



Rigorous Curriculum Design

Unit Planning Organizer



Subject:	Modern World History		Grade:	10
Unit Number:	7	Unit Name:	Totalitarianism	
Unit Length	Days: 15		Mins / Day: 50	
Unit Synopsis	This unit analyzes the rise of totalitarian governments after World War I.			

	Current History Standards	Common Core Literacy Standards
Priority Standards	<p>10.6.3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.</p> <p>10.6.4. 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).</p> <p>10.7.2. 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).</p> <p>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.</p>	<p>WH 9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>RH 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p>

	Current History Standards	Common Core Literacy Standards
Supporting Standards	<p>10.6.2. 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.</p> <p>10.8.1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.</p> <p>10.8.2. 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.</p>	<p>RH 9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RW 9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text</p> <p>RH 9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>WH 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
Target ELD Standards	<p>Collaborative #4 Adapting language choices to various contexts (based on task, purpose, audience ,and text type)</p> <p>Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive #10 Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p>	

Unwrapped Priority Standards

“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
10.6.1 Analyze	<ul style="list-style-type: none"> Aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson’s Fourteen Points Causes and effects of the United State’s rejection of the League of Nations on world politics 	LEVEL FOUR: ANALYZE	LEVEL TWO: SKILLS AND CONCEPTS
10.6.3 Understand	<ul style="list-style-type: none"> Widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians 	LEVEL TWO: UNDERSTAND	LEVEL THREE: STRATEGIC THINKING AND REASONING
10.6.4 Discuss	<ul style="list-style-type: none"> Influence of World War I on literature, art, and intellectual life in the West 	LEVEL ONE REMEMBER	LEVEL ONE RECALL AND REPRODUCTION
10.7.1 Understand	<ul style="list-style-type: none"> Causes and consequences of the Russian Revolution, Lenin’s use of totalitarian means to seize and maintain control 	LEVEL TWO UNDERSTAND	LEVEL THREE STRATEGIC THINKING AND REASONING
10.7.2 Trace	<ul style="list-style-type: none"> Stalin’s rise to power in the Soviet Union Connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights 	LEVEL FOUR ANALYZE	LEVEL TWO SKILLS AND CONCEPTS
10.7.3 Analyze	<ul style="list-style-type: none"> Rise, aggression, and human costs of totalitarian regimes in Germany, Italy, and the Soviet Union, Common and dissimilar traits. 	LEVEL FOUR: ANALYZE	LEVEL TWO: SKILLS AND CONCEPTS

Learning Progressions of Skills and Concepts

Priority History 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.	
Previous Grade	Current Grade	Next Grade
(none)	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.	11.4.5. Analyze the political, economic, and social ramifications of World War I on the home front.
Priority History Standard	10.6.3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.	
Previous Grade	Current Grade	Next Grade
(none)	10.6.3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.	
Priority History Standard	10.6.4. 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)	
Previous Grade	Current Grade	Next Grade
(none)	10.6.4. 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)	11.5.5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes). 11.5.6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
Priority History Standard	10.7.1. 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).	
Previous Grade	Current Grade	Next Grade
(none)	10.7.1. 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).	11.5.2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.

Priority History Standard	10.7.2. 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).
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Previous Grade	Current Grade	Next Grade
(none)	10.7.2. 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).	(none)

Priority History 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.
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Previous Grade	Current Grade	Next Grade
(none)	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.	(none)

Essential Questions	Corresponding Big Ideas
<p><i>How did the Treaty of Versailles set the stage for World War II?</i></p> <p><i>What social, political and economic influences post World War I led to the rise of totalitarian forms of government?</i></p> <p><i>How do totalitarian methods support a communist government?</i></p>	<p><i>The rise of totalitarianism can be traced to unsolved issues of World War I</i></p> <p><i>Communism is based on totalitarian methods to maintain control.</i></p> <p><i>Overall Big Idea: Unsolved postwar social, political and economic problems led to the development of totalitarian forms of government.</i></p>

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
<ul style="list-style-type: none"> • Atheism • Authoritarian • Conform • Cynicism • Disillusionment • Elite • Ideology • Indoctrinate • Inflation • Outbreak • Totalitarian 	<ul style="list-style-type: none"> • Anti-Semitism • Appeasement • Collectives • Depression • Isolationism • Labor Camp • Manifesto • Purge • Secret Police
Resources for Vocabulary Development (Strategies, Routines and Activities)	
See teacher toolbox	

Unit Assessments	
Pre-Assessment	Post-Assessment
<p>Test Description: Students construct short response answers to three questions regarding communism, Treaty of Versailles, and totalitarianism.</p> <p>EADMS Test Id: 212393 ..\Teacher Toolbox\UPO 7\CFA\UPO Unit 7 CFA Pre Test.docx</p>	<p>Test Description: Structured response and constructed response. Students will read excerpts about Hitler, Mussolini, and Stalin. Students will highlight examples of totalitarian regimes and then use those examples to explain the similar factors that led to their rise to power.</p> <p>EADMS Test Id: 212507 ..\Teacher Toolbox\UPO 7\CFA\UPO 7.CFA Post Test and Rubric.doc</p>
Scoring Guides and Answer Keys	
<p>Unit 7 CFA Pre-Test Totalitarianism Rubric ..\Teacher Toolbox\UPO 7\CFA\UPO Unit 7 CFA Pre Test Rubric.docx</p>	<p>..\Teacher Toolbox\UPO 7\CFA\UPO 7.CFA Post Test and Rubric.doc</p>
Assessment Differentiation	
Students with Disabilities	<p>Reference IEP Accommodations Please refer to individual student IEP</p>
	<p>Modifications Please refer to individual student IEP</p>

Engaging Scenario Overview
(Situation, challenge, role, audience, product or performance)

<p>Situation: The Great War has ended and totalitarian nations are on the rise. Totalitarianism is a tough subject to try to explain to school students so the government has hired you to create a graphic novel or comic story that students can read in order to understand why some governments became totalitarian after the war and how totalitarian countries were impacted. You will focus on Italy, Germany, Soviet Union, or Japan.</p> <p>Challenge: Your job is to work with a team to research and then create a graphic novel or comic story documenting the rise of a totalitarian nation. You must focus on the social, political, and economic issues of your country to help tell your story.</p> <p>Role: All members of your team will help research your country and the underlying social, political, and economic issues within your country. All team members are responsible for the creation of your story and must participate in helping all other team members, however each member will take on a specific manager role; script manager, story board manager, or managing artist.</p> <p>Audience: Your graphic novel or comic story will be told through the use of a story and visuals. Keep in mind that your audience is school students so you want to make sure your story is told in a way that other people can read it and will understand it.</p> <p>Product: Create a graphic novel or comic story. It must focus on one country and the social, political, and economic issues of that country. It must include a title, a story, and illustrations. Teacher determines length of graphic novel or comic story.</p> <p>Performance: (optional) Teachers may choose to have students show off their graphic novel or comic story to other students either through a team read-around, individual team presentations using technology, or group-to-group presentations.</p> <p>Teacher Note: This Engaging Scenario will be completed towards the end of the unit after students have learned about totalitarianism.</p>	Days:5-7
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Engaging Learning Experiences
Synopsis of Authentic Performance Tasks

Authentic Performance Tasks	Description	Suggested Length of Time
Task 1:	Students will create a Storyboard to show how the world changed after WWI. Students will use Chapter 13, Sections 1 in the textbook. Students should have four categories: social changes, literature, science, and visual art.	Days: 3 Minutes/Day: 55
Task 2:	Students will examine excerpts from secondary sources (textbook) to determine the major characteristics of Fascist and Communist regimes. Students will complete graphic organizers.	Days: 2 Minutes/Day: 55
Task 3:	Create three columns on a sheet of paper. Each column will have the name of one leader: Mussolini, Stalin, (and) Hitler. Students will list 10 words or phrases associated with each leader (words/phrases should be nouns that describe who he was, how he gained power, what he did with his power). Students will also create three pictures/symbols for each leader.	Days: 5 Minutes/Day: 55

Interdisciplinary Connections	
Scoring Rubric	

21st Century Skills

<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input type="checkbox"/> Information and Media Literacy	<input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____
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Connections between 21st Century Skills, CCCSS, and Unit Overview:

Language Arts(reading, analyzing, synthesizing, writing news articles, speaking)

from P21 and Costa & Kallick, 2008, <http://www.p21.org/about-us/p21-framework>

Authentic Performance Task 1

Task Description	Students will create a Storyboard to show how the world changed after WWI. Students will use Chapter 13, Sections 1 in the textbook. Students should have four categories: social changes, literature, science, and visual art.	Suggested Length	Days: 3 Minutes/Day: 55		
Standards Addressed	Priority Standard(s)				
	10.6.3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.				
	10.6.4. 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).				
	Supporting Standard(s)				
	Target ELD Standard(s)				
	Collaborative #4 Adapting language choices to various contexts (based on task, purpose, audience, and text type)				
	Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.				
	Productive #10 Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology.				
Essential Question(s)	What social, political and economic influences post World War I led to the rise of totalitarian forms of government?				
Big Idea(s)	Overall Big Idea: Unsolved postwar social, political and economic problems led to the development of totalitarian forms of government.				
Bloom’s		DOK		Scoring Rubric	
Level 2: Comprehension		Level 1: Recall and Reproduction		..\Teacher Toolbox\UPO 7\Task 1\UPO 7.Task 1.Rubric.docx	
Teaching and Learning Sequence	<ol style="list-style-type: none"> 1. Students will read Chapter 13, Section 1 in textbook 2. Students will identify social changes, and changes in literature, science, and visual art. 3. For each category students will create a subtitle, write a short summary, create a picture, and write a question they had while reading. 				
	Resources and Materials	<p style="text-align: center;">Prentice Hall Textbook</p> <p> ..\Teacher Toolbox\UPO 7\Task 1\Storyboarding.pdf ..\Teacher Toolbox\UPO 7\Task 1\Storyboarding Example 1.pdf ..\Teacher Toolbox\UPO 7\Task 1\Storyboarding Example2.pdf ..\Teacher Toolbox\UPO 7\Task 1\Storyboarding Example 3.pdf </p>			

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<p>See various resources in the Toolbox for differentiation strategies</p>	<p>Reference IEP <i>Accommodations</i> Please refer to individual student IEP</p>	<p>Emerging See various resources in the Toolbox for differentiation strategies</p>	<p>See various resources in the toolbox for differentiation strategies</p>
	<p><i>Modifications</i> Please refer to individual student IEP</p>	<p>Expanding See various resources in the Toolbox for differentiation strategies</p>	
		<p>Bridging See various resources in the Toolbox for differentiation strategies</p>	
<p>Scoring Rubric</p>	<p>..\Teacher Toolbox\UPO 7\Task 1\UPO 7.Task 1.Rubric.docx</p>		

Authentic Performance Task 2

Task Description	Students will examine excerpts from secondary sources (textbook) to determine the major characteristics of Fascist and Communist regimes. Students will complete graphic organizers.	Suggested Length	Days: 2 Minutes/Day: 55
Standards Addressed	Priority Standard(s)		
	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.		
	Supporting Standard(s)		
	RW 9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text		
	Target ELD Standard(s)		
<p>Collaborative #4 Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p>Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive #10 Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p>			
Essential Question(s)	<p><i>What social, political and economic influences post World War I led to the rise of totalitarian forms of government?</i></p> <p><i>How do totalitarian methods support a communist government?</i></p>		
Big Idea(s)	<p><i>The rise of totalitarianism can be traced to unsolved issues of World War I</i></p> <p><i>Communism is based on totalitarian methods to maintain control.</i></p>		
Bloom's		DOK	Scoring Rubric
Level 3 Application		Level 2: Basic Reasoning	<p>..\Teacher Toolbox\UPO 7\Task 2\UPO 7.Task 2.Rubric Graphic Organizer.docx</p> <p>..\Teacher Toolbox\UPO 7\Task 2\UPO 7.Task 2.Rubric Ven Diagram.doc</p>

Teaching and Learning Sequence	<ol style="list-style-type: none"> Students will read the section “The Nature of Fascism” in their textbook on pages 437-438. Students will use the information from the textbook to complete the “What is Fascism?” graphic organizer. Teacher may also want to use direct instruction to help students fill in details on the graphic organizer. Students will use the “What is Fascism?” graphic organizer and prior knowledge about Communism to complete the Venn Diagram comparing and contrasting the two ideologies. <p>This task requires students to have some prior knowledge about Communism and may need additional information, resources, or direct instruction about the characteristics of Communism. Additional information about Communism in the textbook are on pages 187-188 and 440-447.</p>		
Resources and Materials	<p>Prentice Hall Textbook, Pages 437-438; pages 187-188, 440-447</p> <p>..\Teacher Toolbox\UPO 7\Task 2\UPO Unit 7 Task 2 Graphic Organizer.docx</p> <p>..\Teacher Toolbox\UPO 7\Task 2\UPO.Unit7.Task 2 Ven Diagram.docx</p>		
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
See various resources in the Toolbox for differentiation strategies	Reference IEP <i>Accommodations</i> Please refer to individual student IEP <i>Modifications</i> Please refer to individual student IEP	Emerging See various resources in the Toolbox for differentiation strategies	See various resources in the toolbox for differentiation strategies
		Expanding See various resources in the Toolbox for differentiation strategies	
		Bridging See various resources in the Toolbox for differentiation strategies	
Scoring Rubric	<p>..\Teacher Toolbox\UPO 7\Task 2\UPO 7.Task 2.Rubric Graphic Organizer.docx</p> <p>..\Teacher Toolbox\UPO 7\Task 2\UPO 7.Task 2.Rubric Ven Diagram.doc</p>		

Authentic Performance Task 3

Task Description	Create three columns on a sheet of paper. Each column will have the name of one leader: Mussolini, Stalin, (and) Hitler. Students will list 10 words or phrases associated with each leader (words/phrases should be nouns that describe who he was, how he gained power, what he did with his power). Students will also create three pictures/symbols for each leader.	Suggested Length	Days: 5 Mins/Day: 55		
Standards Addressed	Priority Standard(s)				
	<p>10.6.3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.</p> <p>10.7.2. 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).</p> <p>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.</p>				
	Supporting Standard(s)				
	10.8.1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.				
	Target ELD Standard(s)				
	<p>Collaborative #4 Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p>Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive #10 Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p>				
Essential Question(s)	<p>How did the Treaty of Versailles set the stage for World War II?</p> <p>What social, political and economic influences post World War I led to the rise of totalitarian forms of government?</p> <p>How do totalitarian methods support a communist government?</p>				
Big Idea(s)	Overall Big Idea: Unsolved postwar social, political and economic problems led to the development of totalitarian forms of government.				
Bloom's		DOK		Scoring Rubric	
Level 3: Applying		Level 2: Basic Reasoning		..\Teacher Toolbox\UPO 7\Task 3\UPO 7. Task 3.Sample.docx	

Teaching and Learning Sequence	<ol style="list-style-type: none"> 1. Each teacher will determine how to present content to students (notes, worksheets, videos, etc.) 2. Students will create three columns on a sheet of paper. Each column will have the name of one leader: Mussolini, Stalin, (and) Hitler. Students will list 10 words or phrases associated with each leader (words/phrases should be nouns that describe who he was, how he gained power, what he did with his power). Students will also create three pictures/symbols for each leader. 3. Extension activity: Have students use their terms to write a paragraph about a leader, or a paragraph comparing leaders.
Resources and Materials	<p>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>..\Teacher Toolbox\UPO 7\Task 3\UPO 7. Task 3.Sample.docx</p>

Strategies for Differentiation

See various resources in the Toolbox for differentiation strategies	Reference IEP <i>Accommodations</i> Please refer to individual student IEP	Emerging See various resources in the Toolbox for differentiation strategies	See various resources in the toolbox for differentiation strategies
	<i>Modifications</i> Please refer to individual student IEP	Expanding See various resources in the Toolbox for differentiation strategies	
		Bridging See various resources in the Toolbox for differentiation strategies	

Scoring Rubric	<p>..\Teacher Toolbox\UPO 7\Task 3\UPO 7.Task 3.Rubric.docx</p>
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Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

See detailed situation, challenge, role, audience, product above.

This Engaging Scenario will be completed towards the end of the unit after students have learned about totalitarianism. Students will take a totalitarian nation and turn it into a graphic novel or comic story.

Teacher note: The engaging scenario is a group project which can take between 5-7 days. Students can be placed in groups of 3-5 students. Students should focus on the post-war period 1919-1939.

Day 1: Project Overview

Introduce project, discuss components of project, place students in groups, assign countries to teams, and students agree upon roles of each group member. Each team will be given a totalitarian nation: Italy, Japan, German, and Soviet Union. Team members will decide upon the roles of each group member: script writer, storyboard designer, artist (depending on number of students in the group, more than one student can be in charge of script writing, etc.)

Days 2-3: Historical Research

All team members participate in group research of their topic. Team members work on completing the Graphic Novel Research: Totalitarianism handout for their country. The goal is to make sure all students understand their topic and to begin developing ideas for how they will create their graphic novel.

Days 4-6: Creating a Graphic Novel

Team members focus on storyboarding, scripting, developing master character(s), and drawing their novel.

Day 7

Graphic novels are due. Students participate in a read-around of other team novels. Other ideas include students presenting their graphic novels using ELMO machine or students scanning and posting their project to a media site.

PowerPoint: Graphic Novel Assignment Instructions

[..\Teacher Toolbox\UPO 7\Engaging Scenario\Graphic Novel Assignment.pptx](#)

Graphic Novel Team Accountability Report

[Engaging Scenario\Graphic Novel Team Tasks.xlsx](#)

Graphic Novel Research: Totalitarianism and Scripting the Story

[..\Teacher Toolbox\UPO 7\Engaging Scenario\Graphic Novel Research Totalitarianism.docx](#)

Graphic Novel Rubric

[..\Teacher Toolbox\UPO 7\Engaging Scenario\Graphic Novel Project Rubric.docx](#)

Storyboarding Template

[..\Teacher Toolbox\UPO 7\Engaging Scenario\Storyboard Template.xlsx](#)

Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
See various resources in the toolbox for differentiation strategies	Reference IEP <i>Accommodations</i> Refer to individual student plan	Emerging See various resources in the Toolbox for differentiation strategies	See various resources in the toolbox for differentiation strategies
	<i>Modifications</i> Refer to individual student plan	Expanding See various resources in the Toolbox for differentiation strategies	
		Bridging See various resources in the Toolbox for differentiation strategies	

Feedback to Curriculum Team		
Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?		
	Successes	Challenges
Student Perspective		
Teacher Perspective		