



Rigorous Curriculum Design

Unit Planning Organizer



Subject:	Modern World History		Grade:	10
Unit Number	9	Unit Name:	Cold War	
Unit Length	Days: 30		Minutes / Day: 55	
Unit Synopsis	This unit examines the causes and consequences of the Cold War, the impact it had on the developing world and developed world, and the problems of the modern world.			

	Current History Standards	Common Core Literacy Standards
Priority Standards	<p>10.9.3 Understand the importance of the Truman Doctrine and the 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.</p> <p>10.9.4 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).</p> <p>10.9.6 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>10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions of the world.</p>	

	Current History Standards	Common Core Literacy Standards
Supporting Standards	<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>10.8.6 Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.</p> <p>10.9.1 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.</p> <p>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.</p> <p>10.9.5 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>10.9.7 Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitment.</p> <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>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>RH 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</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>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 #3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. # 4 Adapting language choices to various contexts (based on task, purpose, audience, and texttype)</p> <p>Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. #7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience,</p> <p>Productive #10 Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology. #11 Justifying own arguments and evaluating others' arguments in writing.</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)
10.9.3 Understand	Importance of the Truman Doctrine and the 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.	Level 5 Synthesis	Level 4: Strategic Thinking/Reasoning
10.9.4 Analyze	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).	Level 4: Analyze	Level 3: Strategic Thinking/Reasoning
10.9.6 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.	Level 4: Analyze	Level 4: Extended Thinking
10.10 Analyze	Instances of nation-building in the contemporary world in at least two of the following regions of the world.	Level 4: Analyze	Level 4: Strategic Thinking/Reasoning

Learning Progressions of Skills and Concepts

Priority History Standard	10.9.3 Understand the importance of the Truman Doctrine and the 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.	
Previous Grade	Current Grade	Next Grade
(none)	10.9.3 Understand the importance of the Truman Doctrine and the 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.	11.7.8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy. 11.9.3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy 11.9.4. List the effects of foreign policy on domestic policies and vice versa
Priority History Standard	10.9.4 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).	
Previous Grade	Current Grade	Next Grade
(none)	10.9.4 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).	(none)
Priority History Standard	10.9.6 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.	
Previous Grade	Current Grade	Next Grade
(none)	10.9.6 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.	11.9.6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
Literacy Standard	10.10 Instances of nation-building in the contemporary world in at least two of the following regions of the world.	
Previous Grade	Current Grade	Next Grade
	10.10 Instances of nation-building in the contemporary world in at least two of the following regions of the world.	(none)

Essential Questions	Corresponding Big Ideas
<p>10.9.3 How did the United States work to create democratic stability after World War II?</p> <p>10.9.4 What political, social, and economic changes came out of the Chinese Civil War?</p> <p>10.9.6 How do economic and religious factors contribute to the continuing conflicts in the Middle East?</p> <p>10.10 How do emerging countries deal with the legacy of imperialism?</p> <p>10.11 Why is there a disparity of wealth and power between the developed, industrial nations and developing nations? How can these be overcome?</p>	<p>The U.S. used its military and economic power to influence other regions around the world.</p> <p>Overall Big Idea: Lasting social, political and economic issues of the world wars led to concentrations of political power and additional tensions during the Cold War which affect the world today.</p>

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
<ul style="list-style-type: none"> • Crisis • Pact • Welfare 	<ul style="list-style-type: none"> • Base • Containment • Detente • Doctrine • Draft • Nonaligned • Parallel • Red Scare • Solidarity • Superpower
Resources for Vocabulary Development (Strategies, Routines and Activities)	
<p>..\Toolkit\Vocabulary Resources</p>	

Unit Assessments	
Pre-Assessment	Post-Assessment
<p>Test Description: Students will complete the Cold War Pre-Test from the History Blueprint found in Task 1. Students will answer selected response questions about WWII, primary vs. secondary sources, and short excerpts.</p> <p>EADMS Test Id: Please see www.alvordschool.org/cfa for the most current EADMS CFA ID numbers.</p>	<p>Test Description: Students will analyze political cartoons from the Cold War to the present, and answer selected and constructed responses. Students will identify the event, author, audience, and main idea of each political cartoon.</p> <p>EADMS Test Id: Please see www.alvordschool.org/cfa for the most current EADMS CFA ID numbers.</p>
Scoring Guides and Answer Keys	
<p>CFA\Answer Key - AUSD World History CFA Unit 9 Pre Test - 212741 (1).pdf</p>	<p>CFA\CFA Unit 9 Post Test.docx</p>

Assessment Differentiation

Students with Disabilities

Reference IEP

Accommodations

Please refer to individual student IEP

Modifications

Please refer to individual student IEP

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

Unsolved Problems of the Modern World

Days: 5

Minutes/Day: 55

Situation: In the globally interconnected world in which we live there are social, political, economic, and religious issues that affect people and sometimes divide people within a local area, nation, a region, or around the world. In some cases organizations exist to help improve the conditions of life in our world communities. In other cases limited resources or no resources are available to improve the lives of others.

Challenge: You will be part of a team that will research and analyze a local, national, or international problem and then create an organization which will take action to resolve a problem in our modern world.

Role: All members of your team will help research your topic and the underlying social, political, and economic issues within your country. This project is a team project with an individual essay component. Participation in discussion, research, and the planning of your presentation are important to gaining a good understanding of your topic and creating an effective organization. Choose group members who will work equally to accomplish your task.

Product: Student teams are responsible for creating an organization and producing a product that goes along with their organization and will be used during their presentation. The product portion of the project must include a poster, photo album, flyer (educational or activist), a T-shirt, a banner (educational or activist), a PowerPoint, or a video.

Presentation: Your team will present your unsolved problem to the class. Students should pay attention to the questions answered during the research phase as they plan their presentation. Presentations should focus on the problem(s) and team solution(s).

Teacher Note: For the presentations some teachers may choose to have individual teams present and other teachers might decide to do a gallery walk where each team sets up their presentation around the room and students rotate around the room to each presentation.

**Engaging Learning Experiences
Synopsis of Authentic Performance Tasks**

Authentic Performance Tasks	Description	Suggested Length of Time
Task 1:	Students will analyze primary and secondary sources to determine who was responsible for the Cold War. Students will also need to answer the following question in a writing task, “When and how did the Cold War actually begin?”	Days: 6 Minutes/Day: 55
Task 2:	Students will conduct a case study on 3 of the following “hot spots” of the Cold War and present their information to the class. Students will investigate the causes and effects of the Vietnam War, Korea War, or Cuban Missile Crisis on the Cold War and respective countries.	Days: 5 Minutes/Day: 55
Task 3:	Students will analyze documents and answer the question “Why did Chinese youth get swept up in the Cultural Revolution?” Students will use a timeline and primary sources as evidence to answer the question in a short paragraph	Days: 2 Minutes/Day: 55
Task 4:	Students will construct an Annotated Timeline about the major events in the Israeli/Palestinian conflict from WWII to today.	Days: 5 Minutes/Day: 55
Task 5:	Students will complete a Mini-DBQ answering the question, “China’s One Child Policy: Was it a Good Idea?” Students will analyze primary and secondary sources, complete a thrash-out, and write a five paragraph essay.	Days: 5 Minutes/Day: 55

Interdisciplinary Connections	Language Arts (reading, analyzing, synthesizing, speaking)
--------------------------------------	--

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"/> _____ |
|--|---|

Connections between 21st Century Skills, CCCSS, and Unit Overview:

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

Authentic Performance Task 1

Task Description	DBQ History Blueprint Cold War – students will analyze primary and secondary sources to determine who was responsible for the Cold War. Students will also need to answer the following question in a writing task or debate, “When and how did the Cold War actually begin?”	Suggested Length	Days: 6 Minutes/Day:55
Standards Addressed	Priority Standard(s)		
	<p>10.9.3 Understand the importance of the Truman Doctrine and the 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.</p>		
	Supporting Standard(s)		
	<p>10.9.1 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.</p> <p>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.</p>		
	Target ELD Standard(s)		
<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>Interpretive #8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.), depending on modality text type, purpose, audience, topic, and content area.</p> <p>Productive #10 Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p>			
Essential Question(s)	<i>10.9.3 How did the United States work to create democratic stability after World War II?</i>		
Big Idea(s)	<i>Overall Big Idea: Lasting social, political and economic issues of the world wars led to concentrations of political power and additional tensions during the Cold War which affect the world today.</i>		
Bloom’s		DOK	Scoring Rubric
Level 5 Synthesis		Level4 Extended Thinking	Task 1\UPO 9 Task 1 Rubric.docx

(Suggested Instructional Strategies and Tasks)

Teaching and Learning Sequence

- Follow the History Blueprint “Cold War Lesson #1: Roots of the Cold War” tasks and major topics.
1. Background Information
 2. Defining Cold War
 3. Organizing the Cold War Chart
 4. Wartime Experience
 5. Talta and Potsdam
 6. Comparing Churchill and Stalin (Sentence Deconstruction)
 7. The Marshall Plan
 8. The Sources of Soviet Conduct
 9. Truman vs. Zhdanov
 10. Berlin Blockade
 11. When and how did the Cold War begin?

Students may work in groups or pairs to analyze the various documents. As students work through all the documents and tasks remind them that they will use the information and notes to help them answer the question in a short paragraph “When and how did the Cold War actually begin?”

Teachers have the discretion to decide which documents or topics to focus on.

Resources and Materials

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

[Task 1\Task 1-Roots of the Cold War.pdf](#)

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
See various resources in the Toolbox for differentiation strategies	Reference IEP Accommodations Please refer to individual students IEP	Emerging See various resources in the Toolbox for differentiation strategies	See various resources in the Toolbox for differentiation strategies
	SHEG-Cold War Origins Assignment Task 1\Cold War Origins\Cold War Lesson Plan 0.pdf Task 1\Cold War Origins\Cold War 0.ppt	Expanding See various resources in the Toolbox for differentiation strategies	
	Modifications Please refer to individual students IEP	Bridging See various resources in the Toolbox for differentiation strategies	

Scoring Rubric

[Task 1\UPO 9 Task 1 Rubric.docx](#)

Authentic Performance Task 2

Task Description	Students will conduct a case study on 3 of the following “hot spots” of the Cold War and present their information to the class. Students will investigate the causes and effects of the Vietnam War, Korea War, or Cuban Missile Crisis on the Cold War and respective countries.	Suggested Length	Days: 5 Minutes/Day: 55
Standards Addressed	Priority Standard(s)		
	10.9.3 Understand the importance of the Truman Doctrine and the 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.		
	Supporting Standard(s)		
	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.		
	Target ELD Standard(s)		
	Collaborative #3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. Collaborative #2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia).		
Essential Question(s)	10.9.3 <i>How did the United States work to create democratic stability after World War II?</i>		
Big Idea(s)	<p><i>The U.S. used its military and economic power to influence other regions around the world.</i></p> <p>Overall Big Idea: Lasting social, political and economic issues of the world wars led to concentrations of political power and additional tensions during the Cold War which affect the world today.</p>		
Bloom’s		DOK	Scoring Rubric
Level 6 Creating		Level4 Extended Thinking	Task 2\UPO 9.Task 2.Rubric.docx

(Suggested Instructional Strategies and Tasks)

Teaching and Learning Sequence

Teachers have discretion to present information to students and what resources the students can use to make their presentations.

Students will get into groups of 4-6 and research their “hot spot” and create a presentation that they can teach to the class about the causes, major events, and effects of the Korean War, Cuban Missile Crisis, or Vietnam War. Students can use their textbook, Encyclopedia Britannica, and the resources found in the UPO 9 Task 2 Teacher Toolbox to find information on their topic.

Groups are required to develop an Essential Question that the students will be able to answers after hearing the presentation. Groups must have the following content in their presentation:

1. Causes
2. Major Participants/Figures
3. Major Events/Battles
4. Effects

Presentations can be a Prezi, Power Point, Poster Board, etc.

Resources and Materials

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

Korean War Resources
[Task 2\Korean War Resources\Korean War Lesson Plan 0.pdf](#)
[Task 2\Korean War Resources\Korean War 0.ppt](#)
Cuban Missile Crisis Resources
[Task 2\Task 2-Hot Spot Resources.pdf](#)
Vietnam War Resources
[Task 2\Task 2-Vietnam Resources.pdf](#)

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
See various resources in the Toolbox for differentiation strategies	<p>Reference IEP</p> <p><i>Accommodation/Modifications</i></p> <p>Please refer to individual students IEP</p>	<p>Emerging/Expanding/Bridging</p> <p>See various resources in the Toolbox for differentiation strategies</p>	See various resources in the Toolbox for differentiation strategies

Scoring Rubric

[Task 2\UPO 9.Task 2.Rubric.docx](#)

Authentic Performance Task 3

Task Description	Students will analyze documents and answer the question “Why did Chinese youth get swept up in the Cultural Revolution?” Students will use a timeline and primary sources as evidence to answer the question in a short paragraph.	Suggested Length	Days: 2 Mins/Day: 55
Standards Addressed	Priority Standard(s)		
	10.9.4 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).		
	Supporting Standard(s)		
	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.		
	Target ELD Standard(s)		
Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language			
Productive 12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas			
Essential Question(s)	10.9.4 What political, social, and economic changes came out of the Chinese Civil War?		
Big Idea(s)	<i>Overall Big Idea: Lasting social, political and economic issues of the world wars led to concentrations of political power and additional tensions during the Cold War which affect the world today.</i>		
Bloom’s		DOK	Scoring Rubric
Level 4 Analysis		Level 3 Strategic Thinking	Task 3\UPO 9 Task 3 Rubric.docx

Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)
	<p>Students will complete the SHEG Cultural Revolution Lesson Plan. Students will study the Cultural Revolution in China by looking at the Red Guard and their role in the Cultural Revolution. Teachers should pre-teach the Chinese Civil War and Mao Zedong’s Communist China. Students will then complete the following tasks:</p> <ol style="list-style-type: none"> 1. Students review the Timeline—Cultural Revolution 2. Students read Documents A-D and answer the corresponding questions. 3. Students will use evidence from the documents and the timeline to answer the overall question: Why did Chinese youth get swept up in the Cultural Revolution?
Resources and Materials	<p>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>Task 3\Cultural Revolution Lesson.pdf</p> <p>Task 3\Cultural Revolution 0.ppt</p>

Strategies for Differentiation

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

Scoring Rubric	Task 3\UPO 9 Task 3 Rubric.docx
-----------------------	---

Authentic Performance Task 4

Task Description	Students will construct an Annotated Timeline about the major events in the Israeli/Palestinian conflict from WWII to today.	Suggested Length	Days: 5 Minutes/Day: 55		
Standards Addressed	Priority Standard(s)				
	10.9.6 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.				
	Supporting Standard(s)				
	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.				
	Target ELD Standard(s)				
Productive 12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas					
Essential Question(s)	10.9.6 <i>How do economic and religious factors contribute to the continuing conflicts in the Middle East?</i> 10.10 <i>How do emerging countries deal with the legacy of imperialism?</i>				
Big Idea(s)	<i>Overall Big Idea: Lasting social, political and economic issues of the world wars led to concentrations of political power and additional tensions during the Cold War which affect the world today.</i>				
Bloom's		DOK		Scoring Rubric	
Level 5 Synthesis		Level 3 Strategic Thinking		Task 4\UPO 9.Task 4.Rubric.docx	

Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks) Annotated Timeline 1. Teacher will determine how to present content to students (notes, worksheets, videos, etc.) 2. Students will create an annotated timeline about Israeli/Palestinian conflict. Follow example of the annotated timeline in the teacher’s toolbox. 3. Students must have a minimum of 10 significant events in Israeli/Palestinian Conflict. 4. Teachers may choose to give students a specific set of events that they will research and incorporate into their annotated timeline. Or, you can have students select their own events that they believe are the most important to include in their annotated timeline (social, political, economic, intellectual, militarily, etc.).		
	Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts) Task 4\Annotated Timeline.pdf Task 4\Annotated Timeline example.pdf	
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 students 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 students IEP	Expanding See various resources in the Toolbox for differentiation strategies	
		Bridging See various resources in the Toolbox for differentiation strategies	
Scoring Rubric	Task 4\UPO 9.Task 4.Rubric.docx		

Authentic Performance Task 5

Task Description	Students will complete a Mini-DBQ answering the question, “China’s One Child Policy: Was it a Good Idea?” Students will analyze primary and secondary sources, complete a thrash-out, and write a five paragraph essay.	Suggested Length	Days: 5 Mins/Day: 55
Standards Addressed	Priority Standard(s)		
	<p>10.9.4 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).</p>		
	Supporting Standard(s)		
	<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 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</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>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 Standard(s)		
	<p>Collaborative #3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. # 4 Adapting language choices to various contexts (based on task, purpose, audience, and texttype)</p> <p>Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. #7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience,</p> <p>Productive #10 Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology. #11 Justifying own arguments and evaluating others' arguments in writing.</p>		

Essential Question(s)	10.9.4 <i>What political, social, and economic changes came out of the Chinese Civil War?</i>		
Big Idea(s)	Overall Big Idea: Lasting social, political and economic issues of the world wars led to concentrations of political power and additional tensions during the Cold War which affect the world today.		
Bloom's		DOK	Scoring Rubric
Level 6 Creating		Level 4 Extended Thinking	Task 5\Task 5 DBQ Essay Rubric.docx
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)		
	<p>Students will complete a Mini-DBQ that asks the question: Students will write a five paragraph answering this question: "China's One Child Policy: Was it a Good Idea?"</p> <p>Follow the steps outlined in the Mini-Q,</p> <p>Step One: Hook</p> <p>Step Two: Background Essay</p> <p>Step Three: Understanding the Question and Pre-Bucketing</p> <p>Step Four: Have students analyze the documents with the Clean Version</p> <p>Step Five: Bucketing, Chicken foot, and Thrash-Out</p> <p>Step Six: Essay Writing</p>		
Resources and Materials	<p style="text-align: center;">(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>The DBQ Project: Mini-Qs in World History Volume 3, Unit 2</p>		
Strategies for Differentiation			
		<p>Emerging</p> <p>See various resources in the Toolbox for differentiation strategies</p>	

Engaging Scenario

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

Unsolved Problems of the Modern World

Situation: In the globally interconnected world in which we live there are social, political, economic, and religious issues that affect people and sometimes divide people within a local area, nation, a region, or around the world. In some cases organizations exist to help improve the conditions of life in our world communities. In other cases limited resources or no resources are available to improve the lives of others.

Challenge: You will be part of a team that will research and analyze a local, national, or international problem and then create an organization which will take action to resolve a problem in our modern world.

Role: All members of your team will help research your topic and the underlying social, political, and economic issues within your country. This project is a team project with an individual essay component. Participation in discussion, research, and the planning of your presentation are important to gaining a good understanding of your topic and creating an effective organization. Choose group members who will work equally to accomplish your task.

Product: Student teams are responsible for creating an organization and producing a product that goes along with their organization and will be used during their presentation. The product portion of the project must include a poster, photo album, flyer (educational or activist), a T-shirt, a banner (educational or activist), a PowerPoint, or a video.

Presentation: Your team will present your unsolved problem to the class. Students should pay attention to the questions answered during the research phase as they plan their presentation. Presentations should focus on the problem(s) and team solution(s).

Teacher Note: For the presentations some teachers may choose to have individual teams present and other teachers might decide to do a gallery walk where each team sets up their presentation around the room and students rotate around the room to each presentation.

[Engaging Scenario](#)

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
See various resources in the Toolbox for differentiation strategies	<i>Reference IEP</i> <i>Accommodations/Modifications</i> Please refer to individual students IEP	Emerging/Expanding/Bridging See various resources in the Toolbox for differentiation strategies	See various resources in the Toolbox for differentiation strategies