p>	

Student Handout 9

Writing Graphic Organizer

Paragraph 1	<u>Historical Context:</u> 2-3 sentence summary of the Treaty of Versailles		
Paragraph 2	<u>Main Idea</u> <i>Perspective of the United States</i>	Topic Sentence	
		Supporting Detail/Evidence	<i>National Aims/Fourteen Points</i>
		Supporting Detail/Evidence	<i>Actual Outcomes</i>
		Analysis	<i>Evaluation of the Treaty</i>
		Concluding Sentence	
Paragraph 3	<u>Main Idea</u> <i>Perspective of Great Britain or France</i>	Topic Sentence	
		Supporting Detail/Evidence	<i>National Aims</i>
		Supporting Detail/Evidence	<i>Actual Outcomes/Fourteen Points</i>
		Analysis	<i>Evaluation of the Treaty</i>
		Concluding Sentence	
Paragraph 4	<u>Main Idea</u> <i>Perspective of Germany</i>	Topic Sentence	
		Supporting Detail/Evidence	<i>National Aims/Fourteen Points</i>
		Supporting Detail/Evidence	<i>Actual Outcomes</i>
		Analysis	<i>Evaluation of the Treaty</i>
		Concluding Sentence	

Student Handout 9a

Writing Graphic Organizer

Paragraph 1	<u>Historical Context:</u> 2-3 sentence summary of the Treaty of Versailles		
	<u>Thesis:</u>		
Paragraph 2	<u>Main Idea</u> <i>Perspective of the United States</i>	Topic Sentence	
		Supporting Detail/Evidence	<i>National Aims/Fourteen Points</i>
		Supporting Detail/Evidence	<i>Actual Outcomes</i>
		Analysis	<i>Evaluation of the Treaty</i>
		Concluding Sentence	
Paragraph 3	<u>Main Idea</u> <i>Perspective of Great Britain or France</i>	Topic Sentence	
		Supporting Detail/Evidence	<i>National Aims</i>
		Supporting Detail/Evidence	<i>Actual Outcomes/Fourteen Points</i>
		Analysis	<i>Evaluation of the Treaty</i>
		Concluding Sentence	
Paragraph 4	<u>Main Idea</u> <i>Perspective of Germany</i>	Topic Sentence	
		Supporting Detail/Evidence	<i>National Aims/Fourteen Points</i>
		Supporting Detail/Evidence	<i>Actual Outcomes</i>
		Analysis	<i>Evaluation of the Treaty</i>
		Concluding Sentence	
Paragraph 5	<u>Restate Thesis</u>		
	<u>Review Main Points</u>		

Student Handout 10

Great War Peace Process and its Effects: Writing Assignment

Historical Background

The Great War was among the most devastating events of the 20th century. The Treaty of Versailles officially brought about the end of the war in 1919. Each nation that was involved in the fighting had a great interest in what the terms of the Treaty would be, and therefore had differing national aims and expectations for the Treaty.

Prompt

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.

Task

Write a multi-paragraph response in which you:

1. Write an introductory paragraph that contains background on the Treaty of Versailles and a thesis statement evaluating the Treaty.
2. Write one paragraph from the perspective of the United States that includes its national aims and actual outcomes regarding the Treaty of Versailles. Be certain to include specific evidence from the documents in the lesson.
3. Write one paragraph from the perspective of either Britain or France that includes its national aims and actual outcomes regarding the Treaty of Versailles. Be certain to include specific evidence from the documents in the lesson.
4. Write one paragraph from the perspective of Germany that includes its national aims and actual outcomes regarding the Treaty of Versailles. Be certain to include specific evidence from the documents in the lesson.

Suggested terms to include in your writing:

disarmament
withdrawal
occupation
spoils of war
reparations

Treaty of Versailles
War Guilt Clause
League of Nations
freedom of the seas
self-determination

Document 1

Speech on the Treaty of Versailles April 17, 1923

With the armistice begins the humiliation of Germany. If the Republic on the day of its foundation had appealed to the country: Germans, stand together! Up and resist the foe! The Fatherland, the Republic, expects of you that you fight to your last breath, then millions who are now enemies of the Republic would be fanatical Republicans. Today they are the foes of the Republic not because it is a Republic but because this Republic was founded at the moment when Germany was humiliated, because it [has] so discredited the new flag that men's eyes must turn regretfully toward the old flag.

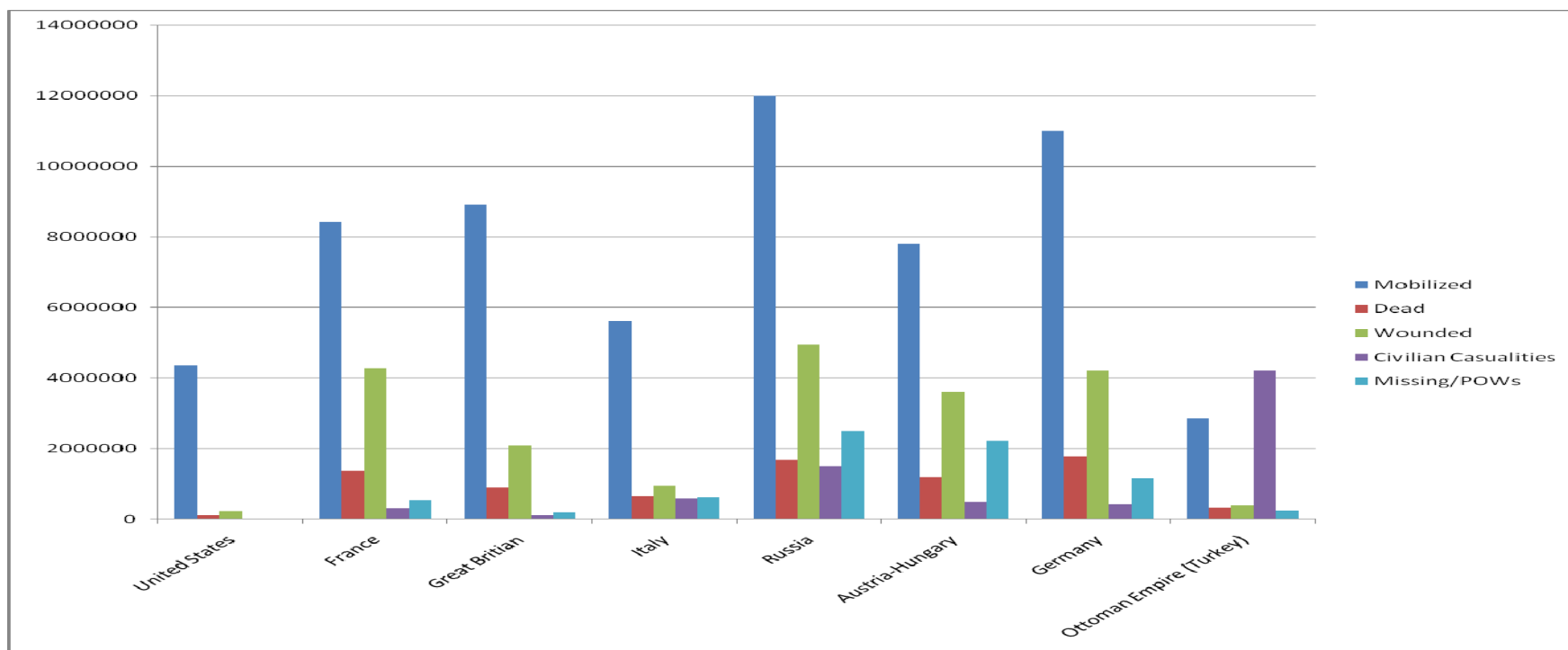
So long as this Treaty stands there can be no resurrection of the German people; no social reform of any kind possible! The Treaty was made in order to bring 20 million Germans to their deaths and ruin the German nation.

There is thus one thing which is the first task of this Movement: it desires to make the German once more national, that his Fatherland shall stand for him above everything else. It desires to teach our people to understand afresh the truth of the old saying: He who will not be a hammer must be an anvil. An anvil we are today and that anvil will be beaten until out of the anvil we fashion once more a hammer, a German sword.

Document 2

Casualty Chart and Graph

Country	Mobilized	Dead	Wounded	Civilian Casualties	Missing/POWs
United States	4,355,000	126,000	234,300	757	4,526
France	8,410,000	1,375,800	4,266,000	300,000	537,000
Great Britain	8,904,467	908,371	2,090,212	109,000	191,652
Italy	5,615,000	650,000	947,000	589,000	600,000
Russia	12,000,000	1,700,000	4,950,000	1,500,000	2,500,000
Austria-Hungary	7,800,000	1,200,000	3,620,000	467,000	2,200,000
Germany	11,000,000	1,773,700	4,216,058	426,000	1,152,800
Ottoman Empire (Turkey)	2,850,000	325,000	400,000	4,200,000	250,000



Document 3

Important Facts of World War I

Nations declaring war on the Central powers	24
German warships scuttled at Scapa Flow, June 21, 1919	51
German U-boats lost in action	178
Daily average caloric intake of German citizens, January, 1918*	1,000
Size of German army allowed under the Treaty of Versailles	100,000
Estimated combatants killed (all nations)	8,300,000
Reparations demanded by Allied powers in dollars	23,000,000,000
Direct cost of war to all belligerents in 1913 dollars	82,400,000,000

*The recommended caloric intake for a healthy adult is 2,000 - 2,500 per day

Document 4

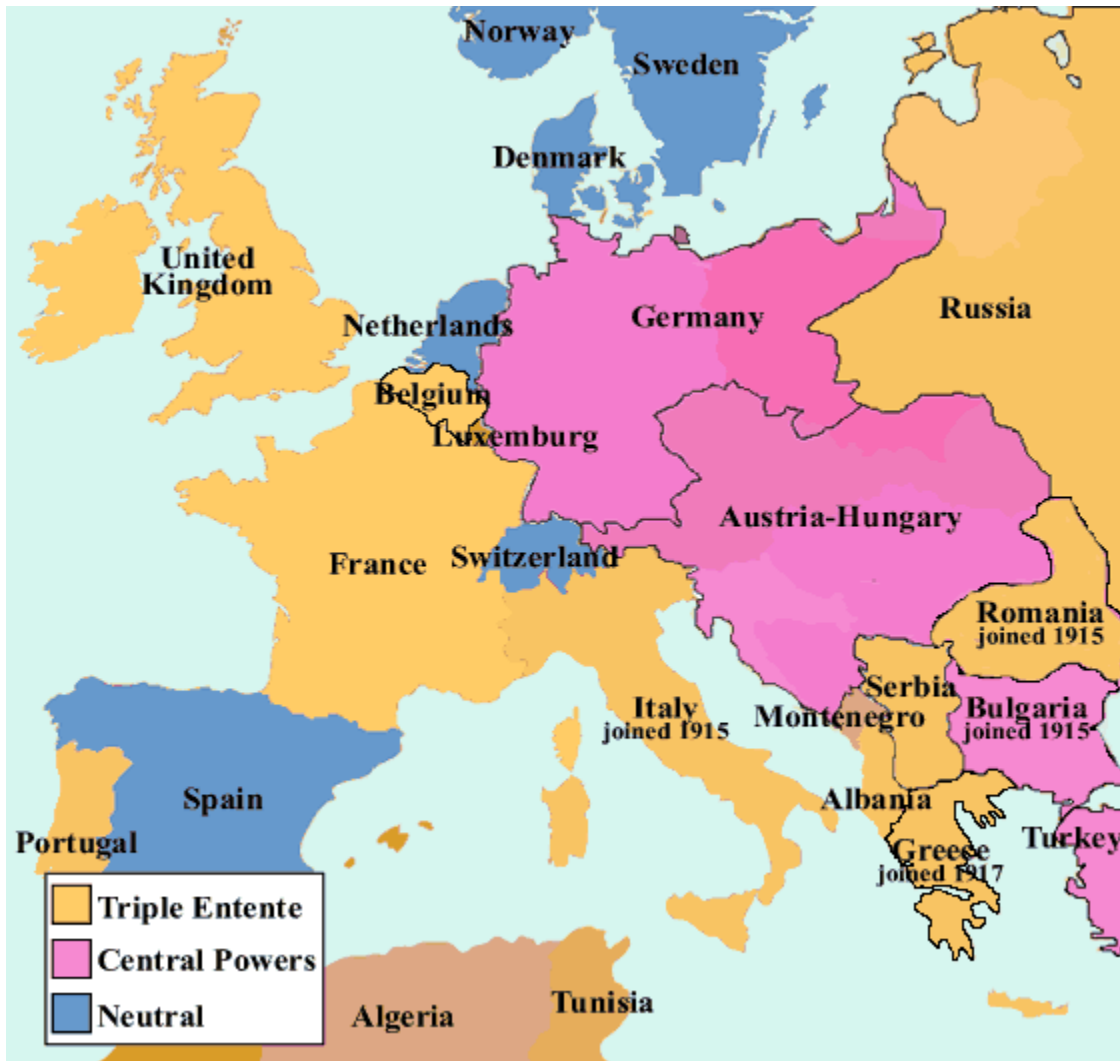
Cost of the War

Allied Powers	Cost in Dollars in 1914-18
United States	22,625,253,000
Great Britain	35,334,012,000
France	24,265,583,000
All Others	43,465,629,000
Total	125,690,477,000

Central Powers	Cost in Dollars in 1914-18
Germany	37,775,000,000
Austria-Hungary	20,622,960,000
All Others	2,245,200,000
Total	60,643,160,000

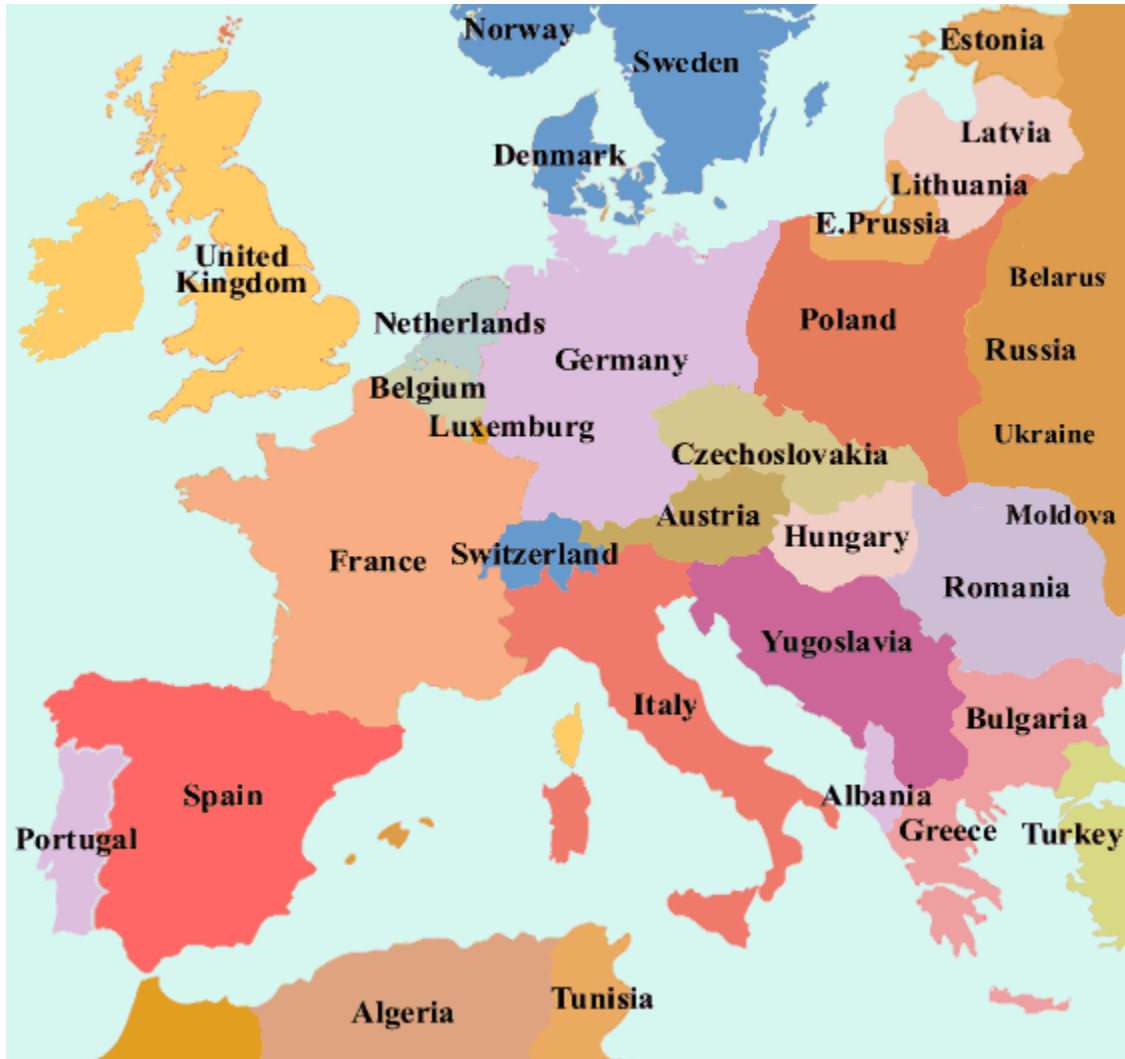
Document 5

Europe 1914

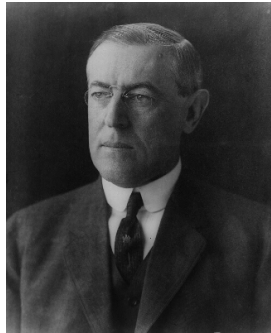


Document 6

Europe 1918



Document 7



President Wilson's Fourteen Points

The Fourteen Points were listed in a speech delivered by President Woodrow Wilson to the United States Congress on January 18, 1918. In his speech, President Wilson shared his vision for a lasting peace in Europe after World War I. The ideas in the speech encourage the Central Powers to surrender, and provided the basis for the terms of the German surrender on November 11, 1918. The Treaty of Versailles, which was negotiated at the Paris Peace Conference in 1919, included only four of the points of this speech. Ultimately, the United States refused to ratify the Treaty of Versailles, and signed a separate peace treaty with Germany in 1923.

Directions: Of the fourteen points below, six are already matched in the right column with key concepts underlined that identify Wilson's main terms for a peace agreement. For the remaining eight points, use the terms below to clearly identify other goals. Highlight or underline the key words in Wilson's points that match a key concept or term. Some terms may be used more than once. Some terms are not used at all.

self-determination **disarmament** **withdrawal** **reparations** **guilt clause**
no secret treaties **League of Nations** **freedom of the seas**

<p>5</p> <p>10</p>	<p>We entered this war because violations of right had occurred which touched us to the quick and made the life of our own people impossible unless they were corrected and the world secured once for all against their recurrence. What we demand in this war, therefore, is nothing peculiar to ourselves. It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression. All the peoples of the world are in effect partners in this interest, and for our own part we see very clearly that unless justice be done to others it will not be done to us. The program of the world's peace, therefore, is our program; and that program, the only possible program, as we see it, is this:</p>	<p>Wilson's terms for a peace agreement:</p>
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Document 7

15	I. Open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view.	I. _____
20	II. Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and in war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants.	II. _____
25	III. The removal, so far as possible, of all <u>economic barriers</u> and the establishment of an <u>equality of trade</u> conditions among all the nations consenting to the peace and associating themselves for its maintenance.	III. <u>free trade</u>
30	IV. Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety.	IV. _____
35	V. A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the government whose title is to be determined.	V. _____
40	VI. The <u>evacuation</u> of all Russian territory and such a settlement of all questions affecting Russia as will secure the best and freest cooperation of the other nations of the world in obtaining for her an unhampered and unembarrassed opportunity for the independent determination of her own political development and national policy and assure her of a sincere welcome into the society of free nations under institutions of her own choosing; and, more than a welcome, assistance also of every kind that she may need and may herself desire. The treatment accorded Russia by her sister nations in the months to come will be the acid test of their good will, of their comprehension of her needs as distinguished from their own interests, and of their intelligent and unselfish sympathy.	VI. <u>withdrawal</u>
50	VII. Belgium, the whole world will agree, must be evacuated and restored, without any attempt to limit the sovereignty which she enjoys in common with all other free nations. No other single act will serve as this will serve to restore confidence among the nations in the laws which they have themselves set and determined for the government of their relations with one another. Without this healing act the whole structure and validity of international law is forever impaired.	VII. _____
60	VIII. All French territory should be freed and the invaded portions	VIII. _____

Document 7

65	restored, and the wrong done to France by Prussia in 1871 in the matter of Alsace-Lorraine, which has unsettled the peace of the world for nearly fifty years, should be righted, in order that peace may once more be made secure in the interest of all.	
	IX. A <u>readjustment of the frontiers</u> of Italy should be effected along clearly recognizable <u>lines of nationality</u> .	IX. <u>self-determination</u>
70	X. The peoples of Austria-Hungary, whose place among the nations we wish to see safeguarded and assured, should be accorded <u>the freest opportunity of autonomous development</u> .	X. <u>self-determination</u>
75 80	XI. Romania, Serbia, and Montenegro should be <u>evacuated</u> ; occupied territories restored; Serbia accorded free and secure access to the sea; and the relations of the several Balkan states to one another determined by friendly counsel along historically established lines of allegiance and nationality; and international guarantees of the political and economic independence and territorial integrity of the several Balkan states should be entered into.	XI. <u>withdrawal</u>
85	XII. The Turkish portions of the present Ottoman Empire should be assured a secure sovereignty, <u>but the other nationalities which are now under Turkish rule should be assured an undoubted security of life and an absolutely unmolested opportunity of an autonomous development</u> , and the Dardanelles should be permanently opened as a free passage to the ships and commerce of all nations under international guarantees.	XII. <u>self-determination</u>
90 95	XIII. An independent Polish state should be erected which should include the territories inhabited by indisputably Polish populations, which should be assured a free and secure access to the sea, and whose political and economic independence and territorial integrity should be guaranteed by international covenant.	XIII. _____
	XIV. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.	XIV. _____
100	In regard to these essential rectifications of wrong and assertions of right we feel ourselves to be intimate partners of all the governments and peoples associated together against the Imperialists. We cannot be separated in interest or divided in purpose. We stand together until the end.	

Document 8

Conditions of an Armistice with Germany

Official release by the German government, published in the *Kreuz-Zeitung*, November 11, 1918.

Directions: Fill in the blanks. Match the terms below as “Terms of the Truce” or armistice. Highlight or underline key words that determine the match. Some may be used more than once, and some not at all.

no spoils to Germany

P.O.W. settlement

freedom of the seas

disarmament

blockade

withdrawal

spoils of war to Allies

reparations

set time frame

occupation

	Terms of the Truce
The following terms were set by the Allied powers for the Armistice.	
1. Effective six <u>hours</u> after signing.	1) <u>set timeframe</u>
2. Immediate clearing of Belgium, France, Alsace-Lorraine, to be concluded within 14 days. Any troops remaining in these areas to be interned or taken as prisoners of war.	2) _____
3. Surrender 5000 cannon (chiefly heavy), 30,000 machine guns, 3000 trench mortars, 2000 planes.	3) _____
4. Evacuation of the left bank of the Rhine, Mayence, Coblenz, Cologne, occupied by the enemy to a radius of 30 kilometers deep.	4) _____
5. On the right bank of the Rhine a neutral zone from 30 to 40 kilometers deep, evacuation within 11 days.	5) _____
6. <u>Nothing to be removed from the territory</u> on the left bank of the Rhine, <u>all factories, railroads, etc.</u> to be left intact.	6) <u>no spoils to Germany</u>
7. <u>Surrender</u> of 5000 locomotives, 150,000 railway coaches, 10,000 trucks.	7) <u>no spoils to Germany</u>
8. Maintenance of enemy occupation troops through Germany.	8) _____
9. In the East all troops to withdraw behind the boundaries of August 1, 1914, fixed time not given.	9) _____
10. <u>Renunciation</u> of the Treaties of Brest-Litovsk and Bucharest.	10) <u>overrides other treaties</u>
11. Unconditional surrender of East Africa.	11) _____
12. <u>Return of the property</u> of the Belgian Bank, Russian and Rumanian gold.	12) <u>no spoils to Germany</u>
13. Return of <u>prisoners of war</u> without reciprocity.	13) <u>P.O.W. settlement</u>

Document 8

14. Surrender of 160 U-boats, 8 light cruisers, 6 Dreadnoughts; the rest of the fleet to be disarmed and controlled by the Allies in neutral or Allied harbors.	14) _____
15. Assurance of free trade through the Cattegat Sound; clearance of mine fields and occupation of all forts and batteries, through which transit could be hindered.	15) _____
16. The <u>blockade</u> remains in effect. All German ships to be captured.	16) <u>blockade</u>
17. All limitations by Germany on <u>neutral shipping</u> to be removed.	17) <u>freedom of the seas</u>
18. Armistice lasts <u>30 days</u> .	18) <u>set timeframe</u>

Document 9



Treaty of Versailles Background Reading

Directions: Use this document to complete **Student Handout 6**. As you read use the column on the right to take notes on the text or ask questions.

	Background	Notes and Questions
5	<p>When Germany sought peace terms in 1918, the Germans thought that these terms would be based on President Woodrow Wilson's Fourteen Points. Wilson had set these out in an address to the United States Congress in January 1918. President Wilson had set out his beliefs on a peace based on justice, democracy, and equality. President Wilson later stated that the peace should include no annexations, no contributions, and no punitive damages.</p>	
10	<p style="text-align: center;">The Big Three</p>	
15	<p>In the years following the end of World War I, peace treaties were signed with Germany and her allies (Austria-Hungary, Turkey, and Bulgaria). The treaties were: Treaty of Saint Germain with Austria in 1919, Treaty of Neuilly with Bulgaria in 1919, Treaty of Sevres with Turkey in 1920 and Treaty of Trianon with Hungary in 1920. The terms of these treaties were made up mainly by the Big Three:</p>	
20	<p>Clemenceau of France, Lloyd-George of Britain, and President Wilson of the United States during negotiations in Paris. The treaty with Germany was by far the most important. It was signed in the Hall of Mirrors in June 1919 and is called the Treaty of Versailles.</p>	
25	<p>When judging the terms of the peace treaties, in particular the Treaty of Versailles, it is important to keep in mind the atmosphere in Europe and the attitude towards Germany in the period just after the war. Anti-German feeling was strong in 1919.</p>	
30	<p>Woodrow Wilson, the American President, aimed to secure a peace based on the Fourteen Points: a peace that would be based on justice, that would have liberal principals at its core, and that would be maintained by a new international organization (The League of Nations). Wilson did agree that Germany needed to be punished for starting the war, but he wanted the punishment to be fair.</p>	
35	<p>David Lloyd-George, the British Prime Minister, was in a difficult</p>	

Document 9

40 45 50 55 60 65	<p>position. Britain had suffered huge casualties in the war and the general public was demanding revenge. Typical headlines in British newspapers, such as “Make Germany Pay” and “Hang the Kaiser,” reflected British public feeling. Lloyd-George was determined to maintain Britain’s naval supremacy and to enlarge the British Empire. He had also announced in the 1918 election campaign that he expected Germany to pay as much as it could for the damage it had caused. Lloyd-George was also prepared to see Germany’s military strength reduced. On the other hand, he was also aware that the new Weimar leaders of Germany were different from those of the Kaiser’s time. An overly harsh treaty might undermine them and create an embittered Germany. Lloyd-George was also concerned that if the peace treaty humiliated Germany, it might provoke a Bolshevik revolution, similar to what had happened in Russia in 1917. While he was prepared to talk in harsh terms for the people home in Great Britain, Lloyd-George worked to ease some of the harsher terms demanded by Clemenceau.</p> <p>Clemenceau, the French leader, was determined to punish Germany. This had been the second time in living memory that France had been invaded by Germany. In 1871, Germany had taken Alsace-Lorraine from France and forced them to pay huge reparations. French casualties had also been massive during World War I, the highest amongst the Allies. Clemenceau wanted German power reduced so that it could never again pose a military threat. The French people were fully behind their leader.</p> <p>The war had been extremely expensive. By the end of it, Britain and France had large debts to repay. France especially had suffered extensive damage to large parts of the country that would cost a great deal to repair. Following the war, public opinion in both Britain and France felt strongly that Germany should be made to meet these costs of the war.</p>	Notes and Questions
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Document 9

Treaty of Versailles Background Reading

Directions: Use this document to complete **Student Handout 6**. As you read, use the column on the right to take notes or write questions

	<p style="text-align: center;"><i>The Main Terms of the Treaty of Versailles</i></p> <p style="text-align: center;">Territorial Changes</p>	<p style="text-align: center;">Notes and Questions</p>
5	<p>Before the end of the war, President Woodrow Wilson issued his famous Fourteen Points. Germany had signed the armistice in November 1918 on the understanding that these 'Fourteen Points' would be the basis of the peace treaty.</p>	
10	<p>One of these points established the principle of self-determination. This principle proposed that the old pre-war European empires should be broken up and that the map of Europe should be re-drawn so that each nationality would live within its own borders, independent of foreign powers and with its own form of government. This was a</p>	
15	<p>sound principle in theory, but the ethnic mixture in some parts of Europe meant that some groups of people would become inhabitants of a new and/or different country. Also, the principle sometimes had to take 'second place' to practical considerations - such as making sure that countries had sensible borders for purposes of defense,</p>	
20	<p>trade, and economic stability. Significant territorial changes included:</p> <ul style="list-style-type: none"> ▪ Alsace-Lorraine was given back to France. ▪ Eupen and Malmedy on the border with Belgium were given to Belgium after a vote. 	
25	<ul style="list-style-type: none"> ▪ The Saar region was placed under League of Nations control for 15 years, during which time the French could work its coal mines. A vote would then be held to decide the area's future. ▪ Northern Schleswig was given to Denmark after a vote. 	
30	<ul style="list-style-type: none"> ▪ Parts of Upper Silesia, Posen and West Prussia were given to the new country of Poland. This was partly to make the new country of Poland stronger as this area contained mineral reserves and also to give Poland access to the sea. Many Germans were in these territories. This also cut East Prussia off from the rest of Germany. 	
35	<ul style="list-style-type: none"> ▪ The city of Danzig was to be a free city under the League of Nations. ▪ Germany was not allowed to unite with Austria. ▪ All of Germany's colonies were taken away. 	
40	<p>As a result of the territorial changes, Germany lost 13.5% of its land and 12.5% of its population. These losses were to hit the German economy hard in the following years.</p>	

Document 9

45	<p>These losses also created considerable resentment in Germany, especially the losses in eastern Germany and the perceived failure of the peace-makers to allow self-determination.</p>	Notes and Questions	
	Military Terms		
50	<ul style="list-style-type: none">▪ The West Bank of the Rhine was to be demilitarized. An allied army of occupation was to be stationed there for 15 years. On the East Bank, German troops were to be excluded of land 50 kilometers (31 miles) wide.		
55	<ul style="list-style-type: none">▪ The German army was to be reduced to 100,000 men.▪ The German navy was to have no battle ships and no submarines. The German High Seas Fleet was to be handed over to Britain, but it was scuttled on the day the Treaty of Versailles was signed as an act of defiance and disgust at the treaty.		
60	<ul style="list-style-type: none">▪ Germany was prohibited from having an air force. <p>An Allied Control Commission was set up to police these arrangements.</p>		
65	<p>The Treaty also stated that Germany was being disarmed. This was only a precursor to general world disarmament.</p>		
	Special Clauses		
70	<p>Article 231 stated, “The Allied and Associated Governments affirm that Germany accepts the responsibility of Germany and her allies for all the loss to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.”</p>		
75	<p>Article 231 became known as the War Guilt Clause. It provided the moral grounds to demand war reparations from Germany. In Germany it was seen as an unfair attempt to place the total blame for the war onto Germany and its allies.</p>		
80	<p>Article 232 imposed reparations upon Germany and was designed to help the Allied countries pay for the cost of the war and to keep Germany financially weak for many years. The Germans saw this as an attempt to destroy their industrial power.</p>		
85	The League of Nations		
90	<p>The setting up of a League of Nations was also written into the Treaty of Versailles. The Allies had different views about the League, but all agreed that Germany should not be allowed to join until it had given concrete proof of its intention to carry out the peace terms.</p>		
	<p>No representatives of the new German Weimar Republic were</p>		

Document 9

<p>95</p> <p>100</p> <p>105</p> <p>110</p> <p>115</p>	<p>allowed to take part in the negotiations at Versailles. The Germans were simply told to sign the treaty at the Palace of Versailles in 1919. The Germans did try to have input into the negotiations, but were not allowed to participate. This perpetuated the view that the Versailles Treaty was a <i>diktat</i> (a harsh settlement unilaterally imposed, as on a defeated nation).</p> <p style="text-align: center;"><i>Reactions to the Treaty of Versailles</i></p> <p>The treaty was well received in Britain, although it did not take long for critics of the harshness of the treaty to emerge.</p> <p>The French thought the treaty was too soft.</p> <p>Wilson was disappointed at the treaty's overall outcome.</p> <p>The Germans felt that the treaty was both punitive and unfair, and a major departure from Wilson's Fourteen Points.</p> <p>The treaty was to have long term effects for Germany and be a contributing factor to the events that led to the rise of Adolf Hitler and the Nazi Party.</p>	<p>Notes and Questions</p>
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Transparency 1

Lesson Overview

Day One

- Analyze and evaluate an unidentified speech
- Understand the casualty rates of nations involved in The Great War
- Draw inferences from the casualty rates and tone of the speech

Day Two

- Analyze and evaluate in detail the armistice of November 11, 1918 and President Wilson's Fourteen Points
- Understand the aims and interests of nations negotiating the Treaty of Versailles

Day Three

- Analyze and evaluate the terms and conditions of the Treaty of Versailles
- Recognize key differences between the armistice, President Wilson's Fourteen Points, and the Treaty of Versailles
- Understand the significance of the War Guilt Clause and reparations

Day Four

- Organize and clarify thoughts and ideas in relation to the prompt

Day Five

- Write a multi-paragraph response to the following prompt:

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.

Transparency 2

Costs of War Graphic Organizer

Directions: Using **Document 2**, complete the column for Military Wounded. Study the information and reflect on the total cost of the war for each country. Put your answers in the appropriate boxes use the Notes and Unanswered Questions column to write down any questions you might have.

Key Allies	Financial Cost to Country (in dollars) (From Doc 4)	Military Dead (From Doc 2)	Military Wounded (From Doc 2)	Civilian Casualties (From Doc 2)	Post-War Impact on Military (From Doc 3)	Notes and Unanswered Questions
France	24,265,583,000	1,375,800		300,000	Unclear or not significant	
Great Britain	35,334,012,000	908,371		109,000	Unclear or not significant	
United States	22,625,253,000	126,000		757	Unclear or not significant	

Focus Question: How might the above information influence the attitudes of the nations involved in the peace process after World War I?

Transparency 2

Costs of War Graphic Organizer

Directions: Using **Document 2**, complete the column for Military Wounded. Study the information and reflect on the total cost of the war for each country. Put your answers in the appropriate boxes use the Notes and Unanswered Questions column to write down any questions you might have.

Key Central Powers	Financial Cost to Country (in dollars) (From Doc 4)	Military Dead (From Doc 2)	Military Wounded (From Doc 2)	Civilian Casualties (From Doc 2)	Post-War Impact on Military (From Doc 3)	Notes and Unanswered Questions
Austria-Hungary	20,622,960,000	1,200,000		467,000	Unclear	
Germany	37,775,000,000	1,773,700		426,000	Limited to 100,000	

Focus Question: How might the above information influence the attitudes of the nations involved in the peace process after World War I?

Transparency 3

Armistice and Surrender Definitions

armistice: *an agreement to stop fighting, usually for a short time*

surrender: *the act of saying officially that you want to stop fighting because you realize you cannot win*

Transparency 4

Directions: Using Document 9, complete the following chart.

Aims and Interests of the Allied Powers

	Aims and Interests	Reasons for Aims	Notes
United States			
France			
Great Britain			

Transparency 5

Anticipatory Set-World War I Peace Process Revisited

Directions: Read each question and circle either yes or no, the appropriate key terms, document(s), and effects.

1. Should Germany have to pay money for the damages caused during the war? Yes/No
Relates to which term? withdrawal self-determination disarmament reparations spoils of war
From which document? Wilson's Fourteen Points Armistice Treaty of Versailles
Effect on Germany: reasonable problematic punitive

4. Should Germany withdraw its troops from foreign lands it occupied during the war? Yes/No
Relates to which term? withdrawal self-determination disarmament reparations spoils of war
From which document? Wilson's Fourteen Points Armistice Treaty of Versailles
Effect on Germany: reasonable problematic punitive

2. Should Germany have to give up its weapons? Yes/No
Relates to which term? withdrawal self-determination disarmament reparations spoils of war
From which document? Wilson's Fourteen Points Armistice Treaty of Versailles
Effect on Germany: reasonable problematic punitive

5. Should Germany have to release its prisoners of war? Yes/No
Relates to which term? withdrawal self-determination disarmament reparations spoils of war
From which document? Wilson's Fourteen Points Armistice Treaty of Versailles
Effect on Germany: reasonable problematic punitive

3. Should Germany have to let the Allied Powers keep German prisoners of war? Yes/No
Relates to which term? withdrawal self-determination disarmament reparations spoils of war
From which document? Wilson's Fourteen Points Armistice Treaty of Versailles
Effect on Germany: reasonable problematic punitive

6. Should Germany have to give up some of its land claimed by other countries? Yes/No
Relates to which term? withdrawal self-determination disarmament reparations spoils of war
From which document? Wilson's Fourteen Points Armistice Treaty of Versailles
Effect on Germany: reasonable problematic punitive

Transparency 6

Pre-Writing Graphic Organizer

Directions: Using Student Handouts 2, 4, 5, and 6, complete the following chart on the Treaty of Versailles.

United States	Germany
<p>Aims:</p> <p>Actual Outcome:</p> <p>Evaluation of the Treaty from the U.S. Point of View:</p> <p>Evidence:</p>	<p>Aims:</p> <p>Actual Outcome:</p> <p>Evaluation of the Treaty from the German Point of View:</p> <p>Evidence:</p>
Other Allied Nation (Great Britain or France)	Notes
<p>Aims:</p> <p>Actual Outcome:</p> <p>Evaluation of the Treaty from the _____ Point of View:</p> <p>Evidence:</p>	

Transparency 7

Writing Graphic Organizer

Paragraph 1	<u>Historical Context:</u> 2-3 sentence summary of the Treaty of Versailles		
Paragraph 2	<u>Main Idea</u> <i>Perspective of the United States</i>	Topic Sentence	
		Supporting Detail/Evidence	<i>National Aims/Fourteen Points</i>
		Supporting Detail/Evidence	<i>Actual Outcomes</i>
		Analysis	<i>Evaluation of the Treaty</i>
		Concluding Sentence	
Paragraph 3	<u>Main Idea</u> <i>Perspective of Great Britain or France</i>	Topic Sentence	
		Supporting Detail/Evidence	<i>National Aims</i>
		Supporting Detail/Evidence	<i>Actual Outcomes/Fourteen Points</i>
		Analysis	<i>Evaluation of the Treaty</i>
		Concluding Sentence	
Paragraph 4	<u>Main Idea</u> <i>Perspective of Germany</i>	Topic Sentence	
		Supporting Detail/Evidence	<i>National Aims/Fourteen Points</i>
		Supporting Detail/Evidence	<i>Actual Outcomes</i>
		Analysis	<i>Evaluation of the Treaty</i>
		Concluding Sentence	

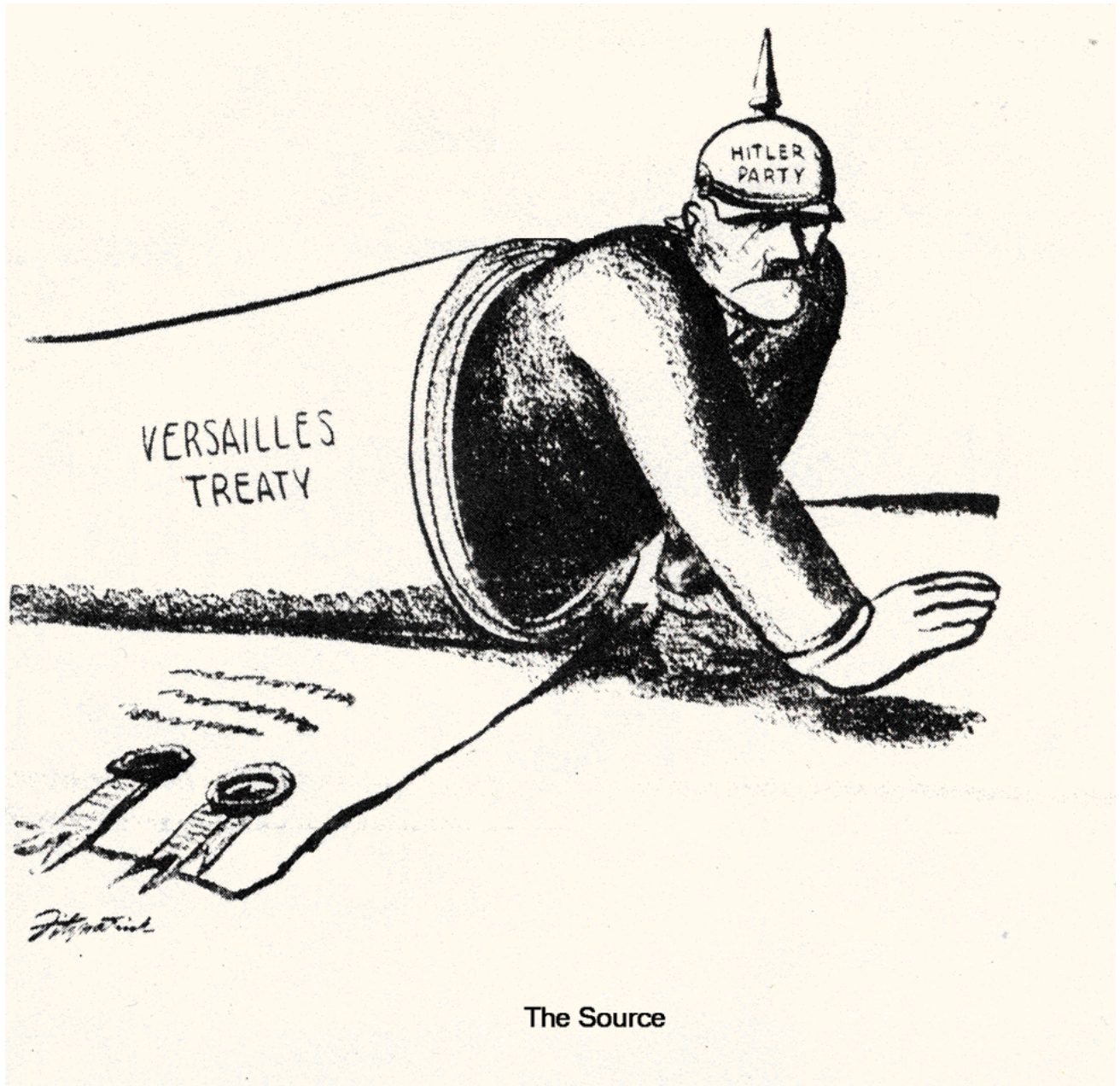
Transparency 8

Writing Graphic Organizer

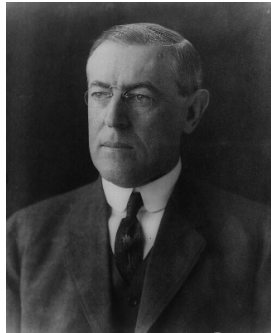
Paragraph 1	<u>Historical Context:</u> 2-3 sentence summary of the Treaty of Versailles		
	<u>Thesis:</u>		
Paragraph 2	<u>Main Idea</u> <i>Perspective of the United States</i>	Topic Sentence	
		Supporting Detail/Evidence	<i>National Aims/Fourteen Points</i>
		Supporting Detail/Evidence	<i>Actual Outcomes</i>
		Analysis	<i>Evaluation of the Treaty</i>
		Concluding Sentence	
Paragraph 3	<u>Main Idea</u> <i>Perspective of Great Britain or France</i>	Topic Sentence	
		Supporting Detail/Evidence	<i>National Aims</i>
		Supporting Detail/Evidence	<i>Actual Outcomes/Fourteen Points</i>
		Analysis	<i>Evaluation of the Treaty</i>
		Concluding Sentence	
Paragraph 4	<u>Main Idea</u> <i>Perspective of Germany</i>	Topic Sentence	
		Supporting Detail/Evidence	<i>National Aims/Fourteen Points</i>
		Supporting Detail/Evidence	<i>Actual Outcomes</i>
		Analysis	<i>Evaluation of the Treaty</i>
		Concluding Sentence	
Paragraph 5	<u>Restate Thesis</u>		
	<u>Review Main Points</u>		

Transparency 9

Treaty of Versailles Political Cartoon



Teacher Guide 1



President Wilson's Fourteen Points

The Fourteen Points were listed in a speech delivered by President Woodrow Wilson to the United States Congress on January 18, 1918. In his speech, President Wilson shared his vision for a lasting peace in Europe after World War I. The ideas in the speech encourage the Central Powers to surrender, and provided the basis for the terms of the German surrender on November 11, 1918. The Treaty of Versailles, which was negotiated at the Paris Peace Conference in 1919, included only four of the points of this speech. Ultimately, the United States refused to ratify the Treaty of Versailles, and signed a separate peace treaty with Germany in 1923.

Directions: Of the fourteen points below, six are already matched in the right column with key concepts underlined that identify Wilson's main terms for a peace agreement. For the remaining eight points, use the terms below to clearly identify other goals. Highlight or underline the key words in Wilson's points that match a key concept or term. Some terms may be used more than once. Some terms are not used at all.

self-determination disarmament withdrawal reparations guilt clause
no secret treaties League of Nations freedom of the seas

<p>5</p> <p>10</p>	<p>We entered this war because violations of right had occurred which touched us to the quick and made the life of our own people impossible unless they were corrected and the world secured once for all against their recurrence. What we demand in this war, therefore, is nothing peculiar to ourselves. It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression. All the peoples of the world are in effect partners in this interest, and for our own part we see very clearly that unless justice be done to others it will not be done to us. The program of the world's peace, therefore, is our program; and that program, the only possible program, as we see it, is this:</p>	<p>Wilson's terms for a peace agreement:</p>
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Teacher Guide 1

15	I. Open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view.	I. <u>no secret treaties</u>
20	II. Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and in war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants.	II. <u>freedom of the seas</u>
25	III. The removal, so far as possible, of all <u>economic barriers</u> and the establishment of an <u>equality of trade</u> conditions among all the nations consenting to the peace and associating themselves for its maintenance.	III. <u>free trade</u>
30	IV. Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety.	IV. <u>disarmament by all parties</u>
35	V. A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the government whose title is to be determined.	V. self-determination was not decolonization in a true sense
40 45 50	VI. The <u>evacuation</u> of all Russian territory and such a settlement of all questions affecting Russia as will secure the best and freest cooperation of the other nations of the world in obtaining for her an unhampered and unembarrassed opportunity for the independent determination of her own political development and national policy and assure her of a sincere welcome into the society of free nations under institutions of her own choosing; and, more than a welcome, assistance also of every kind that she may need and may herself desire. The treatment accorded Russia by her sister nations in the months to come will be the acid test of their good will, of their comprehension of her needs as distinguished from their own interests, and of their intelligent and unselfish sympathy.	VI. <u>withdrawal</u>
55 60	VII. Belgium, the whole world will agree, must be evacuated and restored, without any attempt to limit the sovereignty which she enjoys in common with all other free nations. No other single act will serve as this will serve to restore confidence among the nations in the laws which they have themselves set and determined for the government of their relations with one another. Without this healing act the whole structure and validity of international law is forever impaired.	VII. <u>withdrawal</u>
60	VIII. All French territory should be freed and the invaded portions	VIII. <u>withdrawal</u>

Teacher Guide 1

65	restored, and the wrong done to France by Prussia in 1871 in the matter of Alsace-Lorraine, which has unsettled the peace of the world for nearly fifty years, should be righted, in order that peace may once more be made secure in the interest of all.	
	IX. A <u>readjustment of the frontiers</u> of Italy should be effected along clearly recognizable <u>lines of nationality</u> .	IX. <u><i>self-determination</i></u>
70	X. The peoples of Austria-Hungary, whose place among the nations we wish to see safeguarded and assured, should be accorded <u>the freest opportunity of autonomous development</u> .	X. <u><i>self-determination</i></u>
75 80	XI. Romania, Serbia, and Montenegro should be <u>evacuated</u> ; occupied territories restored; Serbia accorded free and secure access to the sea; and the relations of the several Balkan states to one another determined by friendly counsel along historically established lines of allegiance and nationality; and international guarantees of the political and economic independence and territorial integrity of the several Balkan states should be entered into.	XI. <u><i>withdrawal</i></u> <i>self-determination—Yugoslavia became six different nations (late 20th century)</i>
85	XII. The Turkish portions of the present Ottoman Empire should be assured a secure sovereignty, <u>but the other nationalities which are now under Turkish rule should be assured an undoubted security of life and an absolutely unmolested opportunity of an autonomous development</u> , and the Dardanelles should be permanently opened as a free passage to the ships and commerce of all nations under international guarantees.	XII. <u><i>self-determination</i></u> <i>freedom of the seas</i>
90 95	XIII. An independent Polish state should be erected which should include the territories inhabited by indisputably Polish populations, which should be assured a free and secure access to the sea, and whose political and economic independence and territorial integrity should be guaranteed by international covenant.	XIII. <u><i>self-determination</i></u>
95	XIV. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.	XIV. <u><i>League of Nations</i></u>
100	In regard to these essential rectifications of wrong and assertions of right we feel ourselves to be intimate partners of all the governments and peoples associated together against the Imperialists. We cannot be separated in interest or divided in purpose. We stand together until the end.	

Teacher Guide 2

Conditions of an Armistice with Germany

Official release by the German government, published in the *Kreuz-Zeitung*, November 11, 1918.

Directions: Fill in the blanks. Match the terms below as “Terms of the Truce” or armistice. Highlight or underline key words that determine the match. Some may be used more than once, and some not at all.

no spoils to Germany

P.O.W. settlement

freedom of the seas

disarmament

blockade

withdrawal

spoils of war to Allies

reparations

set time frame

occupation

	Terms of the Truce
The following terms were set by the Allied powers for the Armistice.	
1. Effective <u>six hours</u> after signing.	1) <u><i>set timeframe</i></u>
2. Immediate clearing of Belgium, France, Alsace-Lorraine, to be concluded within 14 days. Any troops remaining in these areas to be interned or taken as prisoners of war.	2) <u><i>withdrawal</i></u>
3. Surrender 5000 cannon (chiefly heavy), 30,000 machine guns, 3000 trench mortars, 2000 planes. (weapons, not military personnel/soldiers)	3) <u><i>disarmament</i></u> one-sided, only weapons
4. Evacuation of the left bank of the Rhine, Mayence, Coblenz, Cologne, occupied by the enemy to a radius of 30 kilometers deep.	4) <u><i>withdrawal</i></u>
5. On the right bank of the Rhine a neutral zone from 30 to 40 kilometers deep, evacuation within 11 days. (buffer zone; demilitarized zone)	5) <u><i>withdrawal</i></u>
6. <u>Nothing to be removed from the territory</u> on the left bank of the Rhine, <u>all factories, railroads, etc. to be left intact.</u> (no pillaging re: infrastructure)	6) <u><i>no spoils to Germany</i></u>
7. <u>Surrender</u> of 5000 locomotives, 150,000 railway coaches, 10,000 trucks.	7) <u><i>no spoils to Germany</i></u>
8. Maintenance of enemy occupation troops through Germany.	8) <u><i>occupation</i></u>
9. In the East all troops to withdraw behind the boundaries of August 1, 1914, fixed time not given.	9) <u><i>withdrawal</i></u>
10. <u>Renunciation</u> of the Treaties of Brest-Litovsk and Bucharest. (significance)	10) <u><i>overrides other treaties</i></u>
11. Unconditional surrender of East Africa. (“land grab by Allied Powers”)	11) <u><i>spoils of war</i></u>
12. <u>Return of the property</u> of the Belgian Bank, Russian and Rumanian gold.	12) <u><i>no spoils to Germany</i></u>
13. Return of <u>prisoners of war</u> without reciprocity. (strategic or punitive?)	13) <u><i>P.O.W. settlement</i></u>

Teacher Guide 2

14. Surrender of 160 U-boats, 8 light cruisers, 6 Dreadnoughts; the rest of the fleet to be disarmed and controlled by the Allies in neutral or Allied harbors.	14) <u>disarmament</u> one-sided, only weapons
15. Assurance of free trade through the Cattegat Sound; clearance of mine fields and occupation of all forts and batteries, through which transit could be hindered.	15) <u>withdrawal,</u> <u>freedom of the seas</u>
16. The <u>blockade</u> remains in effect. All German ships to be captured.	16) <u>blockade</u>
17. All limitations by Germany on <u>neutral shipping</u> to be removed.	17) <u>freedom of the seas</u>
18. Armistice lasts <u>30 days</u> .	18) <u>set timeframe</u>

Teacher Guide 3

Aims and Interests of the Allied Powers

	Aims and Interests	Reasons for Aims	Notes
United States	<ul style="list-style-type: none"> • Open peace agreement • Lower trade barriers • No secrete diplomacy • Reduction in armaments • Self-determination of peoples • General association of nations • To provide collective security for one another 	<ul style="list-style-type: none"> • President Wilson was trying to develop a blueprint for a lasting peace for all nations. 	
France	<ul style="list-style-type: none"> • Revenge • Reparations • Security against Germany • Rhineland as a buffer state • Maintain an alliance with US and Britain as a protection against Germany 	<ul style="list-style-type: none"> • France wanted to punish Germany for the war and make it for all the damages. • This was the second time France had been invaded by Germany • French military losses were tremendous and were the highest among the Allied nations • France wanted German power reduced so that is could never pose a threat to France again. 	
Great Britain	<ul style="list-style-type: none"> • Did not want to grind the Germans down • German submarine fleet and surface fleet was given to Britain • Fear of the growth of the U.S. navy in the Pacific • Reparations 	<ul style="list-style-type: none"> • Great Britain had already gained German colonies in Africa and the destruction of the German navy. • Great Britain had suffered great losses and the British people were demanding revenge. • Lloyd-George wanted to maintain British naval supremacy and extend the British Empire. 	

Teacher Guide 4

Directions: Using Documents 7, 8, and 9, complete the following chart.

The Peace Process -- Fourteen Points, Armistice, Treaty of Versailles

	President Wilson's Fourteen Points	Armistice	Treaty of Versailles
Date	January 8, 1918	November 11, 1918	June 28, 1919
General Description	<ul style="list-style-type: none"> • Speech delivered to a joint session of Congress • Encouraged the Central Powers to surrender • Gave President Wilson the position of moral leadership among the allied nations 	<ul style="list-style-type: none"> • A document which ended fighting between the Allied Powers and the Central Powers on November 11, 1918 at 11:00 a.m. 	<ul style="list-style-type: none"> • One of several treaties signed with the nations of the Central Powers • Most important of the Treaties between the Allied Nations and the Central Powers
Main Provisions	<ul style="list-style-type: none"> • Freedom of the seas • Equality of trade; end of trade barriers • No secret treaties • Self-determination of people to create their own state • Disarmament • Independent Polish state • League of Nations 	<ul style="list-style-type: none"> • Effective six hours after signing of the Armistice • Withdrawal by Germany from occupied areas • Disarmament of Central Powers • Occupation of Germany by Allied troops • Prisoner of War settlement • Freedom of the seas guaranteed • Blockade of Germany to remain • Return of property captured by Germany • Would last for 30 days 	<ul style="list-style-type: none"> • Reduction of German military strength; no submarines, no air force and the army reduced to 100,000 troops • Self-determination of peoples • Loss of German colonies • Punishment of Germany for the war • Creation of seven new countries
Intent	<ul style="list-style-type: none"> • A blueprint for a lasting peace 	<ul style="list-style-type: none"> • To end the fighting 	<ul style="list-style-type: none"> • Article 231 placed blame for the war on Germany • Article 232 required Germany to pay for the costs of the war
Effects	Basis of German surrender	<ul style="list-style-type: none"> • Ended military hostilities 	<ul style="list-style-type: none"> • Established a League of Nations (Germany was excluded from this League) • Germany felt the treaty was unfair and punitive • Great Britain liked the treaty • France thought the treaty was too soft • A weakened German economy • US Congress did not accept the Treaty because of the inclusion of the League of Nations



LAUSD

HISTORY-SOCIAL SCIENCE

STANDARD: 10.7.3

Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

PRIOR KNOWLEDGE REQUIRED

This lesson should be taught after students have gained a basic understanding of key elements of the Versailles Treaty. The lesson and documents focus on the rise to power and subsequent aggressive foreign policy by the three key dictators in Europe prior to WWII.

INSTRUCTIONAL STRATEGIES

Accessing Prior Knowledge

This is a strategy designed to activate what students already know; arouse curiosity about the subject and to foster thinking regarding a particular question.

Say, Mean, Matter

Answering three questions as they relate to a reading selection. The purpose is to encourage students to move beyond literal-level thinking.

Visual Analysis Tools

This strategy uses graphic organizers and questions which help the student deconstruct pictures, posters, political cartoons, and maps for specific content.

Jigsaw Reading

Students or groups read a small section of a larger passage and share what they have learned with other students or groups. This strategy is close to the expert/home group technique for reading portions of text.

Content Reading Guides

This strategy, including graphic organizers, helps the student gather key information which can be used in response to an essay prompt.

BRIEF OUTLINE OF LESSON

Day 1

- Evaluate criteria for totalitarian regimes
- Background readings on the totalitarian regimes of the interwar years
- Create a classroom criteria poster

Materials Needed: Student Handout 1, Documents 1 and 2, Classroom Poster 1

Day 2

- Analyze and evaluate in detail primary sources:
 - Posters
 - Photographs
 - Maps
 - Political cartoons

Materials Needed: Student Handouts 2-5, Documents 3-12, Transparencies 3-5

Day 3

- Continue analysis and evaluation of primary sources
- Categorize and organize evidence

Materials Needed: Student Handouts 3-5, Documents 1-12, Transparencies 5-6

Day 4

- Organize and clarify thoughts and ideas in relation to the prompt

Materials Needed: Student Handouts 3-9, Documents 1-12, Transparency 7

Day 5

- Complete multi-paragraph essay

CULMINATING TASK

The culminating task for this lesson is a multi-paragraph essay that includes the following:

- thesis statement
- evidence and citation
- analysis of primary and secondary sources
- a conclusion regarding the totalitarian regimes during the interwar years

The essay prompt to which students will respond is:

Compare the totalitarian regimes of Mussolini, Hitler, and Stalin. Evaluate the rise to power, foreign policy, and common characteristics of these totalitarian regimes.

KEY TERMS AND CONTENT

indoctrination
propaganda
censorship
terror
charisma
one party rule
economic control
authoritarian
totalitarian
extreme nationalism

Grade 10 Instructional Guide

Model Lesson 4

The Rise of Totalitarianism

Standard

10.7.3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

History/Social Science Analysis Skills Connection

Chronological and Spatial Thinking

- Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

Historical Research, Evidence, and Point of View

- Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources and apply it in oral and written presentations.

Historical Interpretation

- Students recognize the complexity of historical causes and effects.
- Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
- Students show connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

Guiding Inquiries:

1. What were the conditions in Germany, Italy, and the Soviet Union which allowed for the rise of dictators and their totalitarian states?
2. How were the regimes of Hitler, Mussolini, and Stalin similar?
3. What were some examples of the aggressive foreign policies of Germany, Italy, and the Soviet Union during the interwar years?

Materials

Student Handout 1: Dictators?-Criteria Chart

Student Handout 2: Say-Mean-Matter

Student Handout 3: Characteristics of Totalitarian Regimes

Student Handout 4: Poster Analysis Worksheet

Student Handout 5: Document Analysis Worksheet

Student Handout 6: Timeline

Student Handout 7: Evidence Organization Charts

Student Handout 8: Writing Task

Student Handout 9: Writing Graphic Organizer

Document 1: Criteria of Totalitarian Regimes

Document 2: Ascent of the Dictators

Document 3: Aggressive Foreign Policy

Document 4: Hitler Photograph

Document 5: Stalin Photograph

Document 6: Mussolini Photograph

Document 7: Map of the 1939 Partition of Poland

Document 8: Map of Africa (1939)

- Document 9: Map of Europe (1939)
- Document 10: Mussolini Political Cartoon
- Document 11: Nazi Political Cartoon
- Document 12: Hitler/Stalin Political Cartoon
- Teacher Transparency 1: Lesson Overview
- Teacher Transparency 2: Criteria Chart
- Teacher Transparency 3: Characteristics of Totalitarian Regimes
- Teacher Transparency 4: Nazi Propaganda Poster
- Teacher Transparency 5: Document Analysis Worksheet
- Teacher Transparency 6: Evidence Organization Charts
- Teacher Transparency 7: Writing Graphic Organizer
- Teacher Guide 1: Timeline Key
- Teacher Guide 2: Rise of Totalitarianism
- Classroom Poster 1: Criteria of Totalitarian Regimes

Questions for Lesson Study

1. Can students understand the nuances and complexities of a given historical event?
2. Can students draw conclusions from primary and secondary sources?
3. Can students realize the strengths and limitations of various types of sources?

Lesson Overview

This lesson should be taught after students have gained a basic understanding of key elements of the Versailles Treaty. The lesson and documents focus on the rise to power and subsequent aggressive foreign policies by the three key dictators in Europe prior to World War II. This lesson, including both document analysis and student writing, should take five days to complete. Each day of the lesson was designed with a 50 minute instructional period in mind. **It should be noted that this lesson is not meant to limit teachers in their presentation of this topic but to supplement their materials.**

The culminating task for this lesson is a multi-paragraph essay that includes a thesis statement, evidence and citation, analysis of primary and secondary sources, and a conclusion regarding the totalitarian regimes during the interwar years. The essay will build on prior model lessons.

The essay prompt to which the students will respond is:

Compare the totalitarian regimes of Mussolini, Hitler, and Stalin. Evaluate the rise to power, foreign policy, and common characteristics of these totalitarian regimes.

Day 1	
Teacher/Student Activities	Helpful Hints
<p>Essay Prompt Day 1 will focus on the highlighted portion of the prompt.</p> <p>Compare the totalitarian regimes of Mussolini, Hitler, and Stalin. Evaluate the rise to power, foreign policy, and common characteristics of these totalitarian regimes.</p>	

<p>Hook Ask students to create three columns on a sheet of paper with the following headings: Five freedoms I have; Five rights or freedoms that are restricted at school; The reasons for the restrictions. Focus on the restrictions. Ask students to determine why they are restricted from certain activities and who does the restricting. This should be done as a Think-Pair-Share and then as a whole group share out. List the restrictions on the chalkboard/whiteboard. Make the distinction between authoritarian and totalitarian governances at this time, and illustrate differences between the two words by looking at the roots of each word. (authority; total) Ask students:</p> <ul style="list-style-type: none"> • <i>What type of governance does a school have?</i> • <i>What actions would have to occur for a school to move from authoritarian governance to totalitarian governance?</i> <p>Explain that these restrictions are necessary for the day to day operation of a school; and most importantly, are temporary and will end when the students graduate. The teacher should make the distinction that schools are authoritarian but not totalitarian. The reflection question is: <i>Do authoritarian governments always lead to totalitarian governments?</i></p>	<p><u>Time Suggestion:</u> 10 minutes</p>
<p>Lesson Overview Place Transparency 1 on the overhead or project via LCD and lay out the lesson for students.</p> <p>Introduce the scope of the lessons on the rise of totalitarian regimes and tell students that they are going to try to create a criteria chart in order to evaluate these interwar governments by focusing on what the students already know.</p>	<p>5 minutes</p>
<p>Current/Past Dictators Students will use Student Handout 1 to consider the list of current and past leaders. Individually or in pairs, they will check all the names of people they think are dictators and write the reasons for their choices.</p> <p>The teacher will then guide students in a discussion of what a dictator is, and develop a criteria list by which dictators, dictatorships, and totalitarian regimes can be evaluated.</p> <p>Some possible guiding questions are:</p> <ul style="list-style-type: none"> • <i>Were these leaders elected?</i> • <i>How did they come to power?</i> • <i>How do they show or demonstrate their power?</i> • <i>What means would be needed to remove these people from power?</i> • <i>How much voice do the people have in this government?</i> • <i>Are individual rights restricted in these regimes? If so, which ones are limited and why are they restricted?</i> <p>Record the student criteria at the bottom of Student Handout 1.</p>	<p>10 minutes</p> <p>This is a strategy of accessing prior knowledge to see if students can determine who is and who is not a dictator and if they are able to justify their answers with concrete reasons.</p> <p>Teacher Transparency 2 has been provided if teachers prefer to model this activity for students.</p>

<p>At the end of the discussion, make the connection that totalitarian regimes are led by dictators.</p>	
<p>Characteristics of Totalitarian Regimes Students will then read Document 1 (Criteria of Totalitarian Regimes) and complete Student Handout 2. After they have completed Student Handout 2, some time will be spent comparing these criteria to the student-created criteria. In a whole group share out, have the students report what they have found in the reading and compare the original student criteria with the criteria gathered from the reading. Add and/or delete criteria until a consensus about totalitarian regimes is reached. Students then will list the criteria on the bottom portion of Student Handout 1. The teacher will transfer responses to a poster modeled after Classroom Poster 1. The poster is to remain in the classroom throughout the lesson.</p> <p>Ascent of the Dictators Document 2 (The Ascent of the Dictators) can be done as a homework activity or in class. Students should highlight or underline phrases that relate to the qualities already identified in Document 1 which refer to totalitarian states or dictators for each of the three regimes and compare them to the traits listed on the classroom poster or on Student Handout 1. This activity can be done individually or in partners. Students or partners should develop a list recording these traits as they read.</p>	<p>25 minutes</p> <p>Alternative strategies have been provided for teachers who want their students to be more deeply involved with the text through paraphrasing (EL Strategy), refer to Lesson 4 Teacher Guide 1 and Alternate Document 1 in the Appendix.</p> <p>This activity could also be completed as a jigsaw for groups of three.</p>
<p>Homework Students will respond in writing to the following task:</p> <p>Using the criteria chart developed today and Document 1 and Document 2, identify the three criteria you believe are most important to the establishment of a totalitarian regime. Be certain to justify your choices.</p>	<p>Document 1 is to be done in class. Document 2 can be read in class or assigned for homework. Teacher Guide 2 has also been provided to provide additional background information if necessary.</p>

Day 2	
Teacher/Student Activities	Helpful Hints
<p>Day 2 activities will focus on the highlighted portion of the prompt. Compare the totalitarian regimes of Mussolini, Hitler, and Stalin. Evaluate the rise to power, foreign policy, and common characteristics of these totalitarian regimes.</p>	
<p>Reconnecting with Day 1 Debrief the homework by having a number of students read their responses aloud.</p>	<p>5 minutes</p>

<p>Aggressive Foreign Policy Divide the students into partners or groups of four in order to jigsaw Document 3 (Aggressive Foreign Policy). The students should highlight or underline the key phrases which reflect the aggressive foreign policies of the totalitarian states. As a group, they will complete Student Handout 3 before beginning the analysis of primary sources.</p>	<p>15 minutes</p> <p>The teacher should model one of the areas of Student Handout 3 by using Transparency 3 before starting this activity.</p>
<p>Modeling of Document Analysis Tell students that they will continue to build on their understanding of the criteria for totalitarian regimes and dictatorships by using primary sources. Model the analysis of a Nazi propaganda poster using Teacher Transparency 4. Project the Nazi propaganda poster via overhead or LCD and then, ask students the questions on Transparency 4, which have the same questions that are on Student Handout 4. Students will record their answers on Student Handout 4. Note: The phrase on the poster may be translated as “[Long] live Germany.”</p>	<p>10 minutes</p> <p>All document analysis sheets are intended to engage students in their analysis of primary sources. Draw attention to specific areas of the poster by dividing it into quadrants and examining each quadrant separately.</p>
<p>Document Analysis In cooperative groups of four, students will use Documents 4 through 6 (Photographs) and Documents 7 through 9 (Maps) as well as Student Handout 5. The students will examine, analyze, and record information from each set of documents. There is five minutes allocated for each document set.</p>	<p>10 minutes</p> <p>Walk around the room to check on student’s progress and provide assistance.</p>
<p>Photograph Analysis When the students are finished with the document analysis, conduct a whole group share out of the photograph analysis. Students may add to their analysis notes with information presented by other groups. On Teacher Transparency 5 use the feedback from the students to check for specific understanding. To help students draw connections, ask the following focus questions:</p> <ul style="list-style-type: none"> • <i>What in the photographs supports the criteria of totalitarian regimes?</i> • <i>What is one thing you can infer from the photograph?</i> • <i>What is one thing these photographs have in common?</i> 	<p>10 minutes</p> <p>Ask students to come up with one question concerning the documents to make the review more interactive. Students may be helped by using Student Handout 5 for this task.</p>
<p>Homework To reinforce content covered in the background reading and primary sources, students are to read corresponding sections of their textbook and analyze Student Handout 6.</p>	<p>Reading References: Glencoe, pp. 472 - 473 and 474 - 476; Prentice Hall pp. 334 - 338 and 440 - 442</p>

Day 3	
Teacher/Student Activities	Helpful Hints
<p>Day 3 activities will focus on the highlighted portion of the prompt. Compare the totalitarian regimes of Mussolini, Hitler, and Stalin. Evaluate the rise to power, foreign policy, and common characteristics of these totalitarian regimes.</p>	
<p>Homework Check Review Student Handout 6 and have students do a quick write responding to the following: <i>Choose one of the three totalitarian dictators and briefly describe his rise to power.</i></p>	<p>5 minutes</p> <p>Teacher Guide 1 has the answers for Student Handout 6.</p>
<p>Document Analysis In the same groups as the previous day, students will use Documents 10 through 12 (Political Cartoons) as well as Student Handout 5. Each student will examine, analyze, and record information from each political cartoon. Allow five minutes for each cartoon.</p>	<p>15 minutes</p> <p>Walk around the room to check on student progress and provide assistance.</p> <p>This can also be done in groups of six with partners working together on one cartoon and then sharing their answers with the group.</p>
<p>Reviewing the Documents Review the process for looking at primary sources from the previous day before beginning the share out on the maps and political cartoons. Continue with Teacher Transparency 5. Lead a whole group discussion of the analysis of maps and political cartoons using the questions from the transparencies as a guide for the debrief. The analysis of the political cartoons may require extra time.</p> <p>To help students draw connections, ask the following focus questions:</p> <ul style="list-style-type: none"> • <i>What are the key facts illustrated in the maps/cartoons?</i> • <i>What is one thing the maps have in common?</i> • <i>What is one thing the cartoons have in common?</i> • <i>Explain the message of the cartoon in your own words.</i> <p>After the group discussion, quickly check for understanding and address any questions.</p>	<p>15 minutes</p> <p>Ask students to come up with one question concerning the documents to make the review more interactive. Students may be helped by using Student Handout 5 for this task.</p>
<p>Evidence and Organization Students will organize information on Student Handout 7 using Documents 1 through 3, Student Handouts 5 and 6 textbooks. Create partners or triads to help students organize materials for this activity. Model one chart by identifying key events for one of the regimes, calling out the characteristics which are illustrated, noting the evidence which supports the characteristics and sources with page numbers or document numbers.</p>	<p>15 minutes</p> <p>Teachers should circulate to check for understanding of the graphic organizer. It is also possible for the teacher to model part of the graphic</p>

At this time review how to cite sources or paraphrase materials.	organizer using Teacher Transparency 6 in a whole group setting before breaking the students into partner groups.
Homework Students are to work on Student Handout 7 . Time for this task will also be available in class the following day.	

Day 4	
Teacher/Student Activities	Helpful Hints
Evidence Organization Chart Students continue to work on Student Handout 7 .	35 minutes
Review the Evidence Organization Chart Check for student completion. Students can share with a partner what their writing plans are.	5 minutes
Writing Prompt Using Student Handouts 8 and 9 to review the essay prompt and structure.	10 minutes Model portions of the essay using Teacher Transparency 7 .
Homework Using lesson materials and Student Handout 7 , students will complete Student Handout 9 for homework.	

Day 5	
Teacher/Student Activities	Helpful Hints
Writing Prompt Using Student Handout 8 and 9 , review the essay structure. Address any questions students have regarding Student Handout 9 .	<u>Time Suggestion:</u> 5 minutes
Student Writing Using materials from the lesson, students write a final draft of their essay.	40 minutes A strategy for EL students who are struggling with the writing is to co-create an essay.
Reflection Upon completion of the writing, have students reflect on the lesson. Discuss the learning, the challenges, and the historical interpretation. Discuss how you cannot get the full picture from these sources. Affirm student completion of a rigorous task in history.	5 minutes

Reflect on the following questions:

- *What did you learn?*
- *What did you find challenging?*
- *Which sources were most convincing? Why?*
- *What questions do you still have?*

Student Handout 1

Dictators?

Directions: Consider the leaders in the chart below. Decide if they are dictators or democratic leaders. Using a check mark, indicate your choices. Be sure to explain your choices.

Leader and Country	Dictator	Democratic	Reason(s)
Bill Clinton - United States			
Fidel Castro - Cuba			
Adolf Hitler - Germany			
Mao Tse-tung - China			
Benito Mussolini - Italy			
Nelson Mandela - South Africa			
Kim Jong Il - North Korea			
Joseph Stalin - U.S.S.R.			

Criteria Chart

Your Criteria	Criteria from Document 1 and Student Handout 2

Student Handout 2

Say-Mean-Matter

- What does it say? (Read the definition and underline important phrases.)
- What does it mean? (Put definition into your own words.)
- Why does it matter? (Explain why principle is important in totalitarian states.)

What does it Say?	What does it Mean?	Why does it Matter to totalitarian states?
<u>Indoctrination</u> - To teach people to accept a system of beliefs (thoughts) without questioning.		
<u>Propaganda</u> -Using newspapers, magazines, radio, speeches, and movies to give people a one sided message.		
<u>Censorship</u> -The removal of anything objectionable to or critical of the ruling party.		
<u>Terror</u> -The use of violence or the threat of violence to produce fear so that people will obey the state.		
<u>Charisma</u> -A quality about a leader that makes people eager to follow him or her.		
<u>One Party Rule</u> - Only one political party is allowed to exist. It has complete power.		
<u>Economic Control</u> -The state decides what will be made and sold.		
<u>Authoritarian</u> -Having control, but not total control, over the lives of the people.		
<u>Totalitarian</u> -Having total control over the lives of the people.		
<u>Extreme Nationalism</u> -The belief by a group of people that their country is better than any other country.		

Student Handout 3

Characteristics of Totalitarian Regimes

Directions: Using **Documents 2** and **3**, and your textbooks, identify specific examples of each of the characteristics of totalitarian regimes in Italy, Germany, and the Soviet Union. Write your examples in the appropriate section under each country.

Characteristics of Totalitarian Regimes	Italy	Germany	Soviet Union
Indoctrination			
Propaganda			
Censorship			
Terror			
Charisma			
One Party Rule			
Economic Control			
Extreme Nationalism			

Student Handout 4

Poster Analysis Worksheet

Analysis Questions	Nazi Propaganda Poster
What are the main colors used in the poster? Why do you think these colors were chosen?	
What symbols (if any) are used in the poster and what do they mean?	
Are the messages in the poster primarily visual, verbal, or both?	
Who do you think is the intended audience for the poster?	
What government purpose is served by the poster?	
Which of the eight criteria of totalitarian regimes are represented in the poster?	

Are there any other clarifying questions that you have about this poster?

Student Handout 5

Document Analysis Worksheet

Directions: As you analyze Documents 4 through 12, complete the following chart:

Document What type of document? (photo, map, political cartoon)	Regime Which regime is being represented?	Rise to Power or Aggressive Foreign Policy and Evidence What category does the document relate to? How do you know? (Key quote, detail, etc.)	Characteristics of a Totalitarian Regime and Evidence What characteristics does the document reveal? How do you know? (Key quote, detail, etc.)	Questions/Notes What questions does this document bring to mind? Write down one question for each document.
Document 4:				
Document 5:				
Document 6:				
Document 7:				

Student Handout 5

Document Analysis Worksheet

Directions: As you analyze Documents 4 through 12, complete the following chart:

Document What type of document? (photo, map, political cartoon)	Regime Which regime is being represented?	Rise to Power or Aggressive Foreign Policy and Evidence What category does the document relate to? How do you know? (Key quote, detail, etc.)	Characteristics of a Totalitarian Regime and Evidence What characteristics does the document reveal? How do you know? (Key quote, detail, etc.)	Questions/Notes What questions does this document bring to mind? Write down one question for each document.
Document 8:				
Document 9:				
Document 10:				
Document 11:				
Document 12:				

Student Handout 6

Totalitarian Timeline

Directions: Match the events by writing the appropriate number in the correct box.

1920	1925	1930	1935	1940
-------------	-------------	-------------	-------------	-------------

Totalitarian Timeline

Fill in the white spaces in the timeline with the numbers of the following events:

1. Mussolini's marches on Rome
2. Hitler becomes dictator of Germany and declares one party rule
3. King Victor Emanuel appoints Mussolini Prime Minister of Italy
4. Stalin & Hitler signs a non-aggression pact
5. Italy attacks Ethiopia
6. The Soviet Union Invades Finland
7. Germany attacks Poland, WW II begins
8. Stalin becomes Communist Party Secretary of the Soviet Union
9. Germany takes over the Rhineland
10. Stalin collectivizes all Soviet farms

Student Handout 7

Evidence Organization Chart Italy

Directions: Complete the chart using information from the readings, documents, handouts, and your textbook. You must include at least one item per box. You will use this chart to respond to the following prompt: *Compare the totalitarian regimes of Mussolini, Hitler and Stalin. Evaluate their rise to power, foreign policy, and common characteristics.*

Rise to Power					Foreign Policy				
Document Type	Event	Totalitarian Characteristic	Evidence	Citation/ Source	Event	Totalitarian Characteristic	Evidence	Citation/ Source	
Secondary Sources									
Primary Sources									

Student Handout 7

Evidence Organization Chart Germany

Directions: Complete the chart below using information from the readings, documents, handouts, and your textbook. You must include at least one item per box. You will use this chart to respond to the following prompt: *Compare the totalitarian regimes of Mussolini, Hitler and Stalin. Evaluate their rise to power, foreign policy, and common characteristics.*

Rise to Power					Foreign Policy				
Document Type	Event	Totalitarian Characteristic	Evidence	Citation/ Source	Event	Totalitarian Characteristic	Evidence	Citation/ Source	
Secondary Sources									
Primary Sources									

Student Handout 7

Evidence Organization Chart Soviet Union

Directions: Complete the chart below using information from the readings, documents, handouts, and your textbook. You must include at least one item per box. You will use this chart to respond to the following prompt: *Compare the totalitarian regimes of Mussolini, Hitler and Stalin. Evaluate their rise to power, foreign policy, and common characteristics.*

Rise to Power					Foreign Policy				
Document Type	Event	Totalitarian Characteristic	Evidence	Citation/Source	Event	Totalitarian Characteristic	Evidence	Citation/Source	
Secondary Sources									
Primary Sources									

Student Handout 8

Rise of Totalitarianism Writing Assignment

Historical Background

During the years between World War I and World War II, three dictators rose to prominence and power in Europe after the chaos left by the First World War. Adolf Hitler, Benito Mussolini, and Joseph Stalin gained control of their countries through similar tactics.

Prompt

Compare the totalitarian regimes of Mussolini, Hitler, and Stalin. Evaluate the rise to power, foreign policy, and common characteristics of these totalitarian regimes.

Task

Write a multi-paragraph essay in which you:

1. Write an introductory paragraph that contains information on totalitarianism in the interwar years. This paragraph must also include a thesis statement.
2. Write one paragraph that addresses the common characteristics of each regime. Include evidence from the documents in the lesson.
3. Write one paragraph that addresses the aggressive foreign policy of each regime. Be certain to include evidence from the documents in the lesson.
4. Write one paragraph that addresses the rise to power of each regime. Be certain to include evidence from the documents in the lesson.
5. Write a concluding paragraph which restates the thesis and includes a summarizing or final thought.

Suggested terms to include in your writing

indoctrination
propaganda
censorship
terror
charisma
one party rule
economic control
authoritarian
totalitarian
extreme nationalism

Student Handout 9

Writing Graphic Organizer

Para-
graph
1

Para-
graph
2

Para-
graph
3

Para-
graph
4

Para-
graph
5

<u>Historical Context:</u> 2-3 sentence summary of background on totalitarianism in the interwar years		
<u>Thesis:</u>		
<u>Main Idea</u> <i>Rise to Power</i>	Topic Sentence	
	Supporting Detail/Evidence	<i>(Cite source: reading, maps, cartoons, etc.)</i>
	Supporting Detail/Evidence	
	Supporting Detail/Evidence	
	Analysis	<i>Comparison /Evaluation</i>
	Concluding Sentence	
<u>Main Idea</u> <i>Foreign Policy</i>	Topic Sentence	
	Supporting Detail/Evidence	<i>(Cite source: reading, maps, cartoons, etc.)</i>
	Supporting Detail/Evidence	
	Supporting Detail/Evidence	
	Analysis	<i>Comparison /Evaluation</i>
	Concluding Sentence	
<u>Main Idea</u> <i>Common Characteristics</i>	Topic Sentence	
	Supporting Detail/Evidence	<i>(Cite source: reading, maps, cartoons, etc.)</i>
	Supporting Detail/Evidence	
	Supporting Detail/Evidence	
	Analysis	<i>Comparison/Evaluation</i>
	Concluding Sentence	
<u>Restate Thesis</u>		
<u>Review Main Points</u>		
<u>Final Thought</u>		

Document 1

Criteria of Totalitarian Regimes

"...I saw a little boy, perhaps ten years old, driving a huge carthorse along a narrow path, whipping it whenever it tried to turn. It struck me that if only such animals became aware of their strength we should have no power over them..."

-George Orwell

Germany, the Soviet Union, and Italy had dictatorships that were unique in the history of the world. They went beyond mere dictatorships. They were *totalitarian* dictatorships. Their control went beyond traditional, authoritarian dictatorships and monarchies. Totalitarian dictatorships wanted total control over the lives of their people, as the name totalitarian implies or suggests. How did these totalitarian governments achieve this kind of control?

Re-read the quote above. In it, the writer George Orwell tells us two of the ways that people, as well as animals, can be controlled. The 2,000 pound horse could be controlled by a small boy of less than 100 pounds because the boy used some of the methods that dictators used to control the large populations of their countries. These dictators used eight methods to gain total control over their people. Look at the following characteristics of totalitarian control. Just as the boy controlled the horse, dictators were able to control people by using the following methods.

- Indoctrination
- Propaganda
- Censorship
- Terror
- Charisma
- One Party Rule
- Economic Control
- Extreme Nationalism

Document 2

Ascent of the Dictators

Mussolini's Rise to Power

Benito Mussolini was born in Italy in 1883. During his early life he worked as a schoolteacher, bricklayer, and chocolate factory worker.

In December 1914, Mussolini joined a group of Italian socialists who broke away from socialism and formed the first fascist group to support Italian expansion.

With the Italian defeat at Caporetto during World War I, Mussolini called for national discipline and a dictator to take over the weak government.

In 1919, Mussolini launched his fascist movement, the Italian Combat Fascists. He formed paramilitary squads and used them against his political enemies.

In 1921, Mussolini and his fascist party won 35 seats in the Italian Parliament and the party was renamed the National Fascist Party.

In October 1922, the paramilitary squads began seizing government offices, and King Victor Emanuel III decided to make Mussolini Prime Minister of Italy.

In the 1924 elections, the fascists won 65% of the vote by using violence and intimidation.

In 1926, Mussolini expelled all opposition from Parliament, abolished all political parties other than the Fascist Party, and created a totalitarian dictatorship with no free press, and a secret police force.

In 1928, Italy signed a friendship treaty with Ethiopia; however, Mussolini sent arms and troops to the Italian colonies of Eritrea and Somalia and prepared for a future invasion of Ethiopia.

In 1929, Pope Pius XI agreed to accept the authority of the Fascist dictatorship.

In 1931, Mussolini built 1700 summer camps for city children, gave workers an 8-hour work day and insurance benefits. No unions or strikes were allowed.

In 1931, by public decree, all meetings and public occasions began with the official Roman salute to Mussolini and all fascists were required to wear military-style uniforms.

Stalin's Rise to Power

In 1917, Stalin entered the Soviet cabinet as People's Commissar for Nationalities and began to emerge as a leader of the new regime. During the civil war from 1918 to 1920, he played an important administrative role on military fronts and in government.

Document 2

In 1922, he was elected General Secretary of the Central Committee of the Party, enabling him to control the rank-and-file members loyal to him.

In 1924, he was highly regarded by Lenin as an administrator but not as leader. Toward the end of his life, Lenin wrote a testament in which he strongly criticized Stalin's arbitrary conduct as General Secretary and recommended that he be removed.

On Lenin's death, Stalin and two others allied against Leon Trotsky, who was a strong contender to replace Lenin. After Trotsky was ousted as Commissar of War, Stalin allied himself with Nikolai Bukharin. Stalin subsequently broke with Bukharin and engineered his fall from power.

A primary issue around which these party struggles centered was the course of the Russian economy. The right wing, led by Bukharin, favored granting concessions to the peasantry and continuing Lenin's New Economic Policy. The left wished to proceed with industrialization on a large scale at the expense of the peasants. Stalin's position wavered, depending on the political situation.

In 1928, Stalin reversed this policy and inaugurated collectivization of agriculture and the Five-Year Plan. Ruthless measures were taken against the kulaks, the farmers who had risen to prosperity under the New Economic Policy.

Hitler's Rise to Power

In 1919, a former corporal in the German Army named Adolf Hitler joined the National Socialist Party (Nazi Party). He was typical of many Germans who were disillusioned after the German defeat in the First World War. Ex-soldiers felt that they had been stabbed in the back by their own government.

Economic hardship was coupled with humiliation as a result of the terms of the Treaty of Versailles. Right-wing groups like the Nazi Party gained popularity by saying that they would not adhere to the terms of the Treaty.

The Nazi Party gained support through the use of force against communists and trade unionists. In addition, the Nazis campaigned on a message of traditional values and with the constant reminders of who was to blame for Germany's economic crisis. Members of the Nazi Party were identified by the military uniforms they wore, which demonstrated strength at a time when the government was weak.

By 1923, Adolf Hitler had assumed control of the Nazi Party and attempted to seize control of the German government through force. This attempt failed and he was imprisoned.

While in prison, he wrote *Mein Kampf (My Struggle)*, in which he outlined his political beliefs. Also at this time, Hitler's political supporters began developing propaganda tactics to influence the German people.

Document 2

In 1929, because of world-wide economic depression, the German people became increasingly receptive to the Nazi Party message. At this time many people were unemployed, inflation was skyrocketing, the threat of communism increased, and the German government failed to address these problems.

By 1931, the Nazi Party was growing in strength. Propaganda played on people's fear for the future. The Nazi emphasis on military strength led many former soldiers to support the Nazi Party.

In 1932, the Nazi Party gained the most seats in the German Parliament. In 1933, Hitler was appointed Chancellor of Germany. When President Hindenburg died in 1933, Hitler assumed presidential powers. The Nazi Party's rise to power was complete.

Document 3

Aggressive Foreign Policy

Italy Invades Ethiopia

Italian dictator Benito Mussolini had long held a desire for a new Italian Empire. Reminiscent of the Roman Empire, Mussolini's new empire was to rule over the Mediterranean and North Africa. His new empire would also avenge past Italian defeats. Chief among these defeats was the Battle of Adowa which took place in Ethiopia on March 1, 1896. Mussolini promised the Italian people "a place in the sun", matching the extensive colonial empires of the United Kingdom and France.

Ethiopia was a prime candidate of this expansionist goal for several reasons. Following the scramble for Africa by the European imperialists it was one of the few remaining independent African nations, and it would serve to unify the Italian-held Eritrea to the northwest and Italian Somaliland to the east. It was considered to be militarily weak, but rich in resources.

On October 3, 1935, Italy advanced into Ethiopia from Eritrea without declaration of war. The Italian forces numbered greater than 100,000. The Ethiopians were outnumbered but fought bravely while appealing to the League of Nations for assistance.

After several months of fighting the Italians were victorious and Italy annexed the Ethiopia on May 7, 1936.

Germany Invades Poland

In September 1939, Nazi Germany and the Soviet Union invaded Poland. The invasion of Poland marked the start of World War II in Europe, as Poland's western allies, the United Kingdom, Australia and New Zealand, declared war on Germany on September 3, 1939, soon followed by France, South Africa and Canada, among others. The invasion began on September 1, 1939, one week after the signing of the Nazi-Soviet Non-Aggression Pact, and ended October 6, 1939, with Germany and the Soviet Union occupying all of Poland.

The Soviet Union Invades Poland and Finland

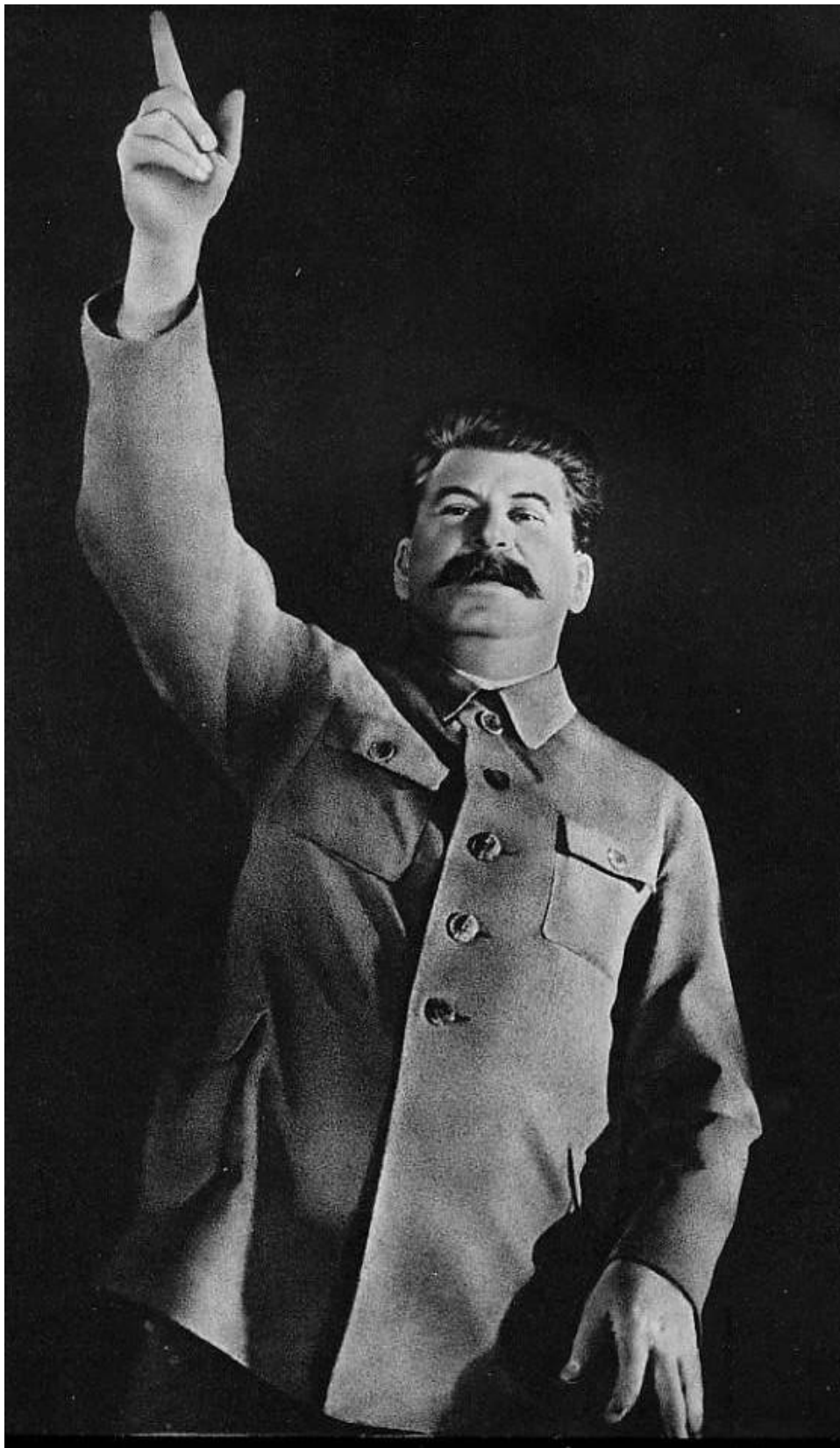
The 1939 Soviet invasion of Poland was a military operation that started without a formal declaration of war on September 17, 1939, during the early stages of World War II, sixteen days after the beginning of the Nazi German attack on Poland. It ended in a decisive victory for the Soviet Union's Red Army.

The Soviet Union attacked Finland on November 30, 1939. Because the attack was judged as illegal, the Soviet Union was expelled from the League of Nations on December 14, 1939. Finnish resistance frustrated the Soviet forces, which outnumbered the Finns 4 to 1 in men, 200 to 1 in tanks and 30 to 1 in aircraft. Finland held out until March 1940, when the treaty was signed ceding about 9% of Finland's territory and 20% of its industrial capacity to the Soviet Union.

Document 4



Document 5



Document 6



Document 7

Map of the 1939 Partition of Poland



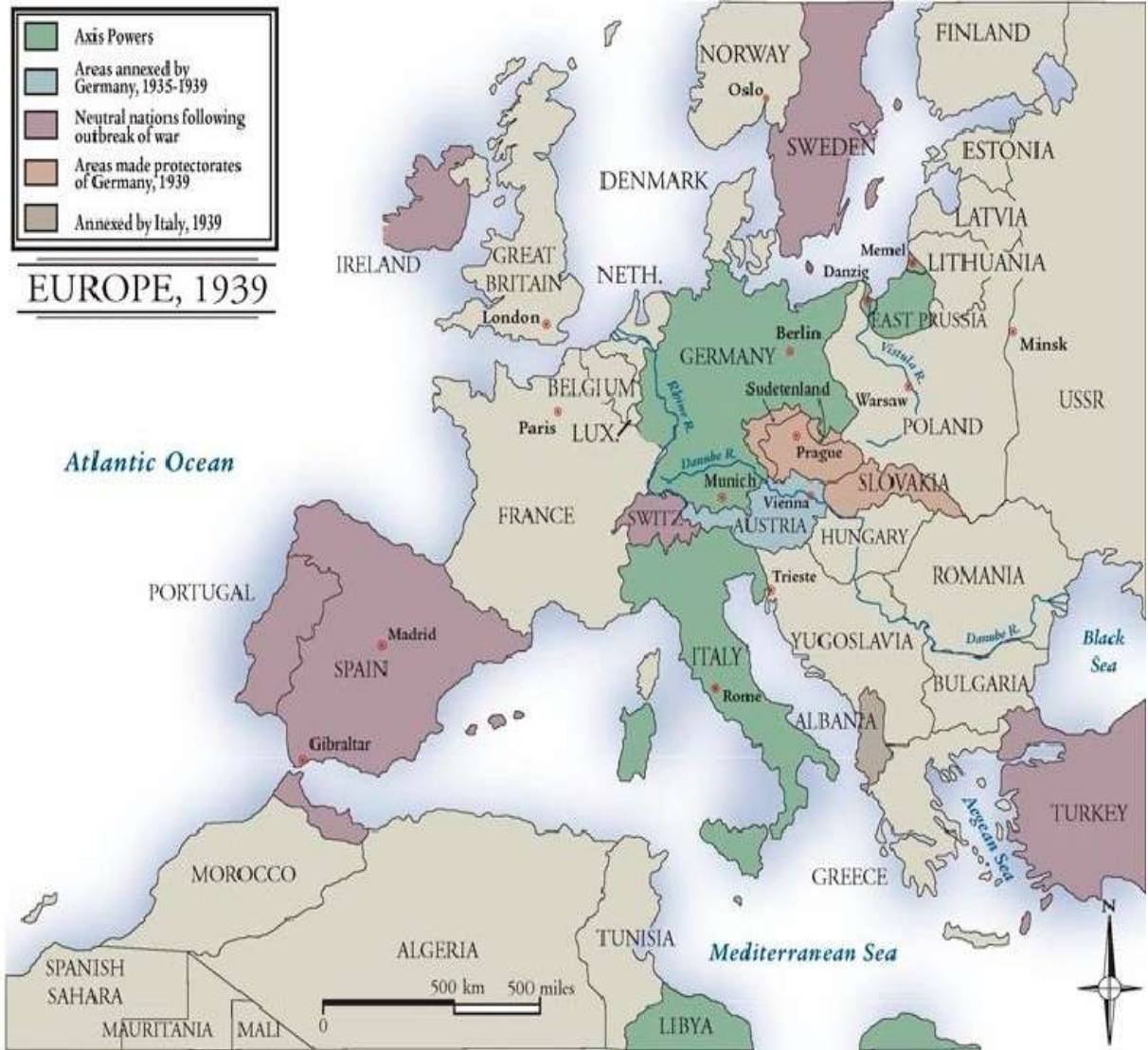
Document 8

Map of Africa (1939)



Document 9

Map of Europe (1939)

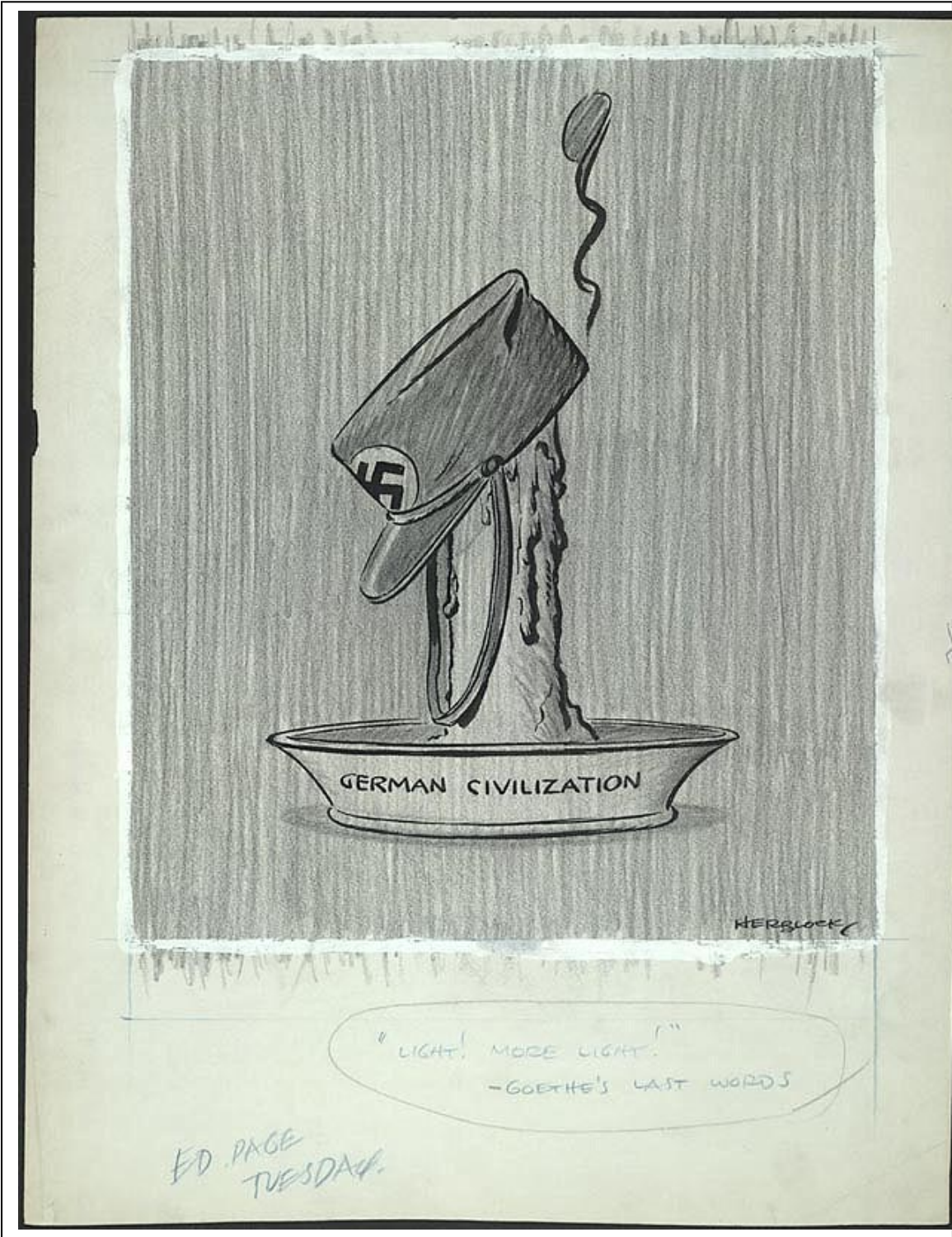


Document 10

Mussolini Political Cartoon



Nazi Political Cartoon



“Light!, more Light!”

-Goethe’s last words

Hitler/Stalin Political Cartoon

Evening Standard, Wednesday, September 20, 1939

5



RENDEZVOUS

DIALOGUE:

Man on the left: "The scum of the earth, I believe?"

Man on the right: "The bloody assassin of the workers, I presume?"

Transparency 1

Lesson Overview:

Day One

- Evaluate criteria for totalitarian regimes
- Background readings on the totalitarian regimes of the interwar years
- Create classroom criteria poster

Day Two

- Background reading on the aggressive foreign policies of the totalitarian regimes
- Analyze and evaluate primary sources: poster, photographs, and maps

Day Three

- Continue analysis and evaluation of primary sources
- Categorize and organize evidence

Day Four

- Organize and clarify thoughts and ideas in relation to the prompt

Day Five

- Complete a multi-paragraph essay in response to the following prompt:

Compare the totalitarian regimes of Mussolini, Hitler, and Stalin. Evaluate the rise to power, foreign policy, and common characteristics of these totalitarian regimes.

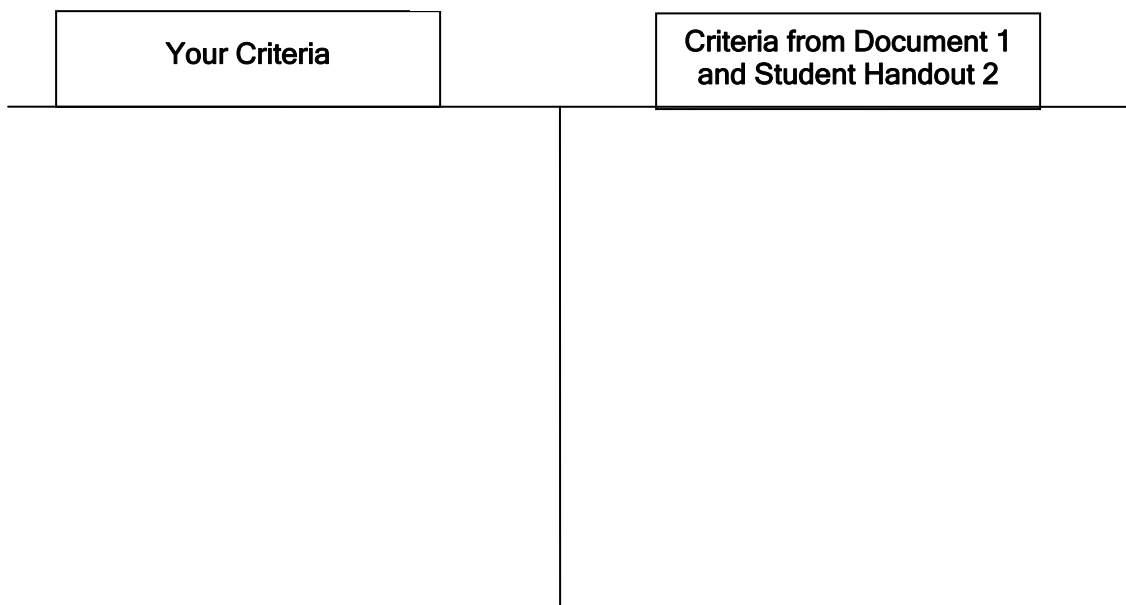
Transparency 2

Dictators?

Directions: Consider the leaders in the chart below. Decide if they are dictators or democratic leaders. Using a check mark, indicate your choices. Be sure to explain your choices.

Leader and Country	Dictator	Democratic	Reason(s)
Bill Clinton - United States			
Fidel Castro - Cuba			
Adolf Hitler - Germany			
Mao Tse-tung - China			
Benito Mussolini - Italy			
Nelson Mandela - South Africa			
Kim Jong Il - North Korea			
Joseph Stalin - U.S.S.R.			

Criteria Chart



Transparency 3

Characteristics of Totalitarian Regimes

Directions: Using **Documents 2** and **3**, and your textbook, identify specific examples of each of the characteristics of totalitarian regimes in Italy, Germany, and the Soviet Union. Write your examples in the appropriate section under each country.

Characteristics of Totalitarian Regimes	Italy	Germany	Soviet Union
Indoctrination			
Propaganda			
Censorship			
Terror			
Charisma			
One Party Rule			
Economic Control			
Extreme Nationalism			

Transparency 4

Nazi Propaganda Poster

1. What are the main colors used in the poster? Why do you think these colors were chosen?
2. What symbols (if any) are used in the poster and what do they mean?
3. Are the messages in the poster primarily visual, verbal, or both?
4. Who do you think is the intended audience for the poster?
5. What government purpose(s) is served by the poster?
6. Which of the eight criteria of totalitarian regimes is represented in the poster?



Transparency 5

Document Analysis Worksheet

Directions: As you analyze Documents 4 through 12, complete the following chart:

Document What type of document? (photo, map, political cartoon)	Regime Which regime is being represented?	Rise to Power or Aggressive Foreign Policy and Evidence What category does the document relate to? How do you know? (Key quote, detail, etc.)	Characteristics of a Totalitarian Regime and Evidence What characteristics does the document reveal? How do you know? (Key quote, detail, etc.)	Questions/Notes What questions does this document bring to mind? Write down one question for each document.
Document 4:				
Document 5:				
Document 6:				
Document 7:				

Transparency 5

Document Analysis Worksheet

Directions: As you analyze Documents 4 through 12, complete the following chart:

Document What type of document? (photo, map, political cartoon)	Regime Which regime is being represented?	Rise to Power or Aggressive Foreign Policy and Evidence What category does the document relate to? How do you know? (Key quote, detail, etc.)	Characteristics of a Totalitarian Regime and Evidence What characteristics does the document reveal? How do you know? (Key quote, detail, etc.)	Questions/Notes What questions does this document bring to mind? Write down one question for each document.
Document 8:				
Document 9:				
Document 10:				
Document 11:				
Document 12:				

Transparency 6

Evidence Organization Chart Italy

Directions: Complete the chart using information from the readings, documents, handouts, and your textbook. You must include at least one item per box. You will use this chart to respond to the following prompt: *Compare the totalitarian regimes of Mussolini, Hitler and Stalin. Evaluate their rise to power, foreign policy, and common characteristics.*

Rise to Power					Foreign Policy				
Document Type	Event	Totalitarian Characteristic	Evidence	Citation/ Source	Event	Totalitarian Characteristic	Evidence	Citation/ Source	
Secondary Sources									
Primary Sources									

Transparency 6

Evidence Organization Chart Germany

Directions: Complete the chart below using information from the readings, documents, handouts, and your textbook. You must include at least one item per box. You will use this chart to respond to the following prompt: *Compare the totalitarian regimes of Mussolini, Hitler and Stalin. Evaluate their rise to power, foreign policy, and common characteristics.*

Rise to Power					Foreign Policy				
Document Type	Event	Totalitarian Characteristic	Evidence	Citation/ Source	Event	Totalitarian Characteristic	Evidence	Citation/ Source	
Secondary Sources									
Primary Sources									

Transparency 6

Evidence Organization Chart Soviet Union

Directions: Complete the chart below using information from the readings, documents, handouts, and your textbook. You must include at least one item per box. You will use this chart to respond to the following prompt: *Compare the totalitarian regimes of Mussolini, Hitler and Stalin. Evaluate their rise to power, foreign policy, and common characteristics.*

Rise to Power					Foreign Policy				
Document Type	Event	Totalitarian Characteristic	Evidence	Citation/ Source	Event	Totalitarian Characteristic	Evidence	Citation/ Source	
Secondary Sources									
Primary Sources									

Transparency 7

Writing Graphic Organizer

Para-
graph
1

Para-
graph
2

Para-
graph
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Para-
graph
4

Para-
graph
5

<u>Historical Context:</u> 2-3 sentence summary of background on totalitarianism in the interwar years		
<u>Thesis:</u>		
<u>Main Idea</u> <i>Rise to Power</i>	Topic Sentence	
	Supporting Detail/Evidence	<i>(Cite source: reading, maps, cartoons, etc.)</i>
	Supporting Detail/Evidence	
	Supporting Detail/Evidence	
	Analysis	<i>Comparison /Evaluation</i>
	Concluding Sentence	
<u>Main Idea</u> <i>Foreign Policy</i>	Topic Sentence	
	Supporting Detail/Evidence	<i>(Cite source: reading, maps, cartoons, etc.)</i>
	Supporting Detail/Evidence	
	Supporting Detail/Evidence	
	Analysis	<i>Comparison /Evaluation</i>
	Concluding Sentence	
<u>Main Idea</u> <i>Common Characteristics</i>	Topic Sentence	
	Supporting Detail/Evidence	<i>(Cite source: reading, maps, cartoons, etc.)</i>
	Supporting Detail/Evidence	
	Supporting Detail/Evidence	
	Analysis	<i>Comparison/Evaluation</i>
	Concluding Sentence	
<u>Restate Thesis</u>		
<u>Review Main Points</u>		
<u>Final Thought</u>		

Teacher Guide 1

Totalitarian Timeline

Directions: Match the events by writing the appropriate number in the correct box.

The timeline consists of a black bar at the top with white text for the years 1920, 1925, 1930, 1935, and 1940. Vertical lines extend downwards from the timeline to boxes containing numbers. The boxes are positioned as follows: 1 (between 1920 and 1925), 3 (between 1920 and 1925, below 1), 8 (between 1920 and 1925, below 3), 10 (between 1930 and 1935), 2 (between 1930 and 1935), 5 (between 1935 and 1940), 9 (between 1935 and 1940, below 5), 4 (between 1935 and 1940), 6 (between 1935 and 1940), and 7 (between 1935 and 1940, below 6).

Totalitarian Timeline
Fill in the white spaces in the timeline with the numbers of the following events:

1. Mussolini's marches on Rome (1922)
2. Hitler becomes dictator of Germany and declares one party rule (1933)
3. King Victor Emanuel appoints Mussolini Prime Minister of Italy (1922)
4. Stalin & Hitler signs a non-aggression pact (1939)
5. Italy attacks Ethiopia (1935)
6. The Soviet Union Invades Finland (1939)
7. Germany attacks Poland, WW II begins (1939)
8. Stalin becomes Communist Party Secretary of the Soviet Union (1922)
9. Germany takes over the Rhineland (1936)
10. Stalin collectivizes all Soviet farms (1929)

Teacher Guide 2

The Rise of Totalitarianism

Mussolini and Italy

After World War I, Italy was plagued by political and economic problems. Workers went on strike in the cities, while in the countryside, landless peasants seized the property of wealthy landlords. The unrest made the middle class fear a socialist revolution. An ambitious politician, Benito Mussolini, used the turmoil to gain power. Mussolini founded the Fascist party. Fascists glorified the state, supported aggressive nationalism, and condemned democracy because they believed rival parties divided the state. They also opposed communism and defended private property. In the early 1920s, Mussolini and his followers, known as the Black Shirts, won the support of many Italians by attacking communists and socialists. Then in 1922, Mussolini led a "March on Rome", supposedly to prevent a communist revolution but in fact to frighten the government into naming him prime minister. Once in office, Mussolini increased his power by appointing Fascists to top offices, censoring the press, organizing a secret police, and banning any criticism of the government. He controlled the army and the schools, urging Italians to accept the slogan: "Everything in the state, nothing outside the state, nothing against the state."

Stalin and the Soviet Union

After Lenin's death in 1924, Josef Stalin outmaneuvered his rivals to gain control of the government. Stalin was determined to transform the Soviet Union into a powerful industrial state. Therefore in 1928, he launched his first five-year plan. The plan included two goals: rapid growth of heavy industry and increased farm production through collectivization of agriculture. In a series of five-year plans, Stalin poured the nation's resources into building steel mills, electric power stations, and other industries needed in a strong modern state. He also forced millions of peasants to give up their land and work on collective farms, large, government-run enterprises. Many peasants opposed the change, and millions died in Stalin's brutal crackdown.

To achieve his goals, Stalin created a new kind of government, today called a totalitarian state. In a totalitarian state, the government is a single-party dictatorship that controls every aspect of the lives of its citizens. Individual rights count for nothing. Citizens must obey the government without question, and critics are silenced. Also, the totalitarian state supports extreme nationalism. Stalin used propaganda, censorship, and terror to force his will on the Soviet people. Government newspapers glorified work and Stalin himself. Secret police spied on citizens, and anyone who refused to praise Stalin and the state faced severe punishment, even death. Both Lenin and Stalin supported the idea of a world communist revolution and aided communists in other countries. In the 1920s, when some communist uprisings did occur in Europe, they were quickly suppressed.

Hitler and Nazi Germany

After World War I, the Weimar government in Germany faced many problems as people looked for someone to blame for their defeat in the war. Extremists on the far left and on

Teacher Guide 2

the far right threatened revolts. Also, the terrible inflation of the 1920s caused many Germans to have little faith in the government. In the 1920s, Adolf Hitler gained control of the Nazi party, a nationalistic, anti-communist, anti-Semitic organization. Hitler won popular support by blaming Jews for Germany's defeat in World War I and for its economic troubles. He claimed that the German people belonged to a superior "Aryan" race that was destined to rule the world. As the Great Depression caused unemployment to rise in the early 1930s, many desperate people found hope in the Nazi party. In 1933, Hitler used the threat of a communist uprising to gain power. He then moved against all opposition parties and set up a fascist state in Germany. Hitler used many of the methods of Stalin and Mussolini to build a totalitarian state in Germany. The Nazis preached the need for hard work, sacrifice, and service to the state. The Gestapo, or secret police, arrested anyone suspected of opposing Nazi rule. The Nazis used the press, schools, and even churches to glorify their goals. They also waged a violent campaign against Jews, sending many to concentration, or prison, camps. To end unemployment and improve the economy, Hitler launched vast building programs, banned strikes, and placed strict controls on wages and prices. He also increased the German military, a step that violated the Versailles Treaty. The League of Nations condemned German rearmament, but did little to stop Hitler as he began to realize his dream of expanding German territory.

Classroom Poster 1

Characteristics of Totalitarian Regimes

Criteria Chart

Your Criteria	Criteria from Document 1 and Student Handout 2

Introduction to the Curricular Map

The curricular maps are a plan that allocates the time needed to teach all of the content standards adequately in one instructional year. They were created to assist teachers with instructional planning as well as to develop a unified yet flexible instructional approach to History/Social Science within the Los Angeles Unified School District.

The maps are divided into three instructional components consisting of the standard sets to be taught, each component comprising roughly 1/3 of the time in a year-long course. Within each instructional component, there are specified standards and days allocated for each standard; within that component, the sequence of standards and the number of instructional days may be adjusted to best fit the needs of your students before the Periodic Assessment window. The number of instructional days for each standard was determined by the number of "A" and "B" substandards and the content within the standard, as well as the time needed to prepare for and take the California Standards Test (ten days). The maps also build in nine flexible days to account for other activities that may impact classroom time (fire drills, assemblies, minimum days).

Periodic assessments are calendared at the end of each instructional component. In order for students to be prepared for the assessment, the standard sets in each component must be completed in the allotted time.

The curricular maps are organized in the following manner:

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<ul style="list-style-type: none"> • California History/Social Content Standards 	<ul style="list-style-type: none"> • The number of questions on the CST for each standards • The testing emphasis for the substandards as determined by the CDE <ul style="list-style-type: none"> ○ "A" indicates high emphasis ○ "B" medium ○ "C" low ○ Standards that are not ranked for emphasis and are identified with an <u>asterisk (*)</u> 	<ul style="list-style-type: none"> • Concepts highlight important ideas that deepen student understanding of the standard. 	<ul style="list-style-type: none"> • Number of days of instruction allocated for each standard • Differentiated according to school calendar

Items Specific to 10th Grade:

- It is necessary to conclude the instruction on Standard 10.1 at an appropriate time in order to reach Standard 10.11 in the allocated instructional days.

GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Instructional Component 3: Causes and effects of World War II and the Cold War, Present Day State of the World (Standards 10.8, 10.9, 10.10, 10.11)

Standards	Blue Print Focus Standards	Concepts	Instructional Days
10.8 Students analyze the causes and consequences of World War II.	7 Questions	<ul style="list-style-type: none"> Racism Aggression Anti-Semitism Appeasement Expropriation Occupation Partition Non-intervention/isolationism Diplomacy 	<u>Traditional Calendar</u> 15 Days
1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking and other atrocities in China and the Stalin-Hitler Pact of 1939.	A		<u>Concept 6 Calendar</u> <u>A-Track</u> 15 Days
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.	*		<u>B-Track</u> 15 Days
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.	*		<u>C-Track</u> 12 Days
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).	*		<u>Four by Four Calendar</u> 10 Days
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution and the Holocaust resulted in the murder of six million Jewish civilians.	A		
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, United States, China and Japan.	*		

Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“*” not ranked for emphasis

GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Standards	Blue Print Focus Standards	Concepts	Instructional Days
10.9 Students analyze the international developments in the post-World War II world.	8 Questions	<ul style="list-style-type: none"> • Partition • Reconstruction • Cold War • Hegemony • Geopolitics • Intolerance • Nuclear proliferation • Class conflict • Xenophobia 	<u>Traditional Calendar</u> 14 Days
1. 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.	B		<u>Concept 6 Calendar</u> <i>A-Track</i> 15 Days <i>B-Track</i> 12 Days <i>C-Track</i> 10 Days
2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.	A		<u>Four by Four Calendar</u> 7 Days
3. Understand the importance of the Truman Doctrine and Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.	A		
4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).	B		
5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.	B		
6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.	A		
7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.	*		
8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, and NATO, and the Organization of American States.	B		

Blue Print Focus Standards:

“A” indicates high emphasis “B” indicates medium emphasis “C” indicates low emphasis “*” not ranked for emphasis

GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Standards	Blue Print Focus Standards	Concepts	Instructional Days
10.10 Students analyze instances of nation-building in the contemporary world in two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.	1 Question	<ul style="list-style-type: none"> • Apartheid • Autonomy • Developing world/third world • Ethnocentrism • Intolerance • Segregation • Xenophobia 	<u>Traditional Calendar</u> 7 Days
1. Understand the challenges in the regions, including the geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 8 Days
2. Describe the recent history of the regions, including the political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.	*		<i>B-Track</i> 6 Days <i>C-Track</i> 8 Days
3. Discuss the important trends in the region today and whether they appear to serve the cause of individual freedom and democracy.	*		<u>Four by Four Calendar</u> 3 Days

Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“*” not ranked for emphasis

GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<p>10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).</p>	<p>1 Question</p>	<ul style="list-style-type: none"> • Environmental pollution • Global infrastructure • International commerce • Market economy 	<p>Integrated with Standard 10.3</p>

Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“*” not ranked for emphasis

Textbook Correlation for the 10th Grade Standards

STANDARD	Glencoe <i>World History: Modern Times</i>	Prentice Hall <i>World History: The Modern World</i>
10.1	Chapter: 1	Chapter: 1
10.2	Chapters: 2,3,4	Chapters: 2,3,4,7
10.3	Chapters: 4,5,10	Chapters: 5,6,8
10.4	Chapters: 6,7,10	Chapters: 7,8,9,10
10.5	Chapter: 8,10	Chapter: 8,9,11,13
10.6	Chapter: 8,10	Chapter: 12,13
10.7	Chapters: 8,9,10,11	Chapters: 13
10.8	Chapters: 10,11	Chapters: 12,13,14
10.9	Chapters: 10,12,13	Chapters: 14,15,17,18,19
10.10	Chapters: 14	Chapters: 16,17,18,19
10.11	Chapters: 17	Chapters: 19



LAUSD

HISTORY-SOCIAL SCIENCE

STANDARD: 10.9.2

Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

PRIOR KNOWLEDGE REQUIRED

This lesson on the causes of the Cold War should come during a series of lessons where students learn about the economic and military power shifts caused by World War II, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.

INSTRUCTIONAL STRATEGIES

Perspective Exercise

Students consider the different possible responses to an issue by responding to a question from various viewpoints.

Annotating Text

Students underline main ideas in the text.

Writing Graphic Organizer

Students prepare to write the culminating essay using a graphic organizer as a model.

Political Cartoon Analysis

Students examine different visuals to consider perspectives of an issue.

Categorizing

Students identify which analytical category a given documents relates to specific categories.

BRIEF OUTLINE OF LESSON

Day 1

- Hook
- Background Reading
- Model Document Analysis

Materials Needed: Student Handouts 1-4, Documents 1-9, Transparencies 1-4, Teacher Guide 1

Day 2

- Document Analysis
- Prepare to write

Materials Needed: Student Handouts 2-4, Documents 2-9, Teacher Transparency 3-12, Teacher Guide 1

Day 3

- Student Writing

Materials Needed: Student Handouts 2-4, Documents 2-9

CULMINATING TASK

The culminating task for this lesson is a multi-paragraph essay that incorporates opposite perspectives regarding the causes of the Cold War.

The prompt is :

Which side was most responsible for the Cold War- The Soviets or The West?

KEY TERMS AND CONTENT

sphere of influence
ideology
military
socialist
imperialism
Western powers
Soviet Bloc
Cold War
capitalist
perspective
point-of-view

10th Grade Instructional Guide

Model Lesson 5

Causes of the Cold War

Standard

10.9.2 Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

History/Social Science Analysis Skills Connection

Research, Evidence, and Point of View

- Students distinguish valid arguments from fallacious arguments in historical interpretations.
- Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
- Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

Guiding Inquiries

1. How do a nation's perceptions contribute to conflict with other nations?
2. What were the underlying causes of the Cold War?
3. How do the causes of the Cold War differ based upon one's perspective?

Materials

Student Handout 1: Points of View on an Issue

Student Handout 2: Document Analysis Worksheet

Student Handout 3: Writing Prompt and Task Sheet

Student Handout 4: Writing Graphic Organizer

Document 1: The Underlying Causes of the Cold War

Document 2: Excerpt from Winston Churchill's "Iron Curtain" Speech

Document 3: Excerpt from Josef Stalin's Response to the "Iron Curtain" Speech

Document 4: Political Cartoon

Document 5: Political Cartoon

Document 6: Excerpt from George F. Kennan's Long Telegram

Document 7: Excerpt from Josef Stalin's Election Speech

Document 8: United States-USSR/Russian Strategic Bombers, 1945-2002

Document 9: United States-USSR/Russian Total Strategic Warheads, 1945-2002

Teacher Transparency 1: Soviet and U.S. Perspectives

Teacher Transparency 2: The Underlying Causes of the Cold War

Teacher Transparency 3: Document Analysis Worksheet

Teacher Transparency 4: "Iron Curtain" Speech

Teacher Transparency 5: Stalin's Response

Teacher Transparency 6: Political Cartoon

Teacher Transparency 7: Political Cartoon

Teacher Transparency 8: Long Telegram

Teacher Transparency 9: Stalin’s Election Speech

Teacher Transparency 10: United States-USSR/Russian Strategic Bombers, 1945-2002

Teacher Transparency 11: United States-USSR/Russian Total Strategic Warheads, 1945-2002

Teacher Transparency 12: Writing Graphic Organizer

Teacher Guide 1: Background and Teaching Tips on the Documents

Questions for Lesson Study

1. Can students link an analytical category to the main idea of a document?
2. Can students analyze a series of primary source documents and organize their thinking into an essay?
3. Can students incorporate analytical statements to support their use of evidence?

Lesson Overview

This is a three day lesson on the Cold War that culminates in a document based question (DBQ). The lesson covers perceptions of the causes of the Cold War through a background essay and eight documents. The lesson culminates in the following prompt:

Which side was most responsible for the Cold War -- the Soviets or the West?

The lesson does not attempt to cover the final portion of Standard 10.9.2. That material should be covered by teachers as a follow-up to this lesson. The lesson may be extended to four days depending on student needs. Each day of the lesson has been designed to fit a 50 minute instructional period.

Day 1	
Teacher/Student Activities	Helpful Hints
<p>Hook To introduce the concept of perspectives and to preview the final prompt, students will consider the following question: <i>“Who is most responsible for the low graduation rates in American high schools?”</i> Students will consider how parents, teachers, and students might respond to this question, and record their thoughts on Student Handout 1. Following this, students will discuss their responses with a partner.</p> <p>Discuss the different ways of answering this question. Talk about the meaning of the phrase “most responsible” and the meaning of the word perspectives. You might explain that the word perspective means how you see things. Bring out the different perspectives on the issue. Check for student understanding regarding the concept of point of view.</p> <p>To transition into the content of the lesson, project Teacher Transparency 1. Explain to students that the Cold War was a period following World War II in which the United States and the Soviet Union engaged in intense conflict and competition over world power. Each side believed the other was at fault for the conflict in which they were involved. This cartoon illustrates the differences in the perspectives of the two nations. Inform students that in the political cartoon Uncle Sam is a symbol for the United States, and the bear is a symbol for the Soviet Union or the USSR.</p>	<p><u>Time Suggestion:</u> 10 minutes</p> <p>Consider sharing images that bring out the issue of perspectives.</p>

<p>Possible questions to discuss:</p> <ul style="list-style-type: none"> • <i>How does the Soviet Union see the United States in the first political cartoon?</i> • <i>How does the United States see the Soviet Union in the second political cartoon?</i> • <i>What point is the artist trying to make</i> 	
<p>Background Essay Have students read Document 1 (Background Essay). Use Teacher Transparency 2 to provide support for students by underlining and circling key terms and making notes in the margins during and after the reading.</p> <p>Discuss the quote at the top of Document 1. Have students think about the quote individually, talk to a partner about the quote, and then prepare to share their thinking with the class. Have students share their ideas on the quote as a class.</p> <p>Read the introduction and then pause to reconnect with the fact that the United States and the Soviets were onetime allies.</p> <p>Point out to the students that the rest of the essay is divided into the three main causes of the Cold War: spheres of influence; ideology; and military factors. Also mention that every paragraph in the background essay discusses both the Western and the Soviet perspectives on the causes of the Cold War. During and after reading, ensure that students have a firm grasp of the concepts involved with the three main causes. Consider having students create their own definitions of these terms, writing them in the margins of Document 1. Provide examples to help students grasp these concepts.</p> <p>Explain that this lesson will culminate with an essay in which students will use the documents to analyze and evaluate perspectives on the Cold War.</p>	<p>15 minutes</p> <p>Occasionally stop and check for understanding.</p> <p>Students can use the margins to take notes, write questions, or draw visuals to help them understand the information.</p> <p>Further information on the background of the Cold War is found in Prentice Hall pp. 500-547 and Glencoe pp 578-609.</p>
<p>Document Analysis Using Teacher Transparency 3, model how to analyze Document 2 (excerpt from Winston Churchill’s “Iron Curtain” Speech). Have students follow along with Student Handout 1. Be sure to bring out the key components of Student Handout 2 particularly the items of causes, perspectives (point of view), and evidence.</p> <p>Student Handout 1 has been organized to fit two documents on each page. This helps to bring out the opposing point of view for each pair of documents. For example, Document 2, Churchill’s “Iron Curtain” Speech, is grouped with Document 3, Stalin’s response to the Iron Curtain Speech. Next, using Document 4 (political cartoon) model for students how to analyze a political cartoon using Teacher Transparency 6.</p> <p>Have students work in small groups or pairs to continue to analyze Documents 2 through 5 using Student Handout 2. All of the documents have a corresponding transparency that can be used by the teacher to further demonstrate how to analyze a document or for groups to show how</p>	<p>25 minutes</p> <p>All the documents have content notes and teaching tips in Teacher Guide 1.</p> <p>When students are completing Student Handout 1 they will complete either the Western perspective or the Soviet perspective for each document depending on what is appropriate. Students do not need to fill in</p>

<p>they analyzed a document if the teacher feels it is appropriate to do so.</p> <p>Complete the period by checking for student understanding. Bring out the issue of perspective and make links to the writing prompt to provide closure.</p>	<p>both sides for each document.</p>
<p>Homework Students will finish analyzing Documents 2 through 5 if they have not done so.</p>	

Day 2	
Teacher/Student Activities	Helpful Hints
<p><u>Document Analysis Continued</u> Reconnect with the issue of perspective. Review Student Handout 2 addressing challenges students may be experiencing.</p> <p>Using Document 8 (United States-USSR/Russian Strategic Bombers, 1945-2002) model how to read a graph. Continue using Transparency 3 to demonstrate how to record information.</p> <p>Have students work in small groups or pairs to continue to analyze Documents 6 through 9 using Student Handout 2.</p>	<p>20 min</p> <p>Teachers may consider adding time to the analysis of documents. This may add a fourth day to the lesson.</p>
<p><u>Prepare to Write</u> As a whole group, review Student Handout 2 making sure students have done an accurate analysis of each document.</p> <p>Review Student Handout 3 and discuss the prompt: Which side was most responsible for the Cold War -- the Soviets or the West?</p> <p>Help students to understand what the prompt is asking. Give students a minute to brainstorm and think about what they might write in response to the prompt.</p> <p>Following that, have students engage in a mini-debate on the prompt. Consider having students debate in small groups or stand up as a class on both sides of the room. Encourage students to incorporate evidence from the documents to support their point of view.</p> <p>Following the mini-debate, review Student Handout 4. Have students start filling in Student Handout 4, using Student Handouts 2 and 3 for reference. Teacher Transparency 12 may be used to support student understanding of how to organize the essay.</p>	<p>30 minutes</p> <p>Discuss with students how they might cite evidence from the sources in their response.</p>
<p>Homework Students will complete Student Handout 4 in preparation for writing.</p>	

Day 3	
Teacher/Student Activities	
<p><u>Student Writing</u> Using Student Handouts 2 through 4, students will write a response to the prompt. They may use Documents 1 through 9 as well as Student Handouts 1 through 3.</p> <p>Help students to organize their work in preparation for their response. Consider pairing students to share their work before writing.</p> <p>Partner students to peer-edit each other’s writing.</p> <p>Finish the period by having students reflect on their writing and the lessons they have learned.</p>	<p>50 minutes</p> <p>Teachers may use the generic rubric in the Appendix as the basis for assessing student work.</p>

Student Handout 1

Points of View on an Issue

Directions: Respond to the following question considering what the different groups of people might say. Be prepared to discuss your responses.

Question: *“Who is most responsible for the low graduation rates in American high schools?”*

What might a parent say? _____

What might a teacher say? _____

What might a student say? _____

Student Handout 2

Document Analysis Worksheet

Doc. #	Type of Document and Source	Which Cause of the Cold War? (Circle One)	What does the document reveal about the Western or Soviet perspective on the Cold War? Include specific details from the documents.	
			Western Perspective	Soviet Perspective
2	<p>“Iron Curtain” Speech</p> <p>Winston Churchill March 5, 1946</p>	<p>spheres of influence</p> <p>ideology</p> <p>military factors</p>	<p>Key Idea:</p> <p>Direct Quote:</p>	<p>Key Idea:</p> <p>Direct Quote:</p>
3	<p>Stalin’s Response to Churchill’s “Iron Curtain” Speech</p> <p>Josef Stalin March 14, 1946</p>	<p>spheres of influence</p> <p>ideology</p> <p>military factors</p>	<p>Key Idea:</p> <p>Direct Quote:</p>	<p>Key Idea:</p> <p>Direct Quote:</p>

Student Handout 2

Document Analysis Worksheet

Doc. #	Type of Document and Source	Which Cause of the Cold War? (Circle One)	What does the document reveal about the Western or Soviet perspective on the Cold War? Include specific details from the documents.	
			Western Perspective	Soviet Perspective
4	Political Cartoon	spheres of influence ideology military factors	Key Idea: Detail from the political cartoon:	Key Idea: Detail from the political cartoon:
5	Political Cartoon	spheres of influence ideology military factors	Key Idea: Detail from the political cartoon:	Key Idea: Detail from the political cartoon:

Student Handout 2

Document Analysis Worksheet

Doc. #	Type of Document and Source	Which Cause of the Cold War? (Circle One)	What does the document reveal about the Western or Soviet perspective on the Cold War? Include specific details from the documents.	
			Western Perspective	Soviet Perspective
6	Long Telegram George F. Kennan Feb 22, 1946	spheres of influence ideology military factors	Key Idea: Direct Quote:	Key Idea: Direct Quote:
7	Election Speech Josef Stalin Feb 9, 1946	spheres of influence ideology military factors	Key Idea: Direct Quote:	Key Idea: Direct Quote:

Student Handout 2

Document Analysis Worksheet

Doc. #	Type of Document and Source	Which Cause of the Cold War? (Circle One)	What does the document reveal about the Western or Soviet perspective on the Cold War? Include specific details from the documents.	
			Western Perspective	Soviet Perspective
8	Graph US-USSR/Russian Strategic Bombers 1945-2002	spheres of influence ideology military factors	Key Idea: Detail from the graph:	Key Idea Detail from the graph:
9	Graph US-USSR/Russian Total Strategic Warheads 1945-2002	spheres of influence ideology military factors	Key Idea: Detail from the graph:	Key Idea: Detail from the graph:

Based on the analysis you have done, which side (the Soviets or the West) do you feel was more responsible for the Cold War? Why?

Student Handout 3

Causes of the Cold War Writing Assignment

Historical Background

After World War II, the Soviet Union and the United States engaged in a conflict that has come to be known as the Cold War.

Prompt

Which side was most responsible for the Cold War -- the Soviets or the West?

Tasks

Write a multi-paragraph essay in which you:

1. Write an introductory paragraph that contains background on the Cold War. This paragraph must also include a thesis statement that takes a position.
2. Write a paragraph explaining what the three main underlying causes of the Cold War were.
3. Write a paragraph explaining who was most responsible for the Cold War.
4. Write a paragraph explaining who was least responsible for the Cold War.
5. Include evidence from at least three documents to support your ideas. Explain how your evidence proves your point.
6. In the final paragraph, provide a concluding thought that reconnects with your thesis.

Suggested terms to include in your writing:

spheres of influence
ideology
communist
capitalist
conflict
Cold War
military
political
economic

Student Handout 4

Writing Graphic Organizer

<u>Historical Context:</u> 2-3 sentence summary of the Cold War		
<u>Thesis:</u> Which side was most responsible for the Cold War -- the Soviets or the West?		
<u>Main Idea</u> <i>The three main causes of the Cold War</i>	Topic Sentence	
	Supporting Detail/Evidence	
	Analysis	
	Concluding Sentence	
<u>Main Idea</u> <i>The West or the Soviets</i>	Topic Sentence	
	Supporting Detail/Evidence	
	Analysis	
	Concluding Sentence	
<u>Main Idea</u> <i>The West or the Soviets</i>	Topic Sentence	
	Supporting Detail/Evidence	
	Analysis	
	Concluding Sentence	
<u>Conclusion</u>	Restate thesis and add a concluding thought	

Document 1

The Underlying Causes of the Cold War

"It is a man's own mind, not his enemy or foe that lures him to evil ways."
- Buddha

Introduction

During World War II, the Soviet Union and the United States were allies fighting against the common enemy of Germany and the other Axis powers. At the end of World War II however, the differences between the Soviets and the Americans became more and more apparent. The competition and conflict between these two superpowers eventually became known as the Cold War. During the Cold War, the Soviet Union and the United States did not fire missiles or drop bombs on each other directly. However, they engaged in spying, propaganda, and secret operations to gain an edge in their quest for global domination.

Three of the main causes of the Cold War were the conflicts regarding **spheres of influence, ideology, and military factors**. Behind all of these was the mutual distrust between the Soviets and the West.

Spheres of Influence

In his famous "Iron Curtain" Speech, former British Prime Minister Winston Churchill accused the Soviet Union of dominating Eastern Europe and of threatening civilization all over the world. Josef Stalin, the Soviet Premier, responded a few weeks later. Stalin said that the Soviet Union was only protecting itself from future invasion.

Trying to assure that it would never be invaded again from the west, the Soviets dominated and placed Communist governments in Poland, Romania, Hungary, and Bulgaria. By controlling these neighboring countries, the Soviets secured their western border while spreading Communist ideas.

The West felt that the Soviets could no longer be trusted allies. Western leaders like Churchill and President Harry Truman thought that Stalin was not much better than Hitler. They recalled the Hitler-Stalin treaty which divided Poland between the Soviet Union and Germany.

In 1945, President Franklin Roosevelt, British Prime Minister Winston Churchill, and Soviet leader Josef Stalin agreed to have free democratic elections in Poland. The West felt that Stalin never had the free elections in Poland as promised. While the Soviets did hold a vote, Churchill accused the Soviets of fixing the elections so the Poles and other Eastern European nations elected Communist governments. Stalin denied this and said he had lived up to the Yalta agreements.

The two sides differed over the meaning of sphere of influence. The West said that Stalin was doing everything that he could to militarily, politically, and economically dominate areas that were in the Soviet sphere of influence. Stalin said the West was doing the same thing in Western Europe.

Document 1

Ideology

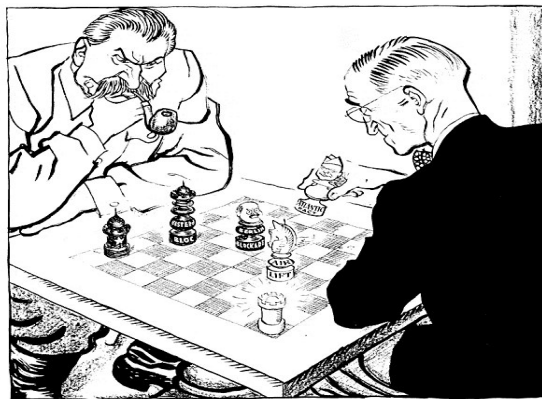
Both the West and the Eastern Bloc had very different ideologies which affected the way they viewed each other. The western ideology was based on free market capitalism, individualism and personal rights. The United States, Britain, France, Canada, and most western European countries practiced capitalism's free market ideal which called for as little government intervention as possible. The Soviet government practiced a form of socialism that regularly intervened in the economy and daily life of their citizens.

These differing beliefs led to very different economic and political systems. The Soviet Union practiced a command economy in which the government decided how much and what kind of goods would be produced. The Western nations, on the other hand, believed that the market itself would decide how much and what would be produced.

From these perspectives, both sides made judgments about each other that increased fear. The United States assumed the Soviet Union was trying to take over everything, and the Soviets believed the United States was trying to take over.

Military Factors

The fear of expanding spheres of influence and ideologies exploded into an unprecedented military buildup between the United States and the Soviet Union. After World War II neither side ever disarmed. Each time one side made an adjustment in military technology, the other side responded in kind. Military factors, spheres of influence, and competing ideologies continued to play an ongoing role in the Cold War.



A political cartoon showing Soviet Premier Josef Stalin and U.S. President Harry Truman in a chess match

Document 2

"...Soviet sphere..."

The countries the Soviets controlled or highly influenced.

"...all are subject...but to...increasing measure of control from Moscow..."

All those ancient cities behind the Iron Curtain are controlled by the Soviet Union (Moscow).

"...requires a unity in Europe..."

The Western nations need to stick together.

"...Communist fifth columns are established..."

The Soviets have set up groups of people in other countries who are secret Communists for the purpose of helping to make those countries Communist.

The "Iron Curtain" Speech

"A shadow has fallen...an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe...famous cities and the populations around them lie in what I must call the **Soviet sphere**, and **all are subject**, in one form or another, not only to Soviet influence **but to a very high and in some cases increasing measure of control from Moscow**...The safety of the world, ladies and gentlemen, **requires a unity in Europe**, from which no nation should be **permanently outcast**...In a great number of countries, far from the Russian frontiers and throughout the world, Communist **fifth columns are established** and work in complete unity and absolute obedience to the directions they receive from the Communist center [USSR]...[a]... growing challenge and peril to Christian civilization...The outlook is also anxious in the Far East and especially in Manchuria..."

Excerpt from the "Iron Curtain" speech that Winston Churchill gave in Fulton, Missouri on March 5, 1946

Document 3

Josef Stalin's Response to the "Iron Curtain" Speech

quarters—an specified person, place, or group.

inclination—tendency or habit.

"...colossal sacrifices of the Soviet people..."—The Soviet Union suffered enormous losses during World War II.

"...the Hitlerite Yoke."—Hitler had Europe under his control.

aspirations—goals.

"...expansionist tendencies..."—The Soviet Union has no intention of taking over other countries.

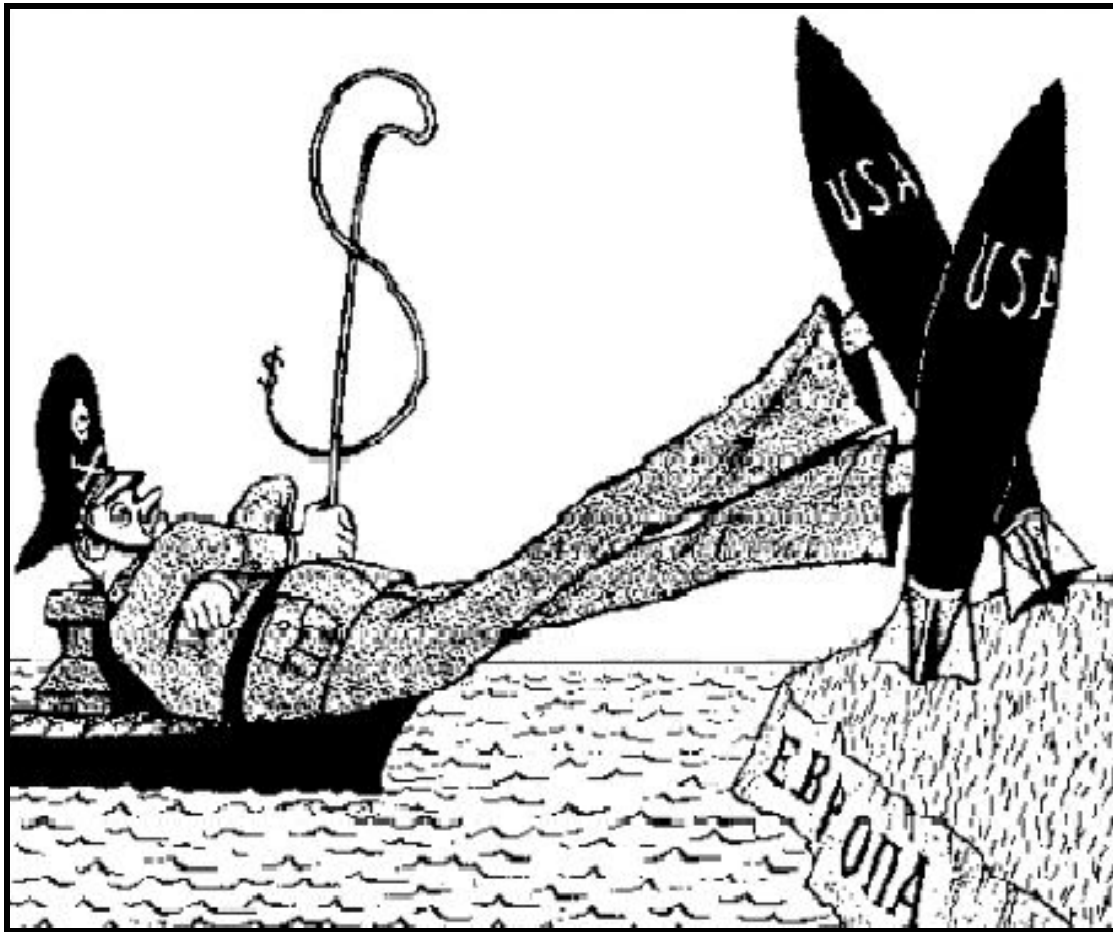
Pravda—A Soviet newspaper.

"The following circumstances should not be forgotten. The Germans made their invasion of the USSR through Finland, Poland, Rumania, Bulgaria and Hungary. The Germans were able to make their invasion through these countries because, at the time, governments hostile to the Soviet Union existed in these countries... Possibly in some **quarters** an **inclination** is felt to forget about these **colossal sacrifices of the Soviet people** who secured the liberation of Europe from **the Hitlerite yoke**. But the Soviet Union cannot forget about them. And so what can there be surprising about the fact that the Soviet Union, anxious for its future safety, is trying to see to it that governments loyal in their attitude to the Soviet Union should exist in these countries? How can anyone who has not taken leave of his senses describe these peaceful **aspirations** of the Soviet Union as **expansionist tendencies** on the part of our state?"

Excerpt from Stalin's Response to Churchill's Iron Curtain Speech, from *Pravda*, March 14, 1946

Document 4

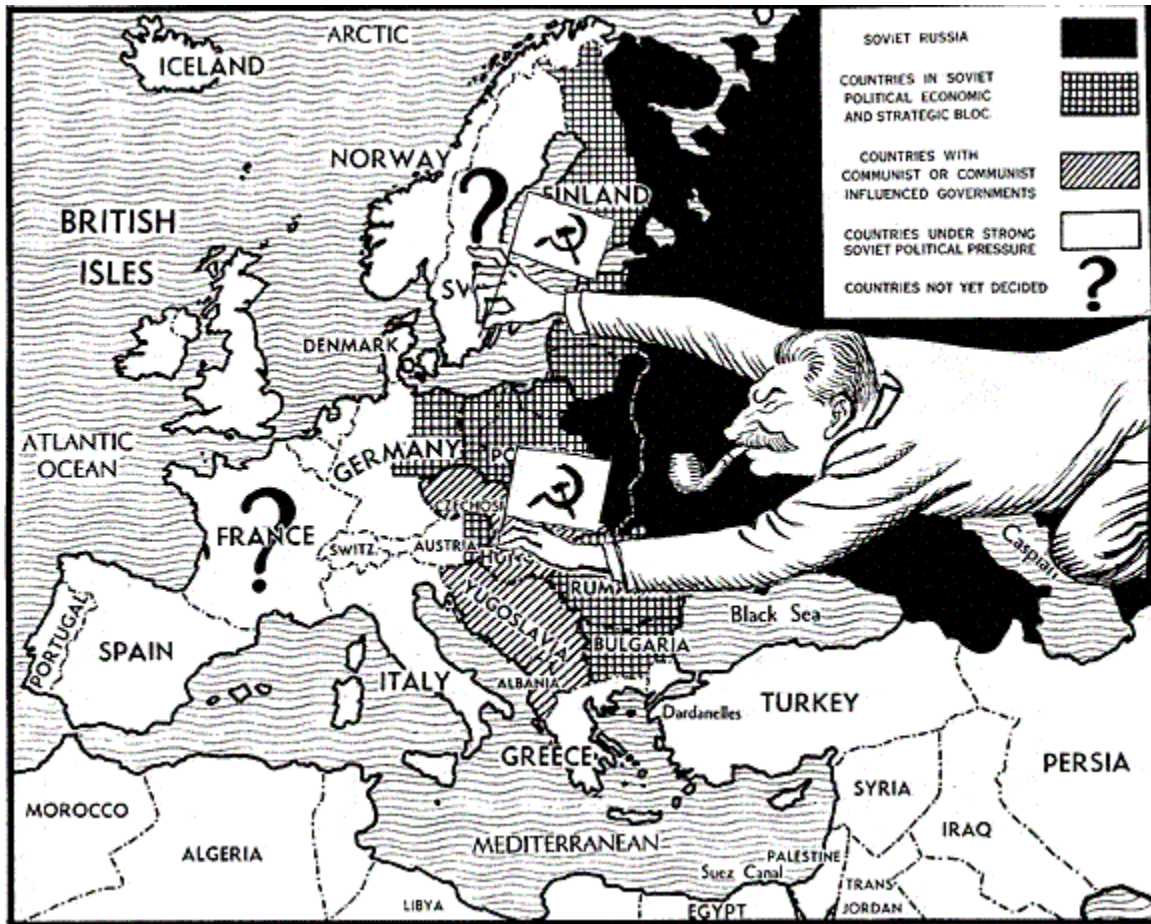
Political Cartoon



An untitled Soviet political cartoon from the Cold War Era.

Document 5

Political Cartoon



Created by Leslie Illingworth, a British cartoonist, June 16 1947.

Document 6

The Long Telegram

compacts—
agreements

compromises—
When both sides
in a
disagreement
give up a little bit
of what each
wants in order to
solve their
differences.

“At bottom of [the Soviet] view of world affairs is...Russian sense of insecurity. Originally, this was insecurity of a peaceful agricultural people trying to live on vast exposed plain in neighborhood of fierce nomadic peoples...For this reason they have always feared foreign penetration, feared direct contact between Western world and their own, feared what would happen if Russians learned truth about world without or if foreigners learned truth about world within. And they have learned to seek security only in patient but deadly struggle for total destruction of rival power, never in **compacts** and **compromises** with it.”

Excerpt from George F. Kennan's Long Telegram, February 22, 1946

Document 7

inevitable

Something is going to happen no matter what.

redistribute

To give out things on an equal basis.

employing

To put to work.

catastrophic

The worst thing that could possibly happen.

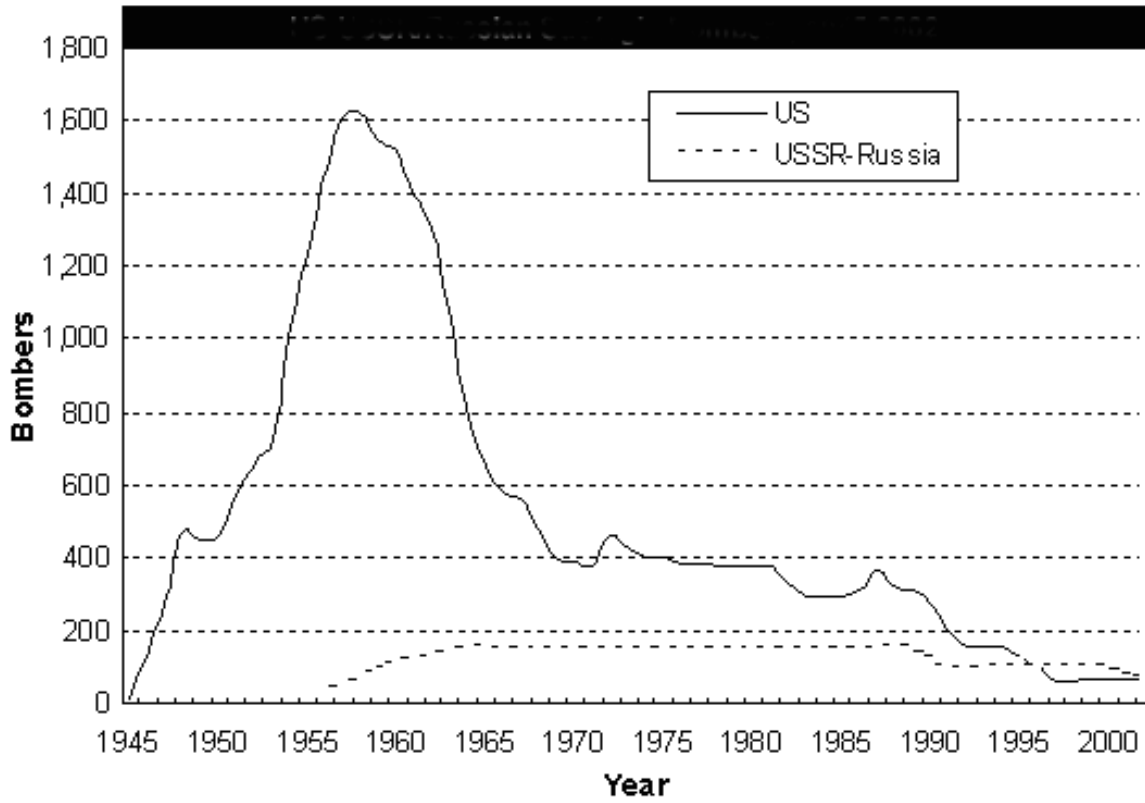
Stalin's Election Speech

“It would be wrong to think that the Second World War broke out accidentally... As a matter of fact, the war broke out as the **inevitable** result of...capitalists with [less] raw materials and markets usually attempt[ing] to change the situation and to **redistribute** "spheres of influence" in its own favor - by **employing** armed force. As a result of this, the capitalist world is split into two hostile camps, and war breaks out between them. Perhaps **catastrophic** wars could be avoided [was it not for Capitalism]....”

Excerpt from Josef Stalin's Election Speech, February 9, 1946

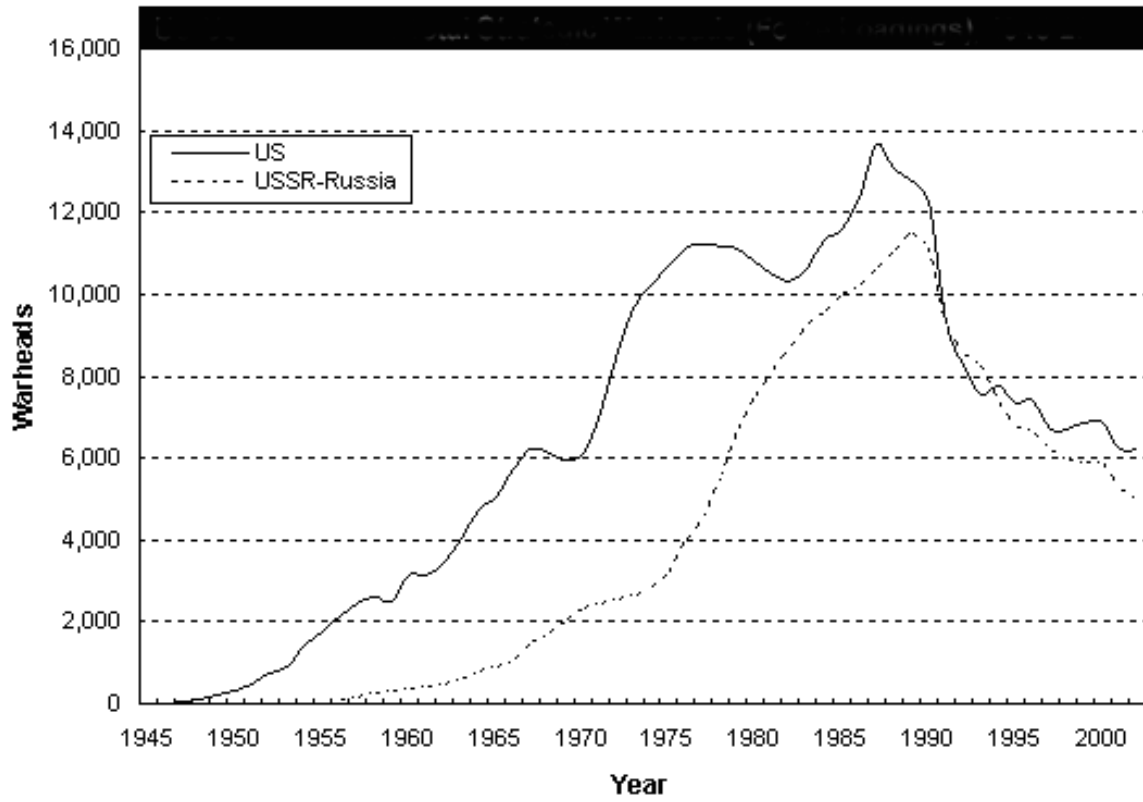
Document 8

United States-USSR/Russian Strategic Bombers, 1945-2002



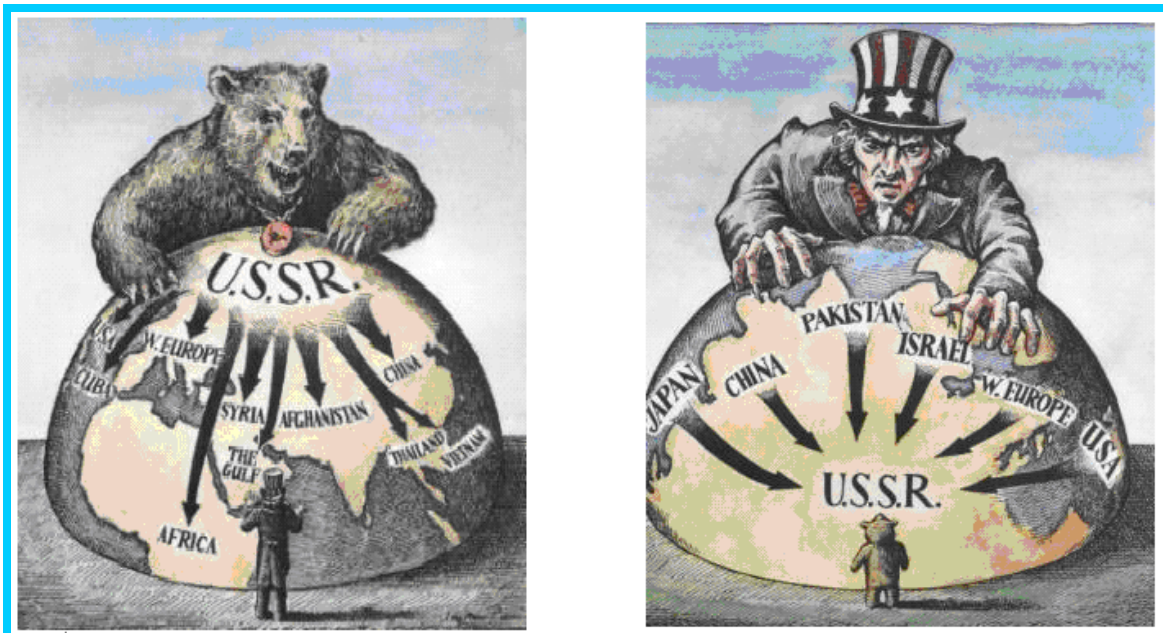
Document 9

United States-USSR/Russian Total Strategic Warheads, 1945-2002



Transparency 1

Soviet and U.S Perspectives



The bear represents the USSR or the Soviet Union. Uncle Sam represents the United States.

What is the Soviet perspective of the United States?

What is the United States' perspective of the USSR?

Transparency 2

The Underlying Causes of the Cold War

"It is a man's own mind, not his enemy or foe that lures him to evil ways."

- Buddha

Introduction

During World War II, the Soviet Union and the United States were allies fighting against the common enemy of Germany and the other Axis powers. At the end of World War II however, the differences between the Soviets and the Americans became more and more apparent. The competition and conflict between these two superpowers eventually became known as the Cold War. During the Cold War, the Soviet Union and the United States did not fire missiles or drop bombs on each other directly. However, they engaged in spying, propaganda, and secret operations to gain an edge in their quest for global domination.

Three of the main causes of the Cold War were the conflicts regarding **spheres of influence, ideology, and military factors**. Behind all of these was the mutual distrust between the Soviets and the West.

Spheres of Influence

In his famous "Iron Curtain" Speech, former British Prime Minister Winston Churchill accused the Soviet Union of dominating Eastern Europe and of threatening civilization

Transparency 2

all over the world. Josef Stalin, the Soviet Premier, responded a few weeks later. Stalin said that the Soviet Union was only protecting itself from future invasion.

Trying to assure that it would never be invaded again from the west, the Soviets dominated and placed Communist governments in Poland, Romania, Hungary, and Bulgaria. By controlling these neighboring countries, the Soviets secured their western border while spreading Communist ideas.

The West felt that the Soviets could no longer be trusted allies. Western leaders like Churchill and President Harry Truman thought that Stalin was not much better than Hitler. They recalled the Hitler-Stalin treaty which divided Poland between the Soviet Union and Germany.

In 1945, President Franklin Roosevelt, British Prime Minister Winston Churchill, and Soviet leader Josef Stalin agreed to have free democratic elections in Poland. The West felt that Stalin never had the free elections in Poland as promised. While the Soviets did hold a vote, Churchill accused the Soviets of fixing the elections so the Poles and other Eastern European nations elected Communist governments. Stalin denied this and said he had lived up to the Yalta agreements.

The two sides differed over the meaning of sphere of influence. The West said that Stalin was doing everything that he could to militarily, politically, and economically dominate areas that were in the Soviet sphere of influence. Stalin said the West was doing the same thing in Western Europe.

Transparency 2

Ideology

Both the West and the Eastern Bloc had very different ideologies which affected the way they viewed each other. The western ideology was based on free market capitalism, individualism and personal rights. The United States, Britain, France, Canada, and most western European countries practiced capitalism's free market ideal which called for as little government intervention as possible. The Soviet government practiced a form of socialism that regularly intervened in the economy and daily life of their citizens.

These differing beliefs led to very different economic and political systems. The Soviet Union practiced a command economy in which the government decided how much and what kind of goods would be produced. The Western nations, on the other hand, believed that the market itself would decide how much and what would be produced.

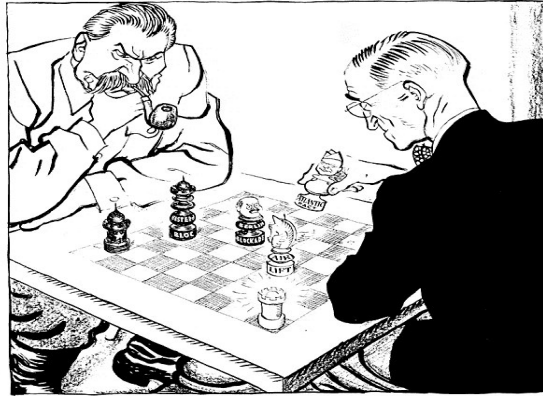
From these perspectives, both sides made judgments about each other that increased fear. The United States assumed the Soviet Union was trying to take over everything, and the Soviets believed the United States was trying to take over.

Military Factors

The fear of expanding spheres of influence and ideologies exploded into an unprecedented military buildup between the United States and the Soviet Union. After World War II neither side ever disarmed. Each time one side made an adjustment in

Transparency 2

military technology, the other side responded in kind. Military factors, spheres of influence, and competing ideologies continued to play an ongoing role in the Cold War.



A political cartoon showing Soviet Premier Josef Stalin and U.S. President Harry Truman in a chess match

Transparency 3

Document Analysis Worksheet

Doc. #	Type of Document and Source	Which Cause of the Cold War? (Circle One)	What does the document reveal about the Western or Soviet perspective on the Cold War? Include specific details from the documents.	
			Western Perspective	Soviet Perspective
2	<p>“Iron Curtain” Speech</p> <p>Winston Churchill March 5, 1946</p>	<p>spheres of influence</p> <p>ideology</p> <p>military factors</p>	<p>Key Idea:</p> <p>Direct Quote:</p>	<p>Key Idea:</p> <p>Direct Quote:</p>
3	<p>Stalin’s Response to Churchill’s “Iron Curtain” Speech</p> <p>Josef Stalin March 14, 1946</p>	<p>spheres of influence</p> <p>ideology</p> <p>military factors</p>	<p>Key Idea:</p> <p>Direct Quote:</p>	<p>Key Idea:</p> <p>Direct Quote:</p>

Transparency 3

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			Western Perspective	Soviet Perspective
4	Political Cartoon	spheres of influence ideology military factors	Key Idea: Detail from the political cartoon:	Key Idea: Detail from the political cartoon:
5	Political Cartoon	spheres of influence ideology military factors	Key Idea: Detail from the political cartoon:	Key Idea Detail from the political cartoon:

Transparency 3

Document Analysis Worksheet

Doc. #	Type of Document and Source	Which Cause of the Cold War? (Circle One)	What does the document reveal about the Western or Soviet perspective on the Cold War? Include specific details from the documents.	
			Western Perspective	Soviet Perspective
6	Long Telegram George F. Kennan Feb 22, 1946	spheres of influence ideology military factors	Key Idea: Direct Quote:	Key Idea: Direct Quote:
7	Election Speech Josef Stalin Feb 9, 1946	spheres of influence ideology military factors	Key Idea: Direct Quote:	Key Idea: Direct Quote:

Transparency 3

Document Analysis Worksheet

Doc. #	Type of Document and Source	Which Cause of the Cold War? (Circle One)	What does the document reveal about the Western or Soviet perspective on the Cold War? Include specific details from the documents.	
			Western Perspective	Soviet Perspective
8	Graph US-USSR/Russian Strategic Bombers 1945-2002	spheres of influence ideology military factors	Key Idea: Detail from the graph:	Key Idea Detail from the graph:
9	Graph US-USSR/Russian Total Strategic Warheads 1945-2002	spheres of influence ideology military factors	Key Idea: Detail from the graph:	Key Idea: Detail from the graph:

Based on the analysis you have done, which side (the Soviets or the West) do you feel was more responsible for the Cold War? Why?

Transparency 4

“...Soviet sphere...”

The countries the Soviets controlled or highly influenced.

“...all are subject...but to...increasing measure of control from Moscow...”—All those ancient cities behind the Iron Curtain are controlled by the Soviet Union (Moscow).

“...requires a unity in Europe...”—The Western nations need to stick together.

“...Communist fifth columns are established...”—The Soviets have set up groups of people in other countries who are secret Communists for the purpose of helping to make those countries Communist.

The “Iron Curtain” Speech

“A shadow has fallen...an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe...famous cities and the populations around them lie in what I must call the **Soviet sphere**, and **all are subject**, in one form or another, not only to Soviet influence **but to** a very high and in some cases **increasing measure of control from Moscow**...The safety of the world, ladies and gentlemen, **requires a unity in Europe**, from which no nation should be permanently outcast...In a great number of countries, far from the Russian frontiers and throughout the world, Communist **fifth columns are established** and work in complete unity and absolute obedience to the directions they receive from the Communist center [USSR]...[a]... growing challenge and peril to Christian civilization...The outlook is also anxious in the Far East and especially in Manchuria...”

Excerpt from the “Iron Curtain” Speech that Winston Churchill gave in Fulton, Missouri on March 5, 1946

Transparency 5

quarters—an specified person, place, or group.

inclination—tendency or habit.

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“...expansionist tendencies...”—The Soviet Union has no intention of taking over other countries.

Pravda—A Soviet newspaper.

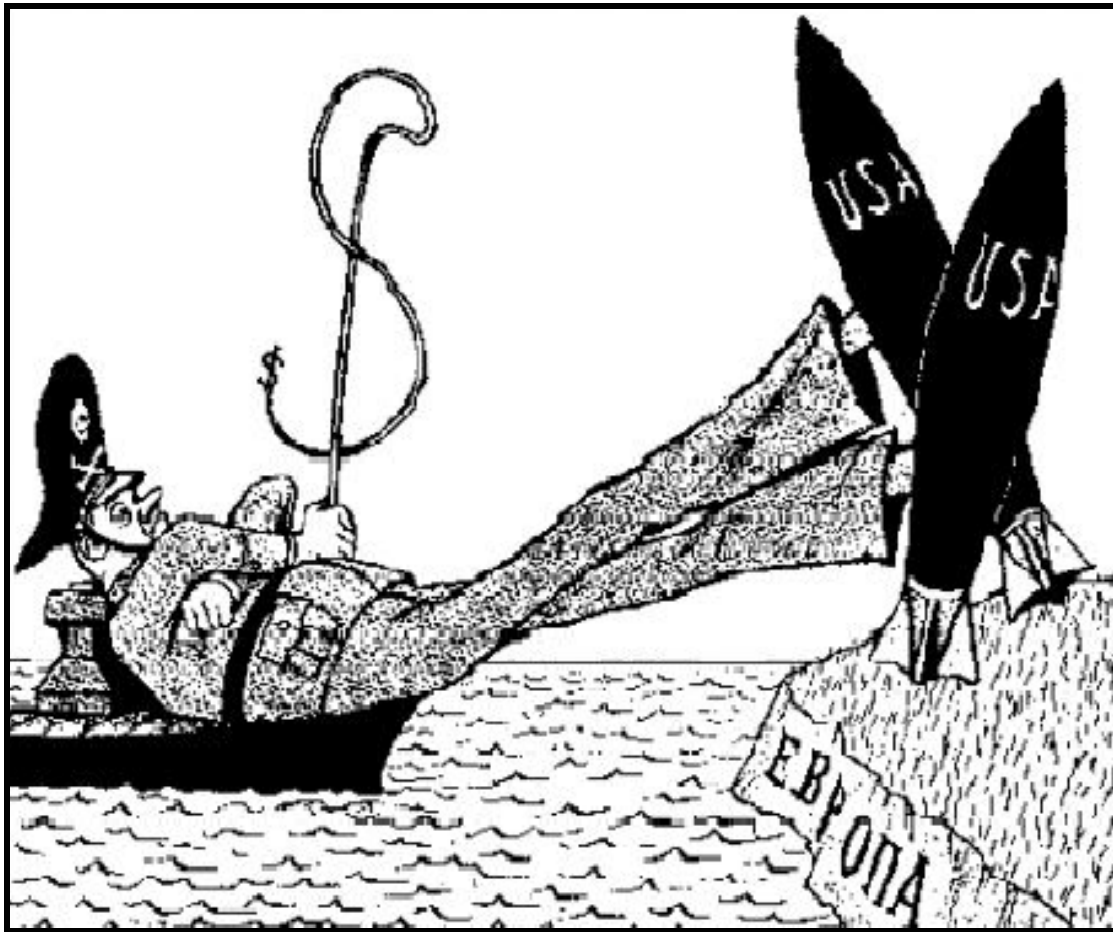
Josef Stalin’s Response to the “Iron Curtain” Speech

“The following circumstances should not be forgotten. The Germans made their invasion of the USSR through Finland, Poland, Rumania, Bulgaria and Hungary. The Germans were able to make their invasion through these countries because, at the time, governments hostile to the Soviet Union existed in these countries... Possibly in some **quarters** an **inclination** is felt to forget about these **colossal sacrifices of the Soviet people** who secured the liberation of Europe from **the Hitlerite yoke**. But the Soviet Union cannot forget about them. And so what can there be surprising about the fact that the Soviet Union, anxious for its future safety, is trying to see to it that governments loyal in their attitude to the Soviet Union should exist in these countries? How can anyone who has not taken leave of his senses describe these peaceful **aspirations** of the Soviet Union as **expansionist tendencies** on the part of our state?”

Excerpt from Stalin’s Response to Churchill’s Iron Curtain Speech, from *Pravda*, March 14, 1946

Transparency 6

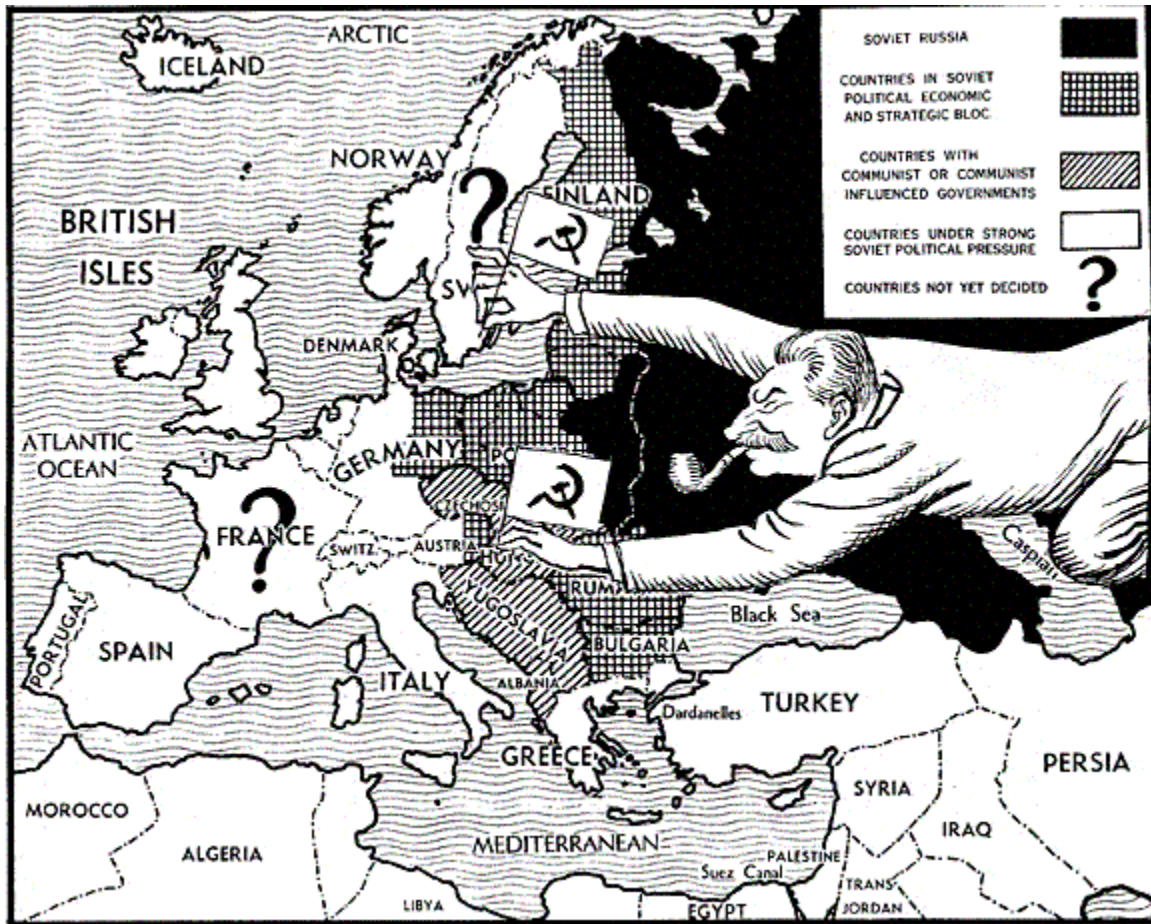
Political Cartoon



An untitled Soviet political cartoon from the Cold War Era.

Transparency 7

Political Cartoon



Created by Leslie Illingworth, a British cartoonist, June 16 1947.

Transparency 8

The Long Telegram

compacts—
agreements

compromises—

When both sides in a disagreement give up a little bit of what each wants in order to solve their differences.

“At bottom of [the Soviet] view of world affairs is...Russian sense of insecurity. Originally, this was insecurity of a peaceful agricultural people trying to live on vast exposed plain in neighborhood of fierce nomadic peoples...For this reason they have always feared foreign penetration, feared direct contact between Western world and their own, feared what would happen if Russians learned truth about world without or if foreigners learned truth about world within. And they have learned to seek security only in patient but deadly struggle for total destruction of rival power, never in **compacts** and **compromises** with it.”

Excerpt from George F. Kennan's Long Telegram, February 22, 1946

Transparency 9

inevitable—

Something is going to happen no matter what.

redistribute—To

give out things on an equal basis.

employing—To

put to work.

catastrophic—

The worst thing that could possibly happen.

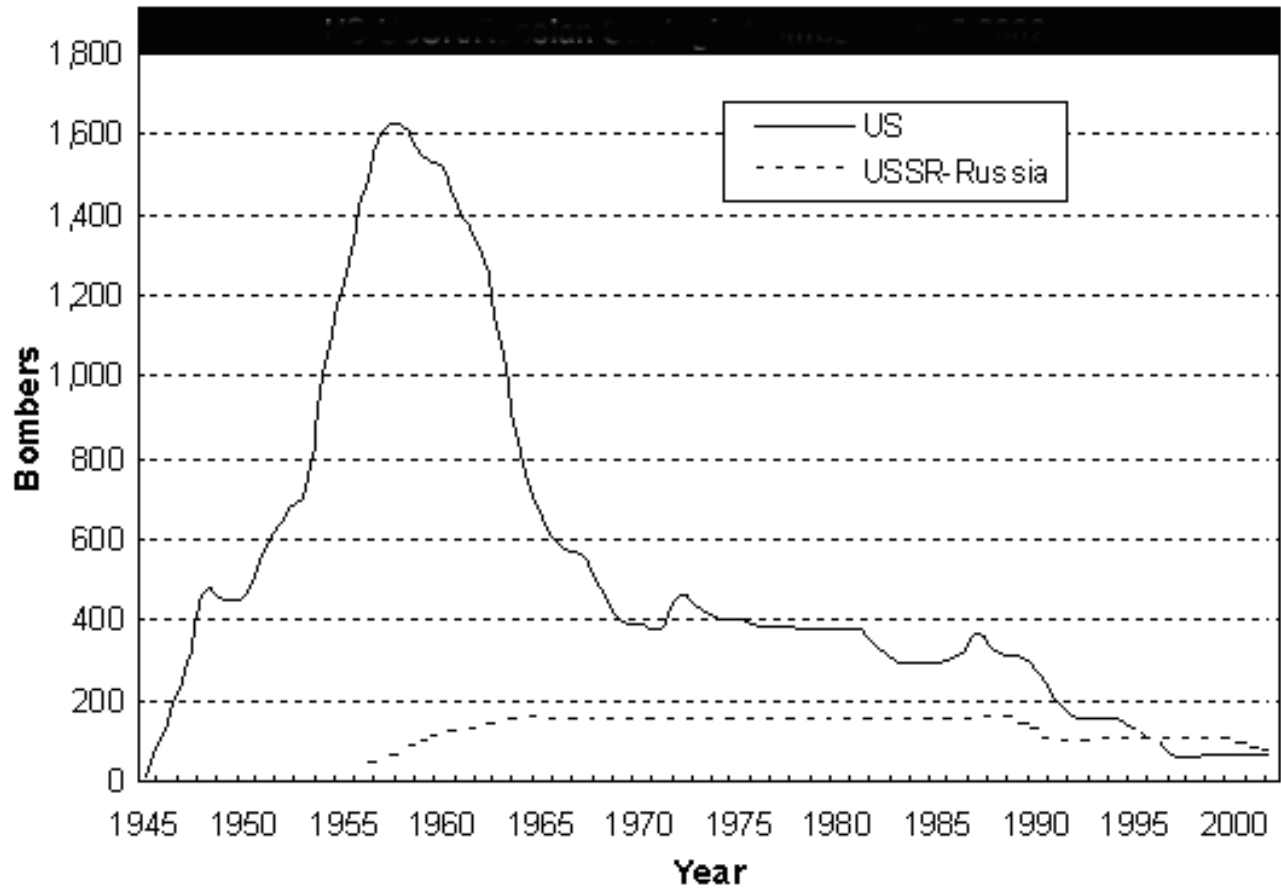
Stalin's Election Speech

“It would be wrong to think that the Second World War broke out accidentally... As a matter of fact, the war broke out as the **inevitable** result of...capitalists with [less] raw materials and markets usually attempt[ing] to change the situation and to **redistribute** "spheres of influence" in its own favor - by **employing** armed force. As a result of this, the capitalist world is split into two hostile camps, and war breaks out between them. Perhaps **catastrophic** wars could be avoided [was it not for Capitalism]....”

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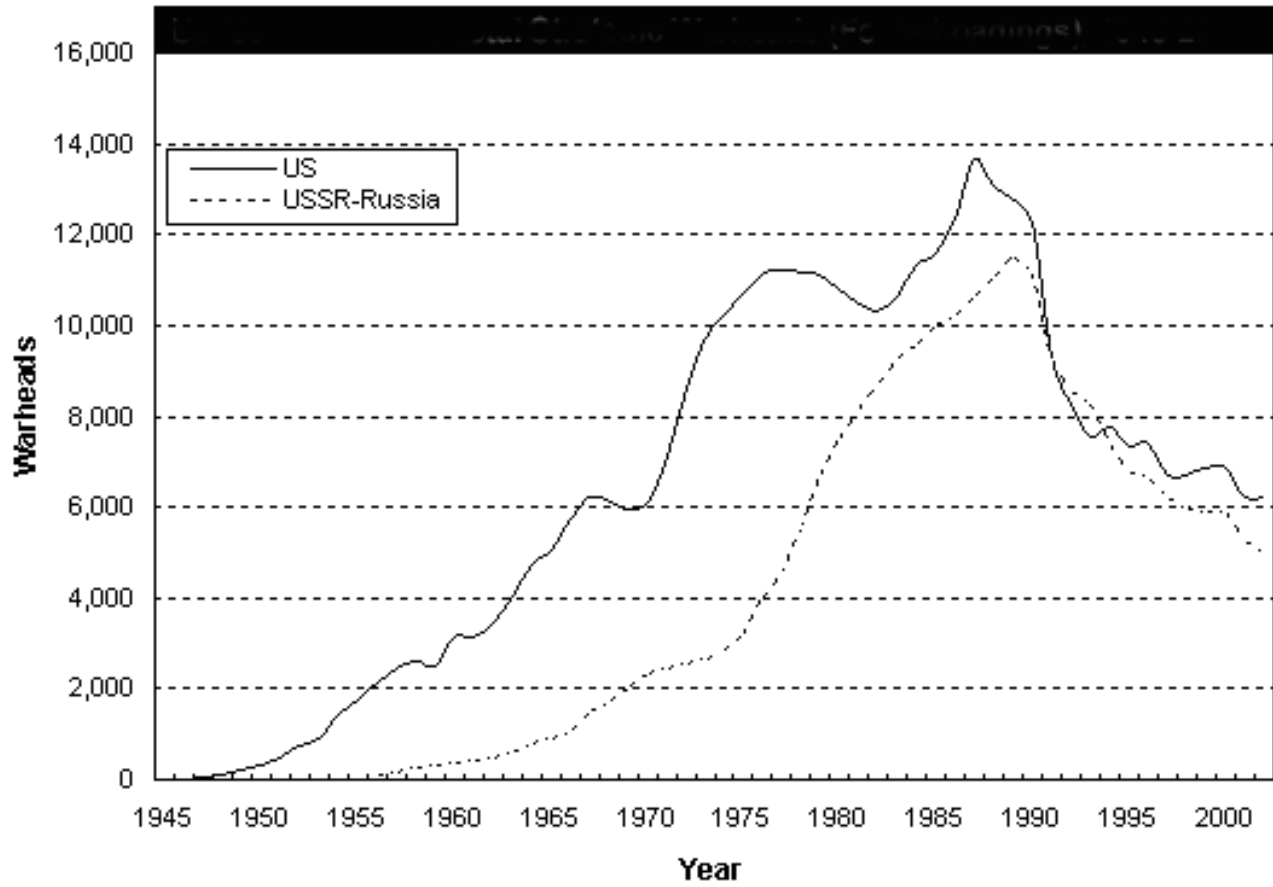
Transparency 10

United States-USSR/Russian Strategic Bombers, 1945-2002



Transparency 11

United States-USSR/Russian Total Strategic Warheads,
1945-2002



Transparency 12

Writing Graphic Organizer

<u>Historical Context:</u> 2-3 sentence summary of the Cold War		
<u>Thesis:</u> Which side was most responsible for the Cold War -- the Soviets or the West?		
<u>Main Idea</u> <i>The three main causes of the Cold War</i>	Topic Sentence	
	Supporting Detail/Evidence	
	Analysis	
	Concluding Sentence	
<u>Main Idea</u> <i>The West or the Soviets</i>	Topic Sentence	
	Supporting Detail/Evidence	
	Analysis	
	Concluding Sentence	
<u>Main Idea</u> <i>The West or the Soviets</i>	Topic Sentence	
	Supporting Detail/Evidence	
	Analysis	
	Concluding Sentence	
<u>Conclusion</u>	Restate thesis and add a concluding thought	

Meeting the Needs of All Students

The *Instructional Guide* pays special attention to reading and writing as an historian, but with increased emphasis upon strategies that allow teachers to apprentice student learning, thus creating a quality, standards-based, cooperative, culturally relevant history classroom, with an emphasis on AEMP and SDAIE strategies.

Additionally, all students, especially students with disabilities, will make progress when they are provided direct, explicit, and systematic instruction in History/Social Science. It is strongly recommended that history teachers explore all options to ensure equal access to, and evidence of, learning in the History/Social Science curriculum for all learners - i.e., Special Education, English Learners (ELs), Standard English Learners (SELs), and Gifted and Talented learners (GATE). The goal of enabling all students to achieve a common set of standards requires equitable treatment as well as multiple and varied opportunities to learn.

Developmental Considerations

By the time history students enter middle school, their intellectual development undergoes important changes as their thinking becomes increasingly abstract and multidimensional. Due to this maturation, students are now capable of analyzing data, testing hypotheses, and making valid comparisons and historical inferences. However, student limitations must be understood. According to the *History-Social Science Framework for California Public Schools*, “Historical analysis must be grounded in the lives of people and events. If students are to understand and relate to political and historical people and events, educators must recognize the continuing need of students for concrete illustrations and sound, engaging instructional approaches.

Howard Gardner's Theory of Multiple Intelligences

Intelligence Type	Description of Intelligence	Suggested Activities
Verbal-linguistic	Sensitive to the meaning and order of words, as a poet.	Hearing, listening, impromptu or formal speaking, tongue twisters, humor, oral or silent reading, creative writing, spelling, journal, poetry.
Logical-mathematical	Able to handle chains of reasoning and recognize patterns and orders, as a scientist.	Abstract symbols, formulas, outlining, graphic organizers, numeric sequences, calculation, deciphering codes, problem solving.
Musical	Sensitive to pitch, melody, rhythm, and tone, as a composer.	recording, music recitals, singing on key, whistling, humming, environmental sounds, percussion vibrations, rhythmic patterns, music composition, tonal patterns.
Spatial	Perceive the world accurately and try to re-create or transform aspects of that world, as a sculptor or airplane pilot.	Art, pictures, sculpture, drawings, doodling, mind mapping, patterns, designs, color schemes, active imagination, imagery, block building.
Bodily-kinesthetic	Able to use the body skillfully and handle objects adroitly, as an athlete or dancer.	Role playing, physical gestures, drama, inventing, ball passing, sports games, physical exercise, body language, dancing.
Interpersonal	Able to work with and learn from others.	Group projects, division of labor, sensing others' motives, receiving/giving feedback, collaboration skills.
Intrapersonal	Possess access to one's emotional life as a means to understand oneself and others; exhibited by individuals with accurate views of themselves.	Emotional processing, silent reflection methods, thinking strategies, concentration skills, higher order reasoning, "centering" practices, meta-cognitive techniques.
Naturalist	Connected to the intricacies and subtleties in nature.	Bringing the outdoors into the class, relating to the natural world, charting, mapping changes, observing wildlife, keeping journals or logs.

Principles and Domains of Culturally Relevant and Responsive Pedagogy

1. Knowledge and Experience
 - a) Teachers must build their personal knowledge of cultures represented in the classroom.
 - b) Teachers must identify cultural practices aligned with specific learning tasks.
 - c) Teachers must engage students in instructional conversations (accountable talk) that draw on their language competencies outside the school.
2. Social and Emotional Elements
 - a) Teachers must begin the process of becoming more caring and culturally competent by acquiring a knowledge base about ethnic and cultural diversity in education.
 - b) Teachers must conduct a careful self-analysis of what they believe about the relationship among culture, ethnicity, and intellectual ability.
 - c) Teachers must identify and understand attitudes and behaviors that can obstruct student achievement (affective filter).
3. Equity and Equality
 - a) Teachers must vary the format of instruction by incorporating multi-modality teaching that allows students to demonstrate competence in different ways.
 - b) Teachers must acknowledge and accept that students can demonstrate knowledge in non-traditional ways.
 - c) Teachers must build knowledge and understanding about cultural orientations related to preferred cognitive, interactive, and learning styles.
4. Quality and Rigorous Instruction
 - a) Teachers must emphasize academic rigor at all times.
 - b) Teachers must provide clear expectations of student's accomplishments.
 - c) Teachers must promote higher order thinking skills.
5. Instructional Strategies
 - a) Teachers must use cooperative learning, apprenticeship, and peer coaching as instructional strategies.
 - b) Teachers must provide ample opportunity for each student to read, write, and speak.
 - c) Teachers must use constructivist learning approaches.
 - d) Teachers must teach through active application of facts and skills by working with other students, use of computers, and other multi-media.
 - e) Teachers must provide timely and continuous feedback on students work.
6. Pedagogical Approaches
 - a) Teachers must assist students to use inductive and deductive reasoning to construct meaning.
 - b) Teachers must scaffold and relate students' everyday learning to their cumulative academic knowledge.
 - c) Teachers must modify curriculum-learning activities for diverse students.
 - d) Teachers must believe that intelligence is an effort-based rather than inherited phenomenon.
7. Assessment and Diagnosis
 - a) Teachers must use testing measurements for diagnostic purposes.
 - b) Teachers must apply periodic assessments to determine students' progress and adjust curriculum.
 - c) Teachers must seek alternative approaches to fixed time tests to assess students' progress.
 - d) Teachers must supplement curriculum with more multi-cultural and rigorous tests.
 - e) Teachers must evaluate students of different backgrounds using authentic assessment appropriate to them, their education, and life experiences.

English Learners

English Learners (ELs) are students who are in English as a Second Language (ESL) classes or in the Preparing for Redesignation Program (PRP). These students may not have developed the academic vocabulary required to master the complex concepts found in the History/Social Science curriculum. They benefit from classroom instruction that supports academic language acquisition.

Experts in the field of language acquisition have identified common approaches and strategies that can help ELs access content. Known as Specially Designed Academic Instruction in English (SDAIE), these techniques help ELs navigate difficult texts and concepts.

Kathleen Kenfield, a recognized expert in language acquisition, identifies several components of effective SDAIE instruction:

Designing Appropriate Lessons

- Lesson begins with a preview activity that taps into students' prior knowledge, fills in necessary blanks in students' background understanding, introduces key concepts, activates student curiosity and validates cultural dispositions.
- Language demands are appropriate to student fluency.
- Lesson includes explicit vocabulary frontloading, instruction, and support.
- Lesson includes all language modes: listening, speaking, reading, and writing.
- Reading and writing activities are preceded by pre-reading (activating prior knowledge and familiarity with text structures) and pre-writing (process writing) activities.
- Students reflect on their learning.



Clarifying Input

- Teacher uses moderate speech rate, enunciates clearly, uses controlled vocabulary, and limits idiomatic speech.



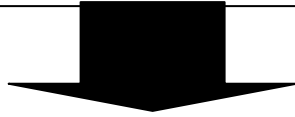
Using Contextual Clues

- Teacher uses gestures and facial expressions to make meaning clear. Teacher models desired behavior and acts out meaning of text.
- Teacher repeats and rephrases when necessary.
- Lesson includes the use of props, manipulatives, and visuals.
- Students use graphic organizers to process reading and writing activities.



Checking for Understanding

- Teacher clarifies student responses: “What I hear you saying is . . .”.
- Teacher uses a variety of question types (Bloom’s Taxonomy).
- Students are able to show mastery of assessed objectives in a variety of ways.
- Students are given think time to formulate verbal and written responses.



Student-centered Organization and Support

- Teacher monitors student engagement.
- Lessons include cooperative activities using a variety of grouping strategies.
- Content is personalized, allowing students to relate it to their own lives and to the world in which they live.

Gifted and Talented Students

All students should receive an education appropriate to their individual capabilities, interests, and needs, as well as have learning opportunities that help develop their abilities to the highest level. Because gifted and talented students generally demonstrate high performance or capacity for high performance beyond age/grade expectations, they are atypical learners who require specialized learning experiences beyond the regular curriculum.

Differentiated instruction for gifted and talented students includes:

- Accelerated or advanced content.
- More complex understandings of generalizations, principles, theories, and the structure of the content area.
- Abstract concepts, thought processes, and skills.
- Level and type of resources used to obtain information, acquire skills, and develop products.
- Longer/shorter time span for learning.
- Generating new information and/or products.
- Transfer of learning to new/different disciplines or situations.
- Development of personal growth and sophistication in attitudes, appreciations, feelings, and intuition.
- Independence of thought and study.

Special Education Students and Least Restrictive Environment

Children with disabilities are to be educated with children who are not disabled, to the maximum extent possible. Within the general education program, this may include:

Accommodations:

Changes in course content, teaching strategies, test presentation, location, timing, scheduling, student responses, or environmental structuring that do not substantially change the standard or expectation for student performance.

Modifications:

Changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, or environmental structuring that do substantially change the standards or level of expectation for student performance.

Co-planning:

A process by which two teachers share planning, modifications, and evaluation of instruction and behavioral support.

DIS Support:

The provision of itinerant support services within the general education class.

Co-teaching:

Two teachers sharing instruction, planning, behavioral support, and grading for all students in a classroom.

Inclusion:

The provision of special education support within the general education classroom for students with moderate to severe disabilities who are included and educated in the general education classroom 100% of the school day.

Differentiation of Instruction

(Based on a model from Leadership for Differentiating Schools and Classrooms, by: Carol Ann Tomlinson and Susan Demirsky Allan)

is a teacher's response to learner's needs

guided by principles of differentiation, such as

respectful tasks

flexible
grouping

ongoing assessment and
adjustment

Teachers can differentiate

Content

Process

Product

according to student's

Readiness

Interests

Learning Profile

through a range of instructional and management strategies such as

- Multiple Intelligences
- Jigsaw Reading
- Rehearsed Activities
- Varied Texts
- Varied Supplementary Materials
- Wait Time
- Numbered Heads Together

- Small-Group Instruction
- Independent Study
- Varied Homework
- Anticipation Guides
- Think-Pair-Share
- Give One/Get One
- People Hunt
- Three – Step Interview

- Text Tour
- Graphic Outline (organizers)
- Text Quest
- Reciprocal Reading
- Thumbs Up/Thumbs Down
- Visual Representation
- Pass the Poster

Elements of Differentiation

Content:

What we teach and how we give students access to the information and ideas that matter.

Process:

How students come to understand and “own” the knowledge, understanding, and skills essential to a topic.

Products:

How a student demonstrates what he or she has come to know, understand, and be able to do as a result of a segment of study.

Student Characteristics

Readiness:

The current knowledge, understanding and skill level of a student. Not a synonym for ability; it reflects what a student knows, understands, and can do based on what a teacher is planning to teach. The goal of readiness differentiation is to make work a little too difficult for students at a given point in their growth and provide them the support they need to succeed at a new level of challenge.

Interests:

What a student enjoys learning about, thinking about, and doing. The goal of interest differentiation is to help students connect with new information, understanding, and skills by revealing connections with things they already find appealing, intriguing, relevant, and worthwhile.

Learning Profile:

A student’s preferred mode of learning. Individual learning profile is influenced by learning style, intelligence preference, gender, and culture. The goal of learning profile differentiation is to help students learn in the ways they learn best and to extend the ways in which they can learn effectively.

Sample Strategies to Use for Differentiation

Anticipation Guide

An Anticipation Guide (AG) consists of agree/disagree statements designed to activate what students already know, arouse curiosity about the topic, and to foster thinking. Students read the statements and decide whether they agree or disagree.

The AG is an excellent introductory activity to a unit, a lesson, a reading selection, or to a video. Students weigh their preconceptions before the learning activity, and can revisit the AG later to reevaluate their earlier decisions.

Suggestions for use:

1. The statements you choose should reflect major concepts, events, feelings, or conflicts that will come up in the lesson, reading, or viewing.
2. Be sure not to make the statements all “agree” or all “disagree.”
3. If you are aware of the preconceived notions of your students, statements can be designed specifically to challenge them.
4. Students can complete the AG individually in worksheet form and then share with a partner or group.
5. As an alternative, teachers can write the items on an overhead or chart paper, read the items aloud, give “think time,” and ask for a thumbs-up or thumbs-down.
6. The AG is then put away, to be revisited later on in the unit. Students can reexamine their preconceived notions individually/whole class.
7. It is important to inform students that this activity is not a test; the purpose of the activity is to help their brains become more receptive to the information.

The Text: Activities to Aid Comprehension

- Text Tour
 - A teacher-led pre-reading survey of the chapter; teacher asks students to note illustrations, asks questions such as, “What do you think this visual has to do with the theme of the chapter?” “Can anyone answer the question in the margin?” Teacher calls students’ attention to such features as visuals, boldface print, sidebars, and headings.
- Graphic Outline
 - The students fill out a prepared graphic outline of the chapter, noting main headings, subheadings, visuals, sidebars, and marginal notes.
- Text Quest
 - A fun scavenger-hunt-like activity that guides students through the chapter asking them to note certain features, e.g., “List the words you find in boldface throughout the chapter,” “Describe the largest visual on page 76.” It may be best for students to work with partners on this activity.
- Graphic Organizers for Vocabulary
 - See organizers on page A-13.

Reading to Learn

- Reciprocal Reading
 - Student pairs or small groups read to each other while questioning, summarizing, seeking and providing clarification as they proceed.
- Jigsaw Reading
 - Students, or groups, read a small section of a larger passage and share what they have learned with other students/groups.

Strategies to use BEFORE Reading	Strategies to use DURING Reading	Strategies to use AFTER Reading
<p><i>Student:</i></p> <ul style="list-style-type: none"> • Activate prior knowledge: “What do I already know about this topic?” • Do a prereading tour of the chapter: look at the visuals, headings, notes in the margins, words in boldface or <i>italic</i> print. • Read the introduction to the chapter. • If the chapter has a summary, read it first. • Talk with a partner about what you think the chapter will be about. <p><i>Teacher:</i></p> <ul style="list-style-type: none"> • Provide a K-W-L. • Provide an Anticipation Guide. • Lead a Text Tour, using terms common to the content. • Provide a Text Quest. • Provide a Graphic Outline. 	<p><i>Student:</i></p> <ul style="list-style-type: none"> • Create guiding questions based on the headings. Look for answers to these questions as you read. • Write a brief summary of each section on Post-It notes. • Work in a team to read reciprocally. 	<p><i>Student:</i></p> <ul style="list-style-type: none"> • Turn summaries into some form of study notes. • Review notes regularly. • Create a graphic organizer that transforms the text into a visual form. • Prepare vocabulary cards for new and important terms. Include a visual if possible.

Checking for Understanding

- Thumbs Up, Thumbs Down, Sideways
 - Ask students to indicate understanding with a thumbs-up (“agree”), thumbs-down (“disagree”), and thumbs-sideways (“not sure.”). Students may have high anxiety about admitting their lack of understanding. This can be alleviated by having students show their signal with their hands close to their bodies, preventing other students from seeing.
- Visual Representation of Understanding
 - Students need many visual ways to display their understanding. Students can use graphic organizers (Venn Diagrams, Illustrated Concepts, Character Collages).
- Choral Response
 - Students are invited to respond as a group to the teacher’s questions or incomplete sentences, e.g., “Who was the first President of the United States?” or “The first President of the United states was _____” Students who don’t know the answer are not embarrassed, and they benefit from hearing the question and the answer. Teachers often use a physical clue (open arms) or a verbal cue, to signal a choral response.

- Wait Time
 - Think time before requesting a response is valuable to all learners. Waiting before calling on students allows them to process the question. Consistent use of wait time will increase student participation.
- Think-Pair-Share
 - Students are paired, and then are asked to think about a given topic. Then, at a signal, they share with their partners. This is best handled as a timed share: “Partner X, you have one minute to share your answer with partner Y.” “Time!” “Ok, partner Y you have one minute to share your answer with partners X.” Without this structure, it is likely that one student will do all of the talking or students will sit and stare at one another.
- Give One/Get One
 - Students write down individually what they know about a topic. They then talk to other students in the room, sharing one thing they know, and writing one thing they learned from each other. See chart on page A-14.
- Thinking Maps
 - Use a variety of Thinking Maps to help students organize, analyze, and develop a deeper understanding of content.
- Act It Out/Step Into the Picture
 - Project an image related to the content being studied. Have students assume the characters of individuals represented in the image, and hold a discussion with each other related to the topic.

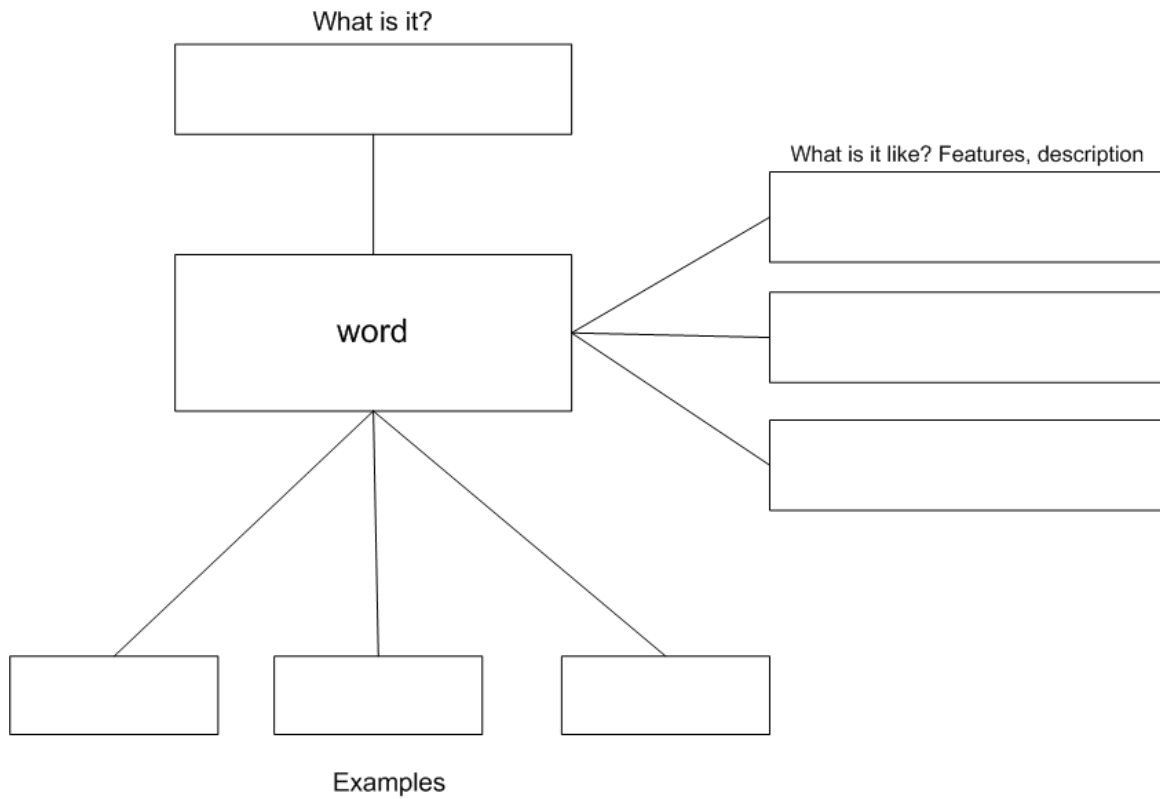
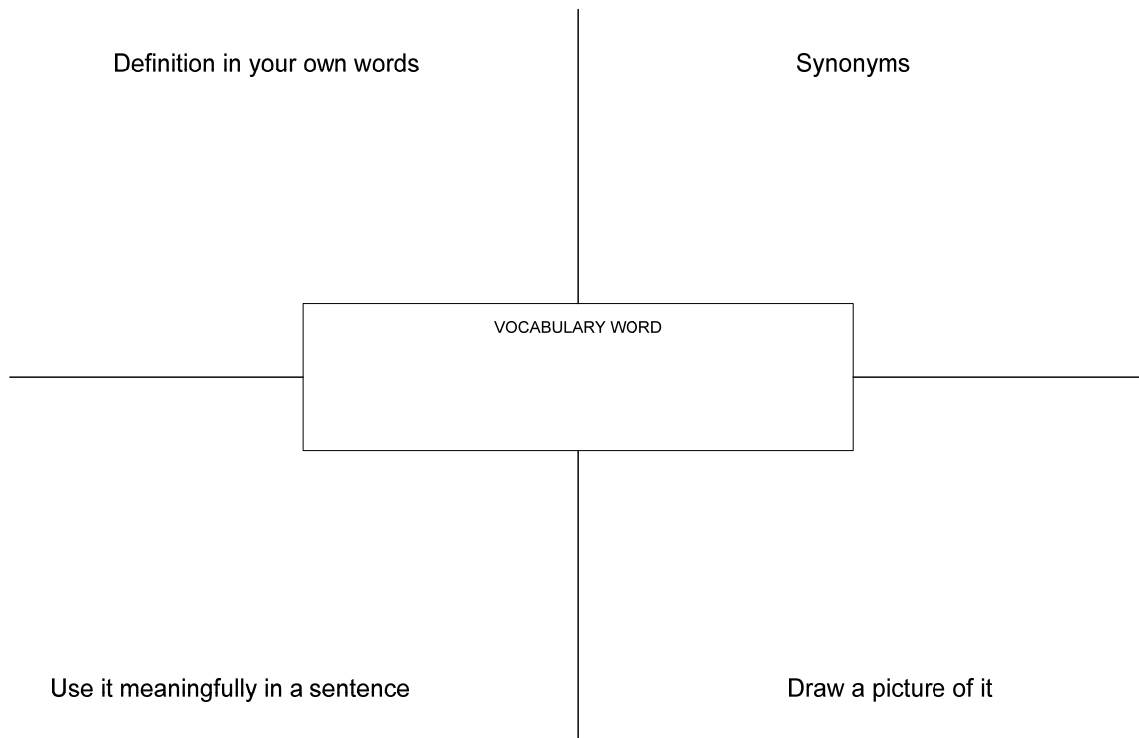
Encouraging Content Conversations

- Numbered Heads Together
 - Students in each team number off (1-2-3 or 1-2-3-4)
 - The teacher then announces a question or poses a problem.
 - **Hint:** The best kind of Numbered Heads questions are those that have multiple possible right answers and that ask students to name fewer answers than the total number of correct responses.
 - The students then put their heads together sharing possible answers and make sure that everyone on the team knows the answers. Student should use the note taking chart (see chart on page A-15).
 - The teacher calls a number at random, then calls on the students with that number to respond, each sharing just one answer.
- Three-Step Interview
 - Students are in groups of four. The teacher poses a question. Students ask and answer the same question throughout the activity.
 - Steps:
 1. **A** interviews **B** while **C** interviews **D**.
 2. Students reverse roles.
 3. Students do a round robin share of what they learned during the interview.

- Pass the Poster
 - The teacher writes a question on each of several pages of chart paper (one chart for each group of three or four students).
 1. Each group receives a poster. Give them just a few minutes to write down answers to the question.
 2. Students have to check their answer with their group before it is added to the poster.
 3. The teacher then has the students pass the poster to the next group.
 4. The group reads the answers written on the poster and adds their own answers. This continues until the groups get their original posters back.
 5. They read the answers, add anything else they would like to add, and the posters are displayed.
 6. Students may tour the posters, copying down questions/answers.

- Rehearsed Reading
 - Individual students practice reading passages aloud with their small groups in preparation for reading the passages to the whole class.

Graphic Organizers for Vocabulary



Give One/Get One

This is What I Know About the Topic:

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

- _____
- _____
- 2. _____ shared this with me:

- 3. I learned this from _____:

- 4. _____ contributed this:

- 5. The following information was given to
me by _____:

- _____

This is What I Learned from Others:

- 1. _____ told me this:

Numbered Heads Together:

<u>My group's ideas</u>	<u>New ideas from others</u>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

Essential Questions and Focus Questions

Essential questions and focus questions are tools to guide teacher planning and assessment of student learning in a standards-based World History classroom.

What is an essential question?

An essential question is a “big idea” question that shapes the materials and activities that will guide student research into smaller, unit-based questions. Essential questions direct student thinking and inquiry into standards-based information as “entry points” into the curriculum. Essential questions probe the deepest issues confronting us, complex and baffling matters that elude simple answers, issues such as courage, leadership, identity, relationships, justice, conflict, or prejudice. They are framed to provoke and sustain student interest.

What is a focus question?

A focus question is a question that has been created to teach and assess critical content from the content standards. Focus questions have more specific answers and directly connect to particular knowledge that students need to learn from history. Focus questions can be used to check for student understanding of content from the standards in a variety of formats ranging from warm-up questions to group projects to summative assessments.

Essential Questions/Enduring Understandings vs. Focus Questions/Standards

<i>Essential Questions/Enduring Understandings</i>	<i>Focus Questions/Standards</i>
<ul style="list-style-type: none">• Have multiple “right answers.”• Raise more questions.• May be arguable and prone to misunderstanding.• Are engaging and intriguing.	<ul style="list-style-type: none">• Are grade/content specific.• Contribute to a deeper understanding of specific historical eras or events.• Questions may have multiple answers, but usually have one or more correct answers.• May be addressed solely through specific content.

The essential questions and focus questions that follow are but a sampling of questions that teachers might consider as they design units, lessons, activities, and assessments for their World History courses.

Standard 10.1: Foundations of Western Political Thought

Essential Questions:

- Why do people create laws?
- Can people be trusted to govern themselves?
- How can both reason and faith inform individuals regarding civic duty?

Focus Questions:

- How have Judaism and Christianity contributed to Western political thought?
- How did ancient Greece and Rome contribute to Western political thought?
- What is the rule of law?
- How does faith, reason, and law shape the development of democratic governments?
- What are the historical foundations of Western political ideas?

Standard 10.2: Democratic Revolutions

Essential Questions:

- What rights should all people have?
- When is it permissible for citizens to overthrow their government? When?
- How do ideas stimulate revolutionary actions?
- Why are individual rights and individual freedoms essential for citizens?

Focus Questions:

- What is democracy?
- What are natural rights?
- What does the consent of the governed mean?
- What is due process of law?
- How have rights changed over time?

Standard 10.3: The Effects of the Industrial Revolution

Essential Questions:

- What are the costs of progress?
- What is progress? Is progress always good?
- What role should the government play in the economy?

Focus Questions:

- Why was England the first country to industrialize?
- How was the Industrial Revolution a revolution?
- What were the consequences of the Industrial Revolution?
- What is capitalism?
- What is socialism?

Standard 10.4: New Imperialism

Essential Questions:

- Why do people try to control others?
- What does it mean to be “civilized?”
- In what ways do economic factors drive political and military decisions?

Focus Questions:

- What were the causes of imperialism?
- What were the effects of imperialism?
- How did colonized peoples respond to colonial rule?
- Did the benefits of imperialism outweigh the costs?
- How did ideologies shape the era of imperialism?

Standard 10.5: The Causes and Course of World War I

Essential Questions:

- Why do wars happen?
- Can wars be avoided?
- Why does genocide happen?
- Can the outcomes of war ever justify the loss of human life or social disruption?

Focus Questions:

- What were the causes of World War I?
- What was the role of propaganda and nationalism in World War I?
- What were the turning points of World War I?
- What were the costs of World War I?

Standard 10.6: The Effects of World War I

Essential Questions:

- What are the best ways to resolve conflicts?
- What conditions are necessary for peace?
- What defines one's national identity?

Focus Questions:

- What were the effects of World War I?
- What were the key ideas of The Treaty of Versailles?
- How did World War I reshape geographic and political borders?
- How did World War I influence art and literature?

Standard 10.7: The Rise of Totalitarian Governments

Essential Questions:

- What is power? What makes power legitimate?
- When do the ends justify the means?
- Is war inevitable?

Focus Questions:

- What were the causes and effects of the Russian Revolution?
- What factors led to the rise of totalitarian governments?
- How do governments manipulate situations to gain support?
- What were the human costs of totalitarian governments?

Standard 10.8: The Causes and Consequences of World War II

Essential Questions:

- What are the qualities of an effective leader?
- Is everything fair in war?
- Do we have a responsibility to intervene when we witness unjust acts?

Focus Questions:

- What were the main causes of World War II?
- To what extent was World War II a continuation of World War I?
- What role did alliances play in the war?
- What were the turning points of the war?
- Why did the Holocaust happen?
- What were the similarities and differences between World War I and II?

Standard 10.9: International Developments in the Post World War II World	
Essential Questions: <ul style="list-style-type: none"> • Why do nations distrust other nations?? • When do nations have the right to involve other nations in their conflicts? • Why do nations fail? • How can international organizations be successful in creating/maintaining peace? 	Focus Questions: <ul style="list-style-type: none"> • What were the causes of the Cold War? • Could the Cold War have been prevented? • What role did competition play in the Post World War II world? • What were the effects of the Cold War? • How did Mao Tse-tung influence China? • Why did the Soviet Union collapse? • What is the place of the United Nations in today's world?
Standard 10.10: Nation Building in the Contemporary World	
Essential Questions: <ul style="list-style-type: none"> • What is the best way to unify people? • Are there universal values that should be incorporated in all countries? • Why have some nations become less autocratic and others more? 	Focus Questions: <ul style="list-style-type: none"> • What factors influenced political and economic development in the post Cold War era? • What does it mean to be a developed country? • Why is there disparity of wealth and power between the developed, industrial nations and developing nations? How can these be overcome?
Standard 10.11: The World Economy and Modern Technology	
Essential Questions: <ul style="list-style-type: none"> • Does technology bring people closer together or push people apart? 	Focus Questions: <ul style="list-style-type: none"> • What is globalization? Who benefits? • Why are some countries more globalized than others?

Additional Overarching Questions

In addition to the essential questions and focus questions listed in relation to the 10th grade Modern World History content standards, the following questions may serve to make connections across time periods. These questions help to provide themes and threads for reinforcing the guiding concepts and content of the course.

- **History:** What is history? How does history change and continue over time? Is modern world history a history of progress?
- **Geography:** How does geography influence history? Economics? Politics?
- **Politics:** What is the role of government? How do political structures develop? Change over time? Fall?
- **Economics:** How does economic development take place? How does economics influence politics? Technology? Society?
- **Technology:** How does technology impact the world?
- **Society:** How do people interact with each other? What leads to conflict among peoples?
- **Ideas:** How have ideas shaped the world for better and for worse?

The Writing Process

Writing is an important part of being a historian, and teaching students how to write as historians is an important part of a social studies teacher's job. Getting students to write thoughtful, well-organized paragraphs and essays supported by primary source evidence can be a challenging experience for teachers and students. The following are some guidelines to help students tackle some of those challenges.

The Introduction

The paragraph that begins an essay carries the most importance. Good introductory paragraphs generally follow a few basic patterns. The introductory paragraph to a short essay may be organized as follows:

1. The first sentence presents general background and provides context for the reader. It introduces the topic with some indication of its interest or historical importance, and gives a sense of the historical time period or era.
2. The second sentence provides specific background and presents details of the topic of the essay to the reader. It prepares the reader for the thesis, indicating specific circumstances, locations, or issues involved in the essay.
3. Finally the introduction states the thesis of the essay in a single, statement with a clear position.

The Thesis

The thesis is the one sentence of a piece of historical writing that tells the reader what position, or main idea, the essay will present. To help students determine if they have a strong thesis, have them think about the following questions:

1. Have I taken a position that others might challenge?
2. Does my thesis do more than just provide a fact?
3. Is my thesis specific rather than vague or general?

If the answer is "no" to any of the above questions, then they will need to consider revising their thesis.

Body Paragraphs

Topic Sentences:

Some students experience difficulty when faced with starting a paragraph. Help students see that there are several ways to write a topic sentence, depending on the information they will present in their paragraphs. For example, they could start their paragraph with:

1. A Power/Number Statement:
 - a. The Magna Carta contains several key principles of democracy.
 - b. The Magna Carta contains three key principles of democracy.
2. And/But Statements:
 - a. The Magna Carta is an important document in the development of democracy and contains important principles of democracy.
 - b. The Magna Carta was signed almost eight hundred years ago, but it contains principles of democracy that are still important today.

Supporting Details/Evidence:

Historians use historical facts and evidence to support and validate their points. Helping students to develop a solid understanding of evidence will help them to more readily incorporate evidence into their writing. Some ways to support students include:

1. Giving students a topic sentence and asking them to provide examples of how they might support the idea.
2. Giving students a topic sentence and a short quote related to that topic and modeling for them how they could use that quote in their writing. This would be followed by guided practice, feedback, and independent practice with more feedback.
3. Giving students organizers and sentence stems which call out the need to integrate evidence into their writing.

Analysis:

Analysis or explanation sentences are the most challenging element of historical writing. Analysis statements answer the question of “so what?” and help to make writing clear and convincing. Students may be supported in using analysis statements in the following ways:

1. Modeling what analysis statements look like and showing how they support evidence.
2. Using stems such as: this shows, this proves, this is important because, that was significant because. This should be done consistently and repeatedly to help students internalize these basic stems.
 - a. Teachers should eventually have students remove the sentence stems to assist them in avoiding monotony in writing.
 - b. For example:
 - i. This is important because many of the rights in the Magna Carta are rights that we have today.
 - ii. Many of the rights in the Magna Carta are rights that we have today.

Making Comparisons:

An adequate response to the comparative question (compare/contrast prompt), requires that students make at least one direct comparison between the documents, people or events addressed. An example of a direct comparison is, “Gandhi’s efforts to gain independence for India emphasized nonviolence and civil disobedience. Unlike Gandhi, Jomo Kenyatta resorted to violent attacks against British settlers in Kenya’s struggle for independence.”

Signal Words and Phrases:

Students often need help showing that they are making a transition in their writing. One way to help students is to explicitly teach transitional words and phrases and help them understand when they should be used, depending on the type of paragraph they are writing. For example:

1. Chronology paragraph transitions:
 - a. To begin . . . then . . . consequently
 - b. It started when . . . then . . . eventually
 - c. In the first place . . . later on . . . finally
 - d. At first . . . then . . . after that
2. List paragraph transitions:
 - a. First . . . second . . . third
 - b. One example . . . another example . . . finally
 - c. First of all . . . also . . . furthermore
 - d. One important . . . another important . . . the most important

3. Compare/contrast transitions:
 - a. Similarities: Likewise . . . similarly . . . also . . . in addition . . . just as
 - b. Differences: In contrast . . . unlike . . . instead . . . rather . . . on the other hand

Signal words and phrases can also be used to indicate paragraph transitions.

Concluding Statements:

Students may also have difficulty coming up with a concluding statement for their paragraph. Frequently, they simply rephrase the topic sentence, changing a word or two. Help students understand that, while the concluding sentence does need to summarize the topic of the paragraph, it may also:

1. Answer any questions left unanswered.
2. Emphasize the special importance of one of the main points.
3. Say something that will keep readers thinking about the subject.

Counterclaim

A counterclaim consists of the student addressing what is perceived to be the strongest opposing viewpoint to their thesis. Addressing the other side makes the writer's argument powerful and increases its validity.

When addressing the strongest opposing point, the students should state the counterclaim briefly, and then go back to their argument. For example:

Many say that Gandhi was wrong. They say Gandhi should have used violence like the Mau Mau did in Kenya. However, there is little evidence to support this view. In the long term, after Indian independence, the world revered Gandhi for his revolutionary tactics and later Great Britain and India became valuable economic and military allies.

Citation

Proficient essays must cite the source of their evidence and students must give credit to the person or publication whose fact, quote, or opinion they are using. The lessons within this instructional guide call for the use of APA (American Psychological Association) citation style, as in the following examples:

1. Direct quote:

"Communist fifth columns are established and work in complete unity and absolute obedience to the directions they receive from the Communist center..." (Churchill, Document 2) *or* (Iron Curtain Speech, Document 2).
2. Paraphrase:

Churchill said Communists in other countries follow the orders of the Soviet Union. (Churchill, Document 2) *or* (Iron Curtain Speech, Document 2).

The Conclusion

Students may have difficulty writing effective conclusions. Help students understand that while a conclusion should restate the thesis, it should bring a sense of closure to the essay. In addition to restating the thesis and recapitulating the main points, effective conclusions may include a:

1. Provocative question
2. Quotation
3. Vivid image
4. Call for some sort of action
5. Comparison to other situations or events of today.

The Writing Process

Explicitly teaching the writing process can help facilitate proficient writing in social studies. While it may seem time-consuming students will benefit from understanding the steps of proficient writing. There are many different models of the writing process, but most have the following steps in common (see **Student Handout** on pages C-6 and C-7 that accompanies this section):

1. **Brainstorm**: Students read the prompt and begin generating ideas for their response; they begin formulating their thesis statement.
2. **Pre-write**: Students create their thesis statement. Students also organize their ideas in a graphic format, such as an outline or web, including what they will say in the introduction and conclusion.
3. **First Draft**: Students write their response to the prompt in the form of complete sentences and paragraphs.
4. **Revise**: Students read over their work and check it against the writing prompt and rubric or scoring guide, making changes as needed. They may have someone else read their product, checking it for clarity and errors, making changes as needed.
5. **Edit**: Students correct any errors in spelling, grammar, and punctuation.
6. **Revised Draft**: Students write out a revised draft. They may then revise and edit again, as needed.
7. **Publish**: Students create and present their final, polished written response to the prompt.

There are a variety of templates and graphic organizers that can help students with prewriting or first drafts. The template that follows is a modification of those that have been used in this instructional guide.

Essay Template

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Para-
graph
1

Historical Context:
1-2 sentence summary of topic

Thesis:
Your main argument or idea that you will support.

Para-
graph
2

Main Idea

Topic Sentence

Supporting Detail/Evidence

Supporting Detail/Evidence

Analysis

Concluding Sentence

Para-
graph
3

Main Idea

Topic Sentence

Supporting Detail/Evidence

Supporting Detail/Evidence

Analysis

Concluding Sentence

Para-
graph
4

Main Idea

Topic Sentence

Supporting Detail/Evidence

Supporting Detail/Evidence

Analysis

Concluding Sentence

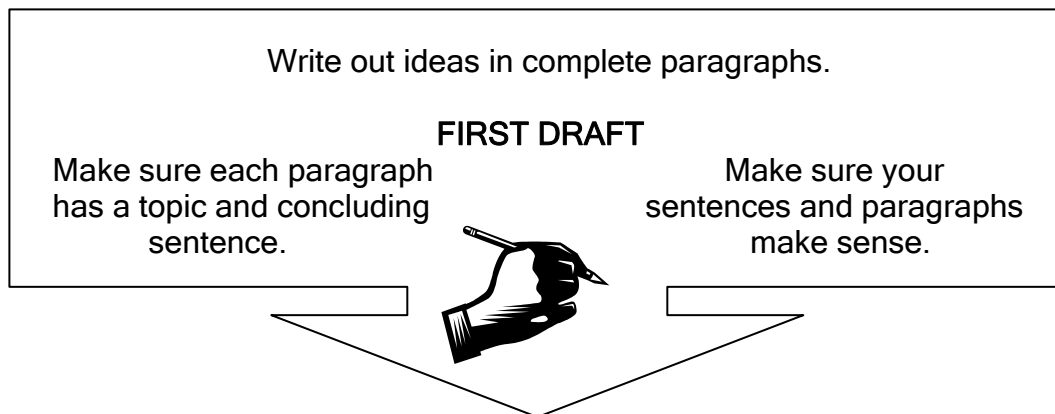
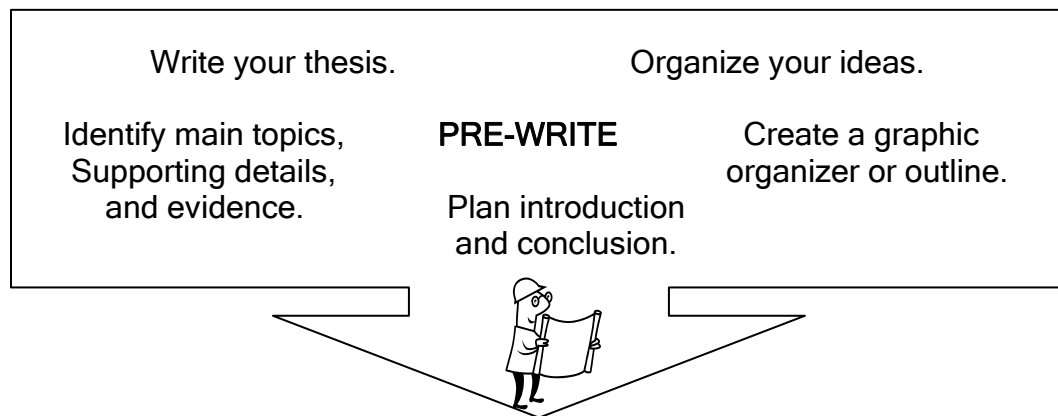
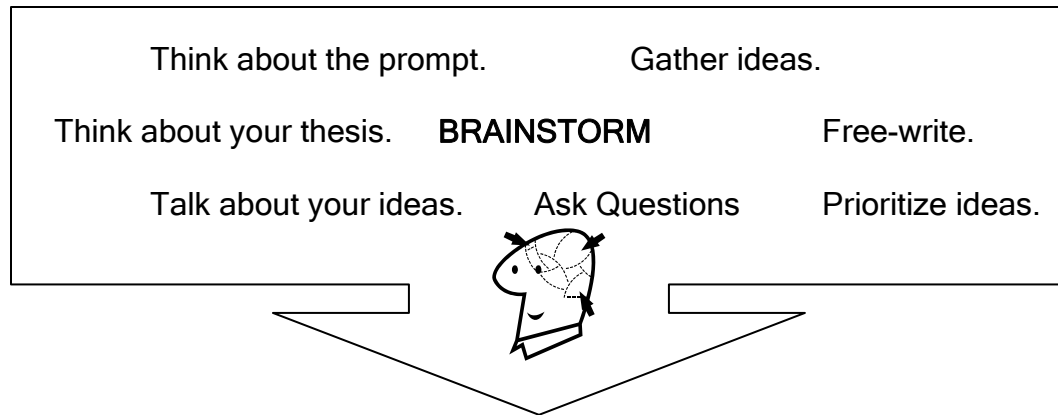
Para-
graph
5

Restate Thesis

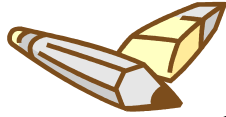
Review Main Points

Final Thought

Student Handout: The Writing Process



Read what you wrote. Does it make sense?
Check the writing prompt. **REVISE** Check the rubric.
Have someone else read your work. **MAKE CHANGES!!**



Check your paper carefully. Is everything correct? Spelling?
Content Accuracy? **EDIT** Punctuation?
Grammar? Title? Indentation? Proper Citation?



Rewrite or type your paper carefully. Include revisions and edits.
REVISED DRAFT
Revise and edit, if necessary. Read it one more time!



PUBLISH!

Generic History/Social Science Rubrics

The following rubrics are included as models. These rubrics can be used as the basis for the creation of rubrics for use in the classroom. As these are generic writing rubrics, they may not be appropriate for every assignment.

While rubrics are traditionally used to score student work, these and other rubrics may be used in a variety of ways. For example:

1. Students may use rubrics to self-assess their own writing.
2. Students may use rubrics to provide feedback to other students about their writing.
3. Students may use a rubric to identify a skill on which they will focus for a particular project or subject.
4. Students may use a rubric to discuss how they are doing in class with their parents during a conference.

At the beginning of the year, teachers may choose to modify the rubric to have only one or two items in each box, providing a focus for the students. Then, as the year progresses, more items may be added as students master the skills represented in the rubric.

GENERIC PARAGRAPH RUBRIC (10TH GRADE)

SCORE	INTRODUCTION	BODY PARAGRAPHS	CONCLUSION	CONVENTIONS and ORGANIZATION
	<i>The introduction:</i>	<i>The body paragraphs contain:</i>	<i>The conclusion:</i>	<i>The essay:</i>
4	<ul style="list-style-type: none"> <input type="checkbox"/> Provides a clear context and is strongly engaging. <input type="checkbox"/> Meets all the following: (1)directly relates to the prompt (2)takes a stand (3) provides a clea preview of evidence. <input type="checkbox"/> Demonstrates a thorough understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Clear and useful topic and concluding sentences. <input type="checkbox"/> Strong and accurate facts and details. <input type="checkbox"/> Logical explanations that support the thesis. <input type="checkbox"/> Thorough evidence that the writer understands the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly wraps up the essay. <input type="checkbox"/> Strongly links to the thesis. <input type="checkbox"/> Convincingly addresses the significance of the topic. <input type="checkbox"/> Demonstrates a thorough understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has very few to no errors in punctuation, capitalization, or spelling. <input type="checkbox"/> Is well organized.
3	<ul style="list-style-type: none"> <input type="checkbox"/> Provides a clear context and is engaging. <input type="checkbox"/> Demonstrates a strong understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Clear topic and concluding sentences. <input type="checkbox"/> Accurate facts and details. <input type="checkbox"/> Reasonable explanations that support the thesis <input type="checkbox"/> Evidence that the writer strongly understands the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Wraps up the essay. <input type="checkbox"/> Links to the thesis. <input type="checkbox"/> Addresses the significance of the topic. <input type="checkbox"/> Demonstrates a strong understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has a few punctuation, capitalization, or spelling errors. <input type="checkbox"/> Is mostly organized.
2	<ul style="list-style-type: none"> <input type="checkbox"/> Provides some context and is somewhat engaging. <input type="checkbox"/> Demonstrates some understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Basic topic and concluding sentences. <input type="checkbox"/> Basic facts and details. <input type="checkbox"/> Basic explanations that somewhat support the thesis. <input type="checkbox"/> Some evidence that the writer understands the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Somewhat wraps up the essay. <input type="checkbox"/> Somewhat links to the thesis. <input type="checkbox"/> Somewhat addresses the significance of the topic. <input type="checkbox"/> Demonstrates some understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has some punctuation, capitalization, or spelling errors. <input type="checkbox"/> Is partially organized.
1	<ul style="list-style-type: none"> <input type="checkbox"/> Provides a weak context and is not engaging. <input type="checkbox"/> Demonstrates no understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Poor topic and concluding sentences. <input type="checkbox"/> Poor, little, or no evidence. <input type="checkbox"/> Poor explanations that do not support the thesis. <input type="checkbox"/> No evidence that the writer understands the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not wrap up the essay. <input type="checkbox"/> Does not link to the thesis. <input type="checkbox"/> Does not address the significance of the topic. <input type="checkbox"/> Demonstrates no understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has excessive punctuation, capitalization, or spelling errors. <input type="checkbox"/> Is poorly organized.
% Value	25%	60%	10%	5%

GENERIC ESSAY RUBRIC (10TH GRADE)

SCORE	INTRODUCTION and THESIS	CONTENT and EXPLANATION	CONCLUSION	CONVENTIONS and ORGANIZATION
	<i>The Introduction and Thesis:</i>	<i>The Body Paragraphs:</i>	<i>The Conclusion:</i>	<i>The Essay:</i>
4	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly relates to the prompt and provides a clear context. <input type="checkbox"/> Meets all the following: (1) directly relates to the prompt (2) takes a stand (3) provides a clear preview of evidence. <input type="checkbox"/> Demonstrates a thorough understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Are all accurate and relevant. <input type="checkbox"/> Are all clear and logical. <input type="checkbox"/> Demonstrate a thorough, strong understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly restates the thesis <input type="checkbox"/> Clearly addresses the key pieces of evidence. <input type="checkbox"/> Demonstrates a thorough understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has accurate punctuation, capitalization, and spelling. <input type="checkbox"/> Is well organized.
3	<ul style="list-style-type: none"> <input type="checkbox"/> Relates to the prompt and provides a clear context. <input type="checkbox"/> Meets two of the following: (1) directly relates to the prompt (2) takes a stand (3) provides a clear preview of evidence. <input type="checkbox"/> Demonstrates strong understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Are mostly accurate and relevant. <input type="checkbox"/> Are clear. <input type="checkbox"/> Demonstrate a strong understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Wraps up the essay <input type="checkbox"/> Links to the thesis <input type="checkbox"/> Addresses the significance of the topic. <input type="checkbox"/> Demonstrates an adequate understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has a few punctuation, capitalization, or spelling errors. <input type="checkbox"/> Is well organized.
2	<ul style="list-style-type: none"> <input type="checkbox"/> Somewhat relates to the prompt and provide some context. <input type="checkbox"/> Meets one of the following: (1) directly relates to the prompt (2) takes a stand (3) provides a clear preview of evidence. <input type="checkbox"/> Demonstrates some understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Are somewhat accurate and relevant. <input type="checkbox"/> Are somewhat clear. <input type="checkbox"/> Demonstrate some understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Somewhat clearly wraps up the paragraph. <input type="checkbox"/> Somewhat links to the topic. <input type="checkbox"/> Demonstrates some understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has some punctuation, capitalization, or spelling errors. <input type="checkbox"/> Is somewhat well organized.
1	<ul style="list-style-type: none"> <input type="checkbox"/> Does not relate to the prompt or provide a context. <input type="checkbox"/> Meets none of the following: (1) directly relates to the prompt (2) takes a stand (3) provides a clear preview of evidence. <input type="checkbox"/> Demonstrates no understanding of the content. <input type="checkbox"/> No Counterclaim. 	<ul style="list-style-type: none"> <input type="checkbox"/> Are inaccurate or irrelevant. <input type="checkbox"/> Are unclear. <input type="checkbox"/> Demonstrate no understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not clearly wrap up the paragraph. <input type="checkbox"/> Does not link to the topic. <input type="checkbox"/> Demonstrates no understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has many punctuation, capitalization, or spelling errors <input type="checkbox"/> Is poorly organized.
% Value	25%	60%	10%	5%

The Use of Primary Sources

Using primary sources is essential to developing the habits of mind integral to historical thinking. Teaching students to analyze primary sources successfully begins with modeling effective questioning in order to understand content and significance.

Primary sources include written documents, maps, photographs, cartoons, artwork, artifacts, photographs, sound recordings, motion pictures, and posters. They allow students to analyze events from the perspective of those who were witnesses to history. It is through this work that students learn how to analyze and interpret history, leading them to draw their own conclusions, based on evidence. Additionally, primary sources allow students to grasp how people resolved complex issues. It is through evaluating and analyzing documents that students will be able to arrive at deep levels of historical knowledge and understanding.

The ability to comprehend and analyze primary sources is a complex skill that must be scaffolded for students. Many documents contain abstract and unfamiliar terminology and can be challenging for students. The instructional strategies provided in this guide demonstrate several practical uses for primary sources.

Providing Students Access to Primary Sources: Source Selection and Instructional Delivery Considerations

Please note - these are general suggestions. Modifications must be made based on the sources, student needs and abilities, instructional intentions/purposes of using a given source and the assessment (formal, informal, formative, or summative) that will guide instruction and evaluation of student learning.

Source Selection	Source Delivery/Instruction
<ul style="list-style-type: none"> • The source should be short enough that students are not intimidated by it, yet long enough that students can gain the full meaning of the document. • Sources may include different genres and/or a variety of visual and written sources and should be differentiated according to student needs. • Source should be clearly connected to the topic/standard. • Documents should be appropriate for the grade level or modified, while not skewing the author’s intent, to be accessible. • Context clues should exist to help students make meaning. • The meaning of the source should not be obvious; rather, it should promote inquiry. A well-selected source should lead to student questioning and the potential desire for further research. • The sources should connect with instructional considerations around lenses for looking at a source based on the guiding question(s). • Sources should be selected to go beyond or develop the textbook account, not merely for the sake of conveying basic facts. • Sources that present both sides of an issue, different viewpoints, or are controversial, may be selected to engage students while some sources may be chosen to build historical empathy. • Consideration should be given to including culturally responsive and relevant sources. 	<ul style="list-style-type: none"> • The instruction should be chunked to organize concepts to facilitate analysis. • Instruction should provide vocabulary assistance via frontloading before getting into the text. Add definitions or synonyms into margins of text to support student acquisition of key terms. • Instruction should build on student schema and/or background knowledge before reading and analyzing the document. • Instruction should provide guiding questions to help activate and direct student thinking around primary source content. • Instruction should utilize graphic organizers and acronyms (e.g. SOAPS, Say, Mean, Matter, APAARTS) to identify the big ideas of a source. • Instruction should include teacher modeling, through Think-Aloud and other strategies, of inquiry, sourcing, contextualizing and corroborating evidence followed by co-analysis and student practice. • Instruction should include peer collaboration with accountable talk such as: “What is your evidence?”, “How did you come to that conclusion?” Why is this significant?” • Instructional assessments should strongly influence how the source is delivered. Students should know what they are investigating as they analyze sources and how learning will be assessed.

S.O.A.P.S. + S.

SOAPS + S, an acronym, is a reading strategy that supports students as they analyze primary source documents.

S = Subject:	What is the document talking about?
O = Occasion	What was happening, historically speaking, at the time the document was written? What was going on in the author's life?
A = Audience	Who is being addressed? How does the audience affect the approach of the author?
P = Purpose	What type of action or reaction does the author want the audience to have?
S = Speaker	Who is doing the speaking or writing?
+S = Significance	What is important about this document? Does it impact the era, a nation, a culture, a group, an individual? What meaning does it have for you?

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**SAMPLE CLASSROOM
APPLICATIONS**

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
2. Trace the development of Western political ideas of the rule of law and the illegitimacy of tyranny, using selections from Plato’s *Republic* and Aristotle’s *Politics*.
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.

I.A.1 Explain the meaning of the terms civic life, politics, and government.
I.A.3 Evaluate, take, and defend positions on competing ideas regarding the purposes of politics and government and their implications for the individual and society.
I.B.1 Explain the essential characteristics of limited and unlimited governments.
I.B.2 Evaluate, take, and defend positions on the importance of the rule of law and on the sources, purposes, and functions of law.
I.B.3 Explain and evaluate the arguments that civil society is a perquisite of limited government.
I.B.4 Explain and evaluate competing ideas regarding the relationship between political and economic freedoms.
I.C.3 Evaluate, take, and defend positions on what conditions contribute to the establishment and maintenance of constitutional government.

- Students identify one element in each of the following documents that exemplifies the concept of constitutionalism. Alternately, students identify one major democratic idea in each of the following documents: Magna Carta, Mayflower Compact, English Bill of Rights, Declaration of Independence, French Declaration of the Rights of Man and Citizen, U.S. Constitution, U.S. Bill of Rights.
- Students select one essential political freedom (e.g., freedom of religion, speech, press, assembly) and one economic freedom (e.g., own and dispose of property, engage in business enterprises) and explain in short essays why they are essential to the maintenance of constitutional democracies.
- Cite historical and contemporary examples of how the Declaration of Independence and the U.S. Constitution and Bill of Rights have influenced other revolutionary movements and governments around the world.
- Students examine artistic or literary expressions of patriotism in the American, French, and Latin American revolutions and identify the expressed values or principles.
- Students analyze current or recent political platforms or speeches by candidates for Congress or statewide offices for evidence of classical republican or natural rights philosophies. Students present their findings in oral presentations.
- Identify current examples of the application of the ideas of (1) natural rights, (2) classical republicanism, and (3) constitutional government. (See Units 1 and 6 of *We the People: The Citizen and the Constitution*.)

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**SAMPLE CLASSROOM
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10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.
1. Compare the major ideas of philosophers and their effects on democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.

I.A.1 Explain the meaning of the terms civic life, politics, and government.
I.A.3 Evaluate, take, and defend positions on competing ideas regarding the purposes of politics and government and their implications for the individual and society.
I.B.1 Explain the essential characteristics of limited and unlimited governments.
I.B.2 Evaluate, take, and defend positions on the importance of the rule of law and on the sources, purposes, and functions of law.
I.B.3 Explain and evaluate the arguments that civil society is a prerequisite of limited government.
I.B.4 Explain and evaluate competing ideas regarding the relationship between political and economic freedoms.
I.C.3 Evaluate, take, and defend positions on what conditions contribute to the establishment and maintenance of constitutional government.

- Students identify one element in each of the following documents that exemplifies the concept of constitutionalism. Alternately, students identify one major democratic idea in each of the following documents: Magna Carta, Mayflower Compact, English Bill of Rights, Declaration of Independence, French Declaration of the Rights of Man and Citizen, U.S. Constitution, U.S. Bill of Rights.
- Students select one essential political freedom (e.g., freedom of religion, speech, press, assembly) and one economic freedom (e.g., own and dispose of property, engage in business enterprises) and explain in short essays why they are essential to the maintenance of constitutional democracies.
- Cite historical and contemporary examples of how the Declaration of Independence and the U.S. Constitution and Bill of Rights have influenced other revolutionary movements and governments around the world.
- Students examine artistic or literary expressions of patriotism in the American, French, and Latin American revolutions and identify the expressed values or principles.
- Students analyze current or recent political platforms or speeches by candidates for Congress or statewide offices for evidence of classical republican or natural rights philosophies. Students present their findings in oral presentations.
- Identify current examples of the application of the ideas of (1) natural rights, (2) classical republicanism, and (3) constitutional government. (See Units 1 and 6 of *We the People: The Citizen and the Constitution*.)

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**SAMPLE CLASSROOM
APPLICATIONS**

10.5 Students analyze the causes and course of the First World War.

5. Discuss human rights violations and genocide, including the Ottoman government’s actions against Armenian citizens.

I.B.2 Evaluate, take, and defend positions on the importance of the rule of law and on the sources, purposes, and functions of law.

I.B.4 Explain and evaluate competing ideas regarding the relationship between political and economic freedoms.

I.C.3 Evaluate, take, and defend positions on what conditions contribute to the establishment and maintenance of constitutional government.

IV.B.3 Evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles (e.g., commitment to human rights).

- Describe the processes by which twentieth century dictators such as Stalin, Hitler, Mao Zedong, Slobodan Milosevic, and Saddam Hussein created and attempted to maintain totalitarian states.
- Students research genocides that have taken place under totalitarian regimes. They explain measures that can be taken to prevent future acts of genocide.
- Invite survivors of genocides who have settled in your community to speak to students about their experiences and recommendations for preventing future genocides.
- Students research the events that led to the massacre in Tiananmen Square (June 1989). Each student writes an editorial on the pro-democracy, student-led movement and its repression by the Chinese regime.
- Explain how and why totalitarian regimes attempt to control information and silence dissent. Students research the effectiveness and consequences of such actions in a specific nation. They also research countermeasures used by civil society and government in dealing with such regimes (e.g., Human Rights Watch, Radio Free Europe, Amnesty International).
- Students create multimedia reports highlighting the role artists have played in advocating and promoting human rights and making others aware of violations of these rights.
- Explain how the ideas of “individual rights,” “limited government,” “rule of law,” and “consent of the governed,” have been used to de-legitimize authoritarian and totalitarian regimes.

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**SAMPLE CLASSROOM
APPLICATIONS**

- Explain how civil society can serve to counterbalance the powers of government.
- Conduct interviews to document stories of those who participated in World War II or other wars against totalitarian or authoritarian regimes (e.g., veterans, defense workers, internees, Holocaust survivors). Ask the participants to explain reasons for the wars and describe the characteristics of the regimes.
- Preserve these oral histories in a book and present it to the school or local library. (Service-Learning Activity)

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**SAMPLE CLASSROOM
APPLICATIONS**

10.6 Students analyze the effects of the First World War.

3. Understand the widespread disillusionment with pre-war institutions, authorities, and values that resulted in a void that was later filled by totalitarians.

I.B.2 Evaluate, take, and defend positions on the importance of the rule of law and on the sources, purposes, and functions of law.

I.B.4 Explain and evaluate competing ideas regarding the relationship between political and economic freedoms.

I.C.3 Evaluate, take, and defend positions on what conditions contribute to the establishment and maintenance of constitutional government.

IV.B.3 Evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles (e.g., commitment to human rights).

- Describe the processes by which twentieth century dictators such as Stalin, Hitler, Mao Zedong, Slobodan Milosevic, and Saddam Hussein created and attempted to maintain totalitarian states.
- Students research genocides that have taken place under totalitarian regimes. They explain measures that can be taken to prevent future acts of genocide.
- Invite survivors of genocides who have settled in your community to speak to students about their experiences and recommendations for preventing future genocides.
- Students research the events that led to the massacre in Tiananmen Square (June 1989). Each student writes an editorial on the pro-democracy, student-led movement and its repression by the Chinese regime.
- Explain how and why totalitarian regimes attempt to control information and silence dissent. Students research the effectiveness and consequences of such actions in a specific nation. They also research countermeasures used by civil society and government in dealing with such regimes (e.g., Human Rights Watch, Radio Free Europe, Amnesty International).
- Students create multimedia reports highlighting the role artists have played in advocating and promoting human rights and making others aware of violations of these rights.
- Explain how the ideas of “individual rights,” “limited government,” “rule of law,” and “consent of the governed,” have been used to de-legitimize authoritarian and totalitarian regimes.

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**SAMPLE CLASSROOM
APPLICATIONS**

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| | | <ul style="list-style-type: none">• Explain how civil society can serve to counterbalance the powers of government.• Conduct interviews to document stories of those who participated in World War II or other wars against totalitarian or authoritarian regimes (e.g., veterans, defense workers, internees, Holocaust survivors). Ask the participants to explain reasons for the wars and describe the characteristics of the regimes.• Preserve these oral histories in a book and present it to the school or local library.
(Service-Learning Activity) |
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**SAMPLE CLASSROOM
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10.7 Students analyze the rise of totalitarian governments after World War I.

1. Understand the causes and consequences of the Russian Revolution, including Lenin’s use of totalitarian means to seize and maintain control (e.g., the Gulag).
2. Trace Stalin’s rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

- I.B.2** Evaluate, take, and defend positions on the importance of the rule of law and on the sources, purposes, and functions of law.
- I.B.4** Explain and evaluate competing ideas regarding the relationship between political and economic freedoms.
- I.C.3** Evaluate, take, and defend positions on what conditions contribute to the establishment and maintenance of constitutional government.
- IV.B.3** Evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles (e.g., commitment to human rights).

- Describe the processes by which twentieth century dictators such as Stalin, Hitler, Mao Zedong, Slobodan Milosevic, and Saddam Hussein created and attempted to maintain totalitarian states.
- Students research genocides that have taken place under totalitarian regimes. They explain measures that can be taken to prevent future acts of genocide.
- Invite survivors of genocides who have settled in your community to speak to students about their experiences and recommendations for preventing future genocides.
- Students research the events that led to the massacre in Tiananmen Square (June 1989). Each student writes an editorial on the pro-democracy, student-led movement and its repression by the Chinese regime.
- Explain how and why totalitarian regimes attempt to control information and silence dissent. Students research the effectiveness and consequences of such actions in a specific nation. They also research countermeasures used by civil society and government in dealing with such regimes (e.g., Human Rights Watch, Radio Free Europe, Amnesty International).
- Students create multimedia reports highlighting the role artists have played in advocating and promoting human rights and making others aware of violations of these rights.
- Explain how the ideas of “individual rights,” “limited government,” “rule of law,” and “consent of the governed,” have been used to de-legitimize authoritarian and totalitarian

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		<p>regimes.</p> <ul style="list-style-type: none">• Explain how civil society can serve to counterbalance the powers of government.• Conduct interviews to document stories of those who participated in World War II or other wars against totalitarian or authoritarian regimes (e.g., veterans, defense workers, internees, Holocaust survivors). Ask the participants to explain reasons for the wars and describe the characteristics of the regimes.• Preserve these oral histories in a book and present it to the school or local library. (Service-Learning Activity)
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10.9 Students analyze the international developments in the post-World War II world.

4. Analyze the Chinese Civil War, the rise of Mao Zedong, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).

I.B.2 Evaluate, take, and defend positions on the importance of the rule of law and on the sources, purposes, and functions of law.

I.B.4 Explain and evaluate competing ideas regarding the relationship between political and economic freedoms.

I.C.3 Evaluate, take, and defend positions on what conditions contribute to the establishment and maintenance of constitutional government.

IV.B.3 Evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles (e.g., commitment to human rights).

- Describe the processes by which twentieth century dictators such as Stalin, Hitler, Mao Zedong, Slobodan Milosevic, and Saddam Hussein created and attempted to maintain totalitarian states.
- Students research genocides that have taken place under totalitarian regimes. They explain measures that can be taken to prevent future acts of genocide.
- Invite survivors of genocides who have settled in your community to speak to students about their experiences and recommendations for preventing future genocides.
- Students research the events that led to the massacre in Tiananmen Square (June 1989). Each student writes an editorial on the pro-democracy, student-led movement and its repression by the Chinese regime.
- Explain how and why totalitarian regimes attempt to control information and silence dissent. Students research the effectiveness and consequences of such actions in a specific nation. They also research countermeasures used by civil society and government in dealing with such regimes (e.g., Human Rights Watch, Radio Free Europe, Amnesty International).
- Students create multimedia reports highlighting the role artists have played in advocating and promoting human rights and making others aware of violations of these rights.
- Explain how the ideas of “individual rights,” “limited government,” “rule of law,” and “consent of the governed,” have been used to de-legitimize authoritarian and totalitarian

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		<p>regimes.</p> <ul style="list-style-type: none">• Explain how civil society can serve to counterbalance the powers of government.• Conduct interviews to document stories of those who participated in World War II or other wars against totalitarian or authoritarian regimes (e.g., veterans, defense workers, internees, Holocaust survivors). Ask the participants to explain reasons for the wars and describe the characteristics of the regimes.• Preserve these oral histories in a book and present it to the school or local library. (Service-Learning Activity)
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10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
4. Describe the independence struggles of colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

IV.A.1 Explain how the world is organized politically.
IV.A.2 Explain how nation-states interact with each other.
IV.A.3 Evaluate, take, and defend positions on the purposes and functions of international organizations in the world today.

- Examine President Woodrow Wilson’s Fourteen Points and explain how the principle of self-determination of people became a rallying point for ethnic minorities in European empires and colonized peoples in Africa and Asia.
- Each student writes an essay explaining how the American experience has encouraged people under colonial rule to strive for self-determination.
- Debate the proposition that British and French colonial policies of the nineteenth and early twentieth centuries laid the basis for the development of constitutional democratic governments in their respective colonies.
- Students research how other nations of the world have used the American Declaration of Independence of the eighteenth century as a model for political freedom in the twentieth century. Ask: What are the principles expressed in the Declaration of Independence that have inspired other nations?
- Discuss the distinction between power and authority as set forth in *Foundations of Democracy: Authority* (Center for Civic Education).
- Students research the efforts of Eastern European governments to achieve independence from Soviet domination in the 1950s and 1960s. They explain the reasons for and consequences of movements for self-determination in Eastern Europe. Ask: How did these freedom movements in Poland, Hungary, and Czechoslovakia lay the basis for the emergence of democracy in the latter part of the twentieth century?

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		<ul style="list-style-type: none">• Have students read Vaclav Havel’s “Power of the Powerless” essay written in 1978 calling for each person to assume responsibility to prevent dictatorship (see Ravitch and Thernstrom’s <i>The Democracy Reader</i>). Ask: What are the salient points in his essay? Why does Havel assert that an individual who fails to resist a dictator shares responsibility for the regime?• Identify some of the most important causes of the collapse of the former Soviet Union.• Students select one of the nations that was formerly a part of the Soviet Union and identify some of the difficulties of its attempted transition from a totalitarian state to constitutional democracy.• Poll community leaders to gather their ideas on what they consider the greatest threats to democratic institutions in the contemporary world. Compile poll.
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CIVICS AND GOVERNMENT**

**SAMPLE CLASSROOM
APPLICATIONS**

10.6 Students analyze the effects of the First World War.

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics.

IV.A.1 Explain how the world is organized politically.

IV.A.2 Explain how nation-states interact with each other.

IV.A.3 Evaluate, take, and defend positions on the purposes and functions of international organizations in the world today.

- Examine President Woodrow Wilson’s Fourteen Points and explain how the principle of self-determination of people became a rallying point for ethnic minorities in European empires and colonized peoples in Africa and Asia.
- Each student writes an essay explaining how the American experience has encouraged people under colonial rule to strive for self-determination.
- Debate the proposition that British and French colonial policies of the nineteenth and early twentieth centuries laid the basis for the development of constitutional democratic governments in their respective colonies.
- Students research how other nations of the world have used the American Declaration of Independence of the eighteenth century as a model for political freedom in the twentieth century. Ask: What are the principles expressed in the Declaration of Independence that have inspired other nations?
- Discuss the distinction between power and authority as set forth in *Foundations of Democracy: Authority* (Center for Civic Education).
- Students research the efforts of Eastern European governments to achieve independence from Soviet domination in the 1950s and 1960s. They explain the reasons for and consequences of movements for self-determination in Eastern Europe. Ask: How did these freedom movements in Poland, Hungary, and Czechoslovakia lay the basis for the emergence of democracy in the latter part of the twentieth century?

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		<ul style="list-style-type: none"> • Have students read Vaclav Havel’s “Power of the Powerless” essay written in 1978 calling for each person to assume responsibility to prevent dictatorship (see Ravitch and Thernstrom’s <i>The Democracy Reader</i>). Ask: What are the salient points in his essay? Why does Havel assert that an individual who fails to resist a dictator shares responsibility for the regime? • Identify some of the most important causes of the collapse of the former Soviet Union. • Students select one of the nations that was formerly a part of the Soviet Union and identify some of the difficulties of its attempted transition from a totalitarian state to constitutional democracy. • Poll community leaders to gather their ideas on what they consider the greatest threats to democratic institutions in the contemporary world. Compile poll.
<p>10.9 Students analyze the international developments in the post-World War II world.</p> <p>5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries’ resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.</p> <p>6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.</p> <p>7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.</p>	<p>IV.A.1 Explain how the world is organized politically.</p> <p>IV.A.2 Explain how nation-states interact with each other.</p> <p>IV.A.3 Evaluate, take, and defend positions on the purposes and functions of international organizations in the world today.</p>	<ul style="list-style-type: none"> • Examine President Woodrow Wilson’s Fourteen Points and explain how the principle of self-determination of people became a rallying point for ethnic minorities in European empires and colonized peoples in Africa and Asia. • Each student writes an essay explaining how the American experience has encouraged people under colonial rule to strive for self-determination. • Debate the proposition that British and French colonial policies of the nineteenth and early twentieth centuries laid the basis for the development of constitutional democratic governments in their respective colonies. • Students research how other nations of the world have used the American Declaration of

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		<p>Independence of the eighteenth century as a model for political freedom in the twentieth century. Ask: What are the principles expressed in the Declaration of Independence that have inspired other nations?</p> <ul style="list-style-type: none">• Discuss the distinction between power and authority as set forth in <i>Foundations of Democracy: Authority</i> (Center for Civic Education).• Students research the efforts of Eastern European governments to achieve independence from Soviet domination in the 1950s and 1960s. They explain the reasons for and consequences of movements for self-determination in Eastern Europe. Ask: How did these freedom movements in Poland, Hungary, and Czechoslovakia lay the basis for the emergence of democracy in the latter part of the twentieth century?• Have students read Vaclav Havel’s “Power of the Powerless” essay written in 1978 calling for each person to assume responsibility to prevent dictatorship (see Ravitch and Thernstrom’s <i>The Democracy Reader</i>). Ask: What are the salient points in his essay? Why does Havel assert that an individual who fails to resist a dictator shares responsibility for the regime?• Identify some of the most important causes of the collapse of the former Soviet Union.• Students select one of the nations that was formerly a part of the Soviet Union and identify some of the difficulties of its attempted transition from a totalitarian state to constitutional democracy.• Poll community leaders to gather their ideas on what they consider the greatest threats to
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		<p>democratic institutions in the contemporary world. Compile poll.</p>
<p>10.10 Students analyze instances of nationbuilding in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China. 3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.</p>	<p>IV.A.1 Explain how the world is organized politically. IV.A.2 Explain how nation-states interact with each other. IV.A.3 Evaluate, take, and defend positions on the purposes and functions of international organizations in the world today.</p>	<ul style="list-style-type: none"> • Examine President Woodrow Wilson’s Fourteen Points and explain how the principle of self-determination of people became a rallying point for ethnic minorities in European empires and colonized peoples in Africa and Asia. • Each student writes an essay explaining how the American experience has encouraged people under colonial rule to strive for self-determination. • Debate the proposition that British and French colonial policies of the nineteenth and early twentieth centuries laid the basis for the development of constitutional democratic governments in their respective colonies. • Students research how other nations of the world have used the American Declaration of Independence of the eighteenth century as a model for political freedom in the twentieth century. Ask: What are the principles expressed in the Declaration of Independence that have inspired other nations? • Discuss the distinction between power and authority as set forth in <i>Foundations of Democracy: Authority</i> (Center for Civic Education). • Students research the efforts of Eastern European governments to achieve independence from Soviet domination in the 1950s and 1960s. They explain the reasons for and consequences of movements for self-determination in Eastern Europe. Ask: How did these freedom movements in Poland, Hungary, and Czechoslovakia lay the basis for the emergence of democracy in the latter part

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		<p>of the twentieth century?</p> <ul style="list-style-type: none">• Have students read Vaclav Havel’s “Power of the Powerless” essay written in 1978 calling for each person to assume responsibility to prevent dictatorship (see Ravitch and Thernstrom’s <i>The Democracy Reader</i>). Ask: What are the salient points in his essay? Why does Havel assert that an individual who fails to resist a dictator shares responsibility for the regime?• Identify some of the most important causes of the collapse of the former Soviet Union.• Students select one of the nations that was formerly a part of the Soviet Union and identify some of the difficulties of its attempted transition from a totalitarian state to constitutional democracy.• Poll community leaders to gather their ideas on what they consider the greatest threats to democratic institutions in the contemporary world. Compile poll.
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Alternative Documents

The purpose of the Alternative Documents is to provide scaffold support to the background essays of Lessons 10.2.2, 10.3.6, 10.7.3 and 10.9.2. Many English Language Learners and struggling readers are challenged by documents that feature expository or informational text. The difficulty that these types of text present may not be due to the students' lack of reading ability. For the most part, high school students can read at a decoding level, though their reading rate may be too slow. Many however, lack the ability to read text strategically.

Part of being a strategic reader is the ability to parse the information into sizeable chunks that are processed so that new information can build upon previous knowledge. The alternative documents require students to stop and reflect on more manageable chunks of information. Because the text is double spaced, history teachers can teach students how to annotate the text, and focus on certain features that reflect the textual pattern, i.e., signal words, or words that may not be in the students' expressive vocabulary. Paraphrasing helps students make the information their own as they transpose the text into their own words. Boxes for paraphrasing are located at the end of each chunk. These boxes provide an area for students to paraphrase the meaning they derive from the text.

The Evolution of Democratic Ideals: 1215 to 1791

Directions: Read the following background information and complete the tasks that follow

Notes and Questions

The **Glorious Revolution**, the **American Revolution**, and the **French Revolution** were rooted in ideals that challenged the political structure of the world. Each sought to establish democratic principles of government, including limiting the power of the government and extending rights to the governed. Although each revolution occurred in a different time and place, all three were based on the ideas that government derives or gains *its* power from the people it governs, and government exists to protect the rights of citizens.

After completing the reading of the above paragraph, rewrite it in your own words.

Several essential political documents were created at the time of these revolutions. There were five documents written between 1215 and 1791 with the intent or purpose to guarantee numerous rights for citizens.

The English Magna Carta (1215) established the principle that no one, including the king, was above the law. The abuses by King John caused a revolt by nobles who forced the king to recognize their rights. The Magna Carta also protected the interests of other social classes. It established the principles of the rule of law, limited government, and due process of law. It also guaranteed individual rights to the nobility.

After completing the reading of the above paragraph, rewrite it in your own words.

The Glorious Revolution (1688) was the first bill of rights for the English people. The document began with a list of grievances against King James II. It justifies the right to depose or remove the king and detailed the rights that must be protected by the new king or queen. This document ensured the superiority of Parliament over the monarchy while listing basic rights and freedoms. The English Bill of Rights (1689) extended individual liberties and due process of law to the nobility. The English Bill of Rights would be a model for future documents such as the Declaration of Independence and the U.S. Bill of Rights.

After completing the reading of the above paragraph, rewrite it in your own words.

The American Revolution (1775-1783) showed the world that rebellion against a powerful monarchy was possible. The ideas of the Enlightenment Period inspired the American colonists to demand the rights granted to the English citizens. Thomas Jefferson's Declaration of Independence of 1776 claimed that *unalienable* rights, or rights that cannot be taken away, were the foundation of all governments. Jefferson's "declaration" is especially important because it advocated the principle of the consent of the governed. The Declaration of Independence had an immediate influence on the French people at this time.

After completing the reading of the above paragraph, rewrite it in your own words.

The French Revolution against King Louis XVI began when the king clashed with the Estates-General, the law making assembly similar to Parliament in France. The Estates-General wrote its Declaration of the Rights of Man and the Citizen (1789) based heavily on the American Declaration of 1776. The Assembly adopted this charter of basic liberties. The French declaration extended individual liberties, the consent of the governed and protected the principle of due process of law.

Why did the Estates-General write the Declaration of the Rights of Man and the Citizen?

Finally, the U.S. Bill of Rights (1791) responded to earlier ideas about the relationship between individuals and their governments. The *framers* of the U.S. Constitution added the first ten amendments to the Constitution, known as the U.S. Bill of Rights, to limit the powers of the federal government. The ideas outlined in the English Bill of Rights were written into the U.S. Bill of Rights guaranteeing them to the citizens in the United States. The U.S. Bill of Rights extended and protected the principles of individual liberties and due process of law.

After completing the reading of the above paragraph, rewrite it in your own words.

Alternate Document

Lesson 10.3.6 Capitalism and Socialism

Directions: Read the following passages carefully and complete the tasks that follow:

Capitalism is an economic system based on money (capital means money). The central idea of capitalism is that the marketplace, not rules or governments, decide what will be made and sold. In the marketplace, people influence what will be produced by what they decide to purchase. For example, if more people purchase Ford automobiles than Chevrolet automobiles, then more Fords and fewer Chevrolets will be produced.

After reading the above paragraph, rewrite it in your own words.

In this book, The Wealth of Nations, economist Adam Smith called this idea the *invisible hand* (the ability of the marketplace to respond to public demand without the government getting involved). Because the governments could not control the *invisible hand* from moving the

Lesson 10.3.6

Capitalism and Socialism

marketplace, economists called this type of economy, laissez-faire, or “hand-off” capitalism.

The Wealth of Nations carries the important message that government should intervene as little as possible in economic affairs and leave the market to its own devices. It advocates the liberation of economic production from all limiting regulation in order to benefit the people.

After reading the above paragraph, rewrite it in your own words.

In 19th Century Western Europe, capitalism became the dominant economic system. Wealth grew tremendously for some, and the middle classes grew in size. However, the Industrial Revolution caused many people to give up farming and move to cities to seek employment. Many farmers found jobs in the new factories in the cities. Factory workers worked from 12 to 16 hours a day, six days a week, with

Lesson 10.3.6

Capitalism and Socialism

thirty minutes for lunch and dinner. There was no such thing as a minimum wage. A worker could get fired at any time for any reason. Some began to see capitalism as an unfair economic system where the rich got richer and the poor suffered.

After reading the above paragraph, rewrite it in your own words.

Socialism

Socialism is an economic system in which the government owns and controls manufacturing.

Socialism was designed to attempt to eliminate or end the differences between the rich and poor. In a socialist system, the government owns manufacturing businesses and property.

Lesson 10.3.6

Capitalism and Socialism

The government determines what is to be produced and distributes wealth evenly. Early 19th century, socialists believed that the spirit of cooperation evident in socialist theory could replace the marketplace competition of capitalism. Later 19th century supporters of socialist theory, like Karl Marx, believed that cooperation was not possible and that conflict between the owners and the workers was inevitable, or bound to happen. He believed that the struggle between the two groups would eventually lead to workers revolution.

After reading the above paragraph, rewrite it in your own words.

The Ascent of the Dictators

Directions: Read the following background information and complete the tasks that follow Notes and Questions

Mussolini's Rise to Power

Benito Mussolini was born in 1883. During his life, he worked as a schoolteacher, bricklayer and factory worker. In 1914, Mussolini joined a group of Italian socialists who form the fascist group to support Italian expansion. Mussolini desired to create a new Italian Empire similar to the Roman Empire.

<u>1919</u>	<u>1922</u>	<u>1924</u>	<u>1926</u>
Mussolini launched his fascist movement. Paramilitary squads are formed and used against Mussolini's enemies.	Paramilitary squads began seizing government offices and make Mussolini Prime Minister of Italy.	Fascists win 65% of parliamentary seats using violence and intimidation.	Mussolini expelled all opposition from Parliament, abolished all political parties and created a totalitarian dictatorship

After completing the reading of the above paragraph, rewrite it in your own words.

Stalin's Rise to Power

In 1917, Stalin joined the Soviet cabinet and established himself as a leader of the new regime. Stalin played an important role in the civil war from 1918 to 1920 and was elected General Secretary of the Central Committee of the party. Although Lenin believed Stalin was a strong administrator, he had concerns about Stalin and doubted his leadership ability.

When Lenin died, Leon Trotsky seemed to be the person who would replace Lenin. Stalin and two others plotted against Trotsky. Trotsky was later forced out of his position as Commissar of War. Stalin then created an alliance or partnership with Nikolai Bukharin.

Stalin and Bukharin disagreed over the Russian economy. Bukharin and his followers wanted to continue to support the peasants, agriculture and Lenin's economic policy. Stalin and his supporters wanted to industrialize, and support manufacturing. Stalin used ruthless tactics to eliminate his opponents eventually gaining full control.

After completing the reading of the above paragraph, rewrite it in your own words.

Hitler's Rise to Power

Many Germans faced economic hardship at the end of World War I. Ex-soldiers felt that they had been stabbed in the back by their own government, not defeated in battle. During this time, the National Socialist Party (Nazi Party) began to grow in size as many people, including Adolf Hitler joined.

The Nazi Party became popular by saying that they would not follow the terms of the Treaty of Versailles. Members of the Nazi Party wore military uniforms to demonstrate strength at a time when the government was weak.

1923

Hitler assumed control of the Nazi Party, and attempted to seize the German government by force. He failed and was imprisoned.

In jail, he wrote *Mein Kampf*, in which he outlined his political beliefs.

1929

Germany faced unemployment, inflation, and the world wide economic depression.

The German government failed to address these problems and people became receptive to the Nazi Party.

1931

Nazi propaganda played on people's fear causing the Party to grow in strength.

The Nazi emphasis on military strength led many former soldiers to support the Party.

1933

President Hindenburg died and Hitler assumed presidential power.

After completing the reading of the above paragraph, rewrite it in your own words.

Aggressive Foreign Policy

Directions: Read the following background information and complete the tasks that follow
Notes and Questions

Italy Invades Ethiopia

Mussolini promised the Italian people “a place in the sun,” matching the empires of the United Kingdom and France. He also wanted to avenge past Italian defeats, such as the Battle of Adowa in Ethiopia, which took place on March 1, 1896.

Ethiopia was considered to be militarily weak and rich in resources. Controlling Ethiopia would also help Italy to unify the Italian held nation of Eritrea to the northwest and Italian Somaliland, another African nation to the east.

On October 3, 1935, Italy attacked Ethiopia without a declaration of War. The Ethiopians were outnumbered by the Italians but fought bravely.

On May 7, 1936, after several months of fighting, the Italians were victorious and annexed Ethiopia.

After completing the reading of the above paragraph, rewrite it in your own words.

Germany Invades Poland

The Invasion of Poland in 1939, which marked the start of World War II in Europe, was carried out by Nazi Germany, the Soviet Union, and a small German-allied Slovak force. The invasion began on September 1, 1939, one week after the signing of the Nazi-Soviet Non-Aggression Pact. Poland’s allies, the United Kingdom, Australia, and New Zealand, declared war on Germany on September 3, soon followed by France, South Africa, Canada, and others. The invasion ended on October 6, 1939, with Germany and the Soviet Union occupying all of Poland.

After completing the reading of the above paragraph, rewrite it in your own words.

The Soviet Union Invades Poland and Finland

The 1939 Soviet invasion of Poland started on September 17, 1939 without a formal declaration of war. It ended in a decisive victory for the Soviet Union's Red Army.

The Soviet Union led by Josef Stalin attacked Finland on November 30, 1939, three months after the invasion of Poland by Germany. The attack was judged as illegal and the Soviet Union was expelled from the League of Nations on December 14. Finland held out until March 1940, when the Moscow Peace Treaty was signed giving about 9% of Finland's territory and 20% of its industrial capacity to the Soviet Union.

After completing the reading of the above paragraph, rewrite it in your own words.

Alternate Document

Lesson 10.9.2 Cold War

Directions: Read the following information and complete the tasks that follow:

During World War II, the Soviet Union and the United States were partners who fought against the Axis powers. At the end of World War II, the differences between these countries became clear. These differences led to the Cold War. During the Cold War, neither the United States nor the Soviet Union fired missiles or dropped bombs directly on each other, but both countries worked to destroy one another.

Three of the main causes of the Cold War were conflicts related to:

- Spheres of influence, or trying to have influence on other countries
- Ideology, or ways of thinking
- Military Factors

After reading the above paragraph, re-write it in your own words.

Spheres of Influence

Winston Churchill, the leader of England, said in the “Iron Curtain” speech that the Soviets were trying to takeover the world. Josef Stalin, the leader of the Soviet Union replied that the Soviets were only trying to protect themselves from future invasions.

The Soviets tried to secure their geographic location by placing pro-Soviet governments in Poland, Romania, Hungary, and Bulgaria. By controlling these governments, the Soviets made the Russian borders safer and spread their influence throughout Eastern Europe.

Western leaders like Churchill and Harry Truman felt that the Soviets could no longer be trusted. They worried that Stalin was no better than Adolf Hitler, the former leader of Germany. In 1945, Franklin Roosevelt, Churchill, and Stalin agreed to hold free democratic elections in Poland. There was a vote in Poland, but Western leaders felt that the Soviets had manipulated the elections. This led to the election of a Communist government. Stalin denied that he had anything to do with the elections and stated that he had lived up to the agreement made in 1945.

Western leaders accused the Soviets of using their “sphere of influence” to military, politically, and economically control areas near them. The Soviets accused Western leaders of doing the same thing in Western Europe.

After reading the above paragraph, re-write it in your own words.

Ideology

The West and the Soviet Union had different ideologies or beliefs, which affected the way they viewed the Cold War. The Western ideology shared by the United States, Britain, France, Canada, and most Western European countries was based on free market capitalism, individualism, and personal rights. Capitalism called for free markets with as little governmental regulations as possible. The Soviet government practiced a form of socialism that was very involved in the economy and daily life of its citizens.

The beliefs of the Soviet Union and the West led to very different economic and political systems. The Soviet Union practiced a command economy. The government decided how much and what kinds of goods were produced. The Western nations believed that free market capitalism would cause the market to decide how much and what would be produced.

After reading the above paragraph, re-write it in your own words.

Military Factors

Another cause of the Cold War was competition between the Soviets and the United States to develop larger and more destructive weapons. Although the United States led the Soviets in the number of weapons, the United States perceived that it was behind the Soviets in the development of weapons. The Soviets felt threatened by the United States advantage in bombers and nuclear warheads. This constant effort to have more weapons than the other side was called the arms races.

After reading the above paragraph, re-write it in your own words.