

**GRADE: 10**

**AUTHORS: FLHS SS Dept**

**UNIT TITLE/FOCUS: Fall of Communism/Current Issues**

**UNIT LENGTH: 3-4 weeks**

**Essential Question:** Are we better off now than we were in the past?

**Enduring Understanding:** *Students will understand that as we progress issues will arise that require complex solutions.*

**Guiding Questions:**

**Content:**

1. What factors contributed to the collapse of communism in Eastern Europe? (10.6c)
2. What factors contributed to the collapse of communism the Soviet Union? (10.6c)
3. Did the collapse of communism in Eastern Europe and the Soviet Union solve the problems of the Cold War? (10.6c)
4. What problems did the collapse of communism create for the republics of the former Soviet Union? (10.6c)
5. What problems did the collapse of of communism create for Eastern Europe? (10.6c)
6. How has Chinese communism changed since its creation? (10.7d)
7. Should China still be considered a communist country? (10.7d)
8. How has technological advances made the world a smaller place? (10.8a,10.8b,10.9a)
9. What are the negative and positive consequences of new technology? (10.8a, 10.8b, 10.9a)
10. How has globalization impacted trade and commerce? (10.9a)
11. How has globalization impacted migration? (10.9c)
12. How has globalization help to facilitate the growth of international conflicts? (10.9b, 10.9d)
13. How has human activity impacted the environment? (10.9c)
14. Can the earth sustain the rate of population growth? (10.9c)
15. How have recent natural disasters impacted the global economy? (10.9c)
16. Are there current standards of human rights, military aggression and environmental concerns that should be monitored on a global scale? (10.10a, 10.10b, 10.10c)
17. Is it any one country's responsibility to police human rights violations, prevent military aggression and address environmental concerns? (10.10a, 10.10b, 10.10c)

**Process:**

1. What's the structure of an informative essay? (WHST 9-10.2a)
2. How do we cite textual evidence? (WHST 9-10.2b) (WHST 9-10.9)
3. How do we infuse content-specific vocabulary in our writing? (WHST 9-10.2d)
4. How does formal writing differ from informal writing? (WHST 9-10.2e)

5. How do you evaluate sources for reliability? (WHST 9-10.8)
6. How do we achieve coherence in our writing? (WHST 9-10.8)
7. How can we avoid plagiarism? (WHST 9-10.8)
8. How do we determine a main idea of a text? (RH 9-10.2)
9. How do we share and discuss textual information? (SL 9-10.4)

**Metacognitive**

1. What part of the research project was most interesting/easiest/difficult for you?
2. What would be the best way to inform others about Classical Civilizations?
3. How were you able to use evidence from from different sources to support your thinking?

**Standards:**

**Reading:**

(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

(RH 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

(RH 9-10.3) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them

(RH 9-10.5) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

(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.

(RH 9-10.9) Compare and contrast treatments of the same topic in several primary and secondary sources.

**Writing:**

(WHST 9-10.2) Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

(WHST.9-10.2a) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures tables), and multimedia when useful to aiding comprehension.

(WHST.9-10.2b) Develop the topic with well-chosen, relevant, and sufficient facts, extended

definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

(WHST.9-10.2c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

(WHST.9-10.2d) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

(WHST.9-10.2e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

(WHST.9-10.2f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

(WHST 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.

(WHST 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.

(WHST 9-10.9) Draw evidence from informational texts to support analysis, reflection, and research.

### **Speaking and Listening:**

(SL 9-10.1) initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

(SL.9-10.1a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

(SL.9-10.1b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

(SL.9-10.1c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and

clarify, verify, or challenge ideas and conclusions.

(SL.9-10.1d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

(SL 9-10.2) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

(SL 9-10.4) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

(SL 9-10.5) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Content:**

10.6c The end of the Cold War and the collapse of the communist bloc in Europe had a global impact.

10.7d Nationalism in China influenced the removal of the imperial regime, led to numerous conflicts, and resulted in the formation of the communist People's Republic of China.

10.8a Cultures and countries experience and view modernization differently. For some, it is a change from a traditional rural, agrarian condition to a secular, urban, industrial condition. Some see modernization as a potential threat and others as an opportunity to be met.

10.8b Tensions between agents of modernization and traditional cultures have resulted in ongoing debates within affected societies regarding social norms, gender roles, and the role of authorities and institutions.

10.9a Technological changes in communication and transportation systems allow for instantaneous interconnections and new networks of exchange between people and places that have lessened the impact of time and distance.

10.9b Globalization is contentious, supported by some and criticized by others.

10.9c Population pressures, industrialization and urbanization have increased demands for limited natural resources and food resources, often straining the environment.

10.9d Globalization has created new possibilities for international cooperation and for international conflict.

10.10a Following World War II, the United Nations Universal Declaration of Human Rights (1948) was written. This provides a set of principles to guide efforts to protect threatened groups.

10.10b Governments, groups, and individuals have responded in various ways to the human atrocities committed in the 20th and 21st centuries.

10.10c Historical and contemporary violations of human rights can be evaluated using the principles and articles established within the UN Universal Declaration of Human Rights.

**Vocabulary**

**Tier 2:** Thaw, Interdependence, Social Media, Telecommunication, Impact, Pollution, Natural Disasters, Responsibility, Monitor, Density, Solidarity, Famine, Epidemic, Exponential, Bulge (Population), Migration

**Tier 3:** Globalization, Glasnost, Perestroika, Carbon Footprint, Communism, Outsourcing, Human Rights, Desertification, Sustainability, Berlin Wall, Nuclear Proliferation, Solidarity, Refugee, Climate Change, Geneva Convention

**ASSESSMENTS**

<p><b>Authentic Performance</b> <b>Task(s):</b>Students will... <i>Write a formal research paper that introduces a current global issue as well as a proposed solution to this problem and evaluate the potential and validity of this proposal.</i></p> <p>In their paper, students will: Introduce the paper by identifying the issue and identifying proposed solutions.</p> <p>Organize ideas, concepts and information to make important connections between global problems and potential solutions.</p> <p>Provide Relevant facts, definitions and concrete details about the problems and solutions.</p> <p>Provide clear and coherent writing appropriate to a formal research paper.</p> <p>Cite specific textual evidence.</p> <p>Establish and maintain a formal style and objective tone.</p>	<p><b>Alignment to NYS Common Core Standards: (assessed)</b></p> <p><b>(WHST 9-10.2a)</b></p> <p><b>(WHST 9-10.2a)</b></p> <p><b>(WHST 9-10.2a)</b></p> <p><b>(WHST 9-10.4) , (WHST 9-10.2)</b></p> <p><b>(RH 9-10.1)</b></p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Provide a concluding section that follows from and supports the information related to the global issue and corresponding solutions.</p>	<p><b>(WHST 9-10.2e)</b></p> <p><b>(WHST 9-10.2f)</b></p>
<p><b><u>Diagnostic</u></b>  Students will work in small groups to identify and prioritize global problems. They will report out to the class their findings and compare and contrast these problems with other periods of history.</p> <p>Students will brainstorm their interpretation of communism and what it means to them. They will then decide if it was a force of good or evil in the world. They will predict if the death of communism would make the world a better place.</p> <p><b><u>Formative</u></b>  Students will analyze a variety of primary and secondary source material. Students will be required to</p> <ul style="list-style-type: none"> <li>● Summarize</li> <li>● Identify Main Ideas</li> <li>● Explain Author’s Position</li> <li>● Cite specific examples.</li> </ul> <p>The following topics:  Fall of Communism,  Change in Chinese Communism  Impact of Technology  Globalization  Impact on the Environment  Global Solutions to Current Problems</p> <p><b><u>Summative</u></b>  Multiple Choice Exams, Short Answer Quizzes, Writing Assessments, DBQ Quizzes, Performance Task</p>	<p><b>(SL 9-10.1)</b></p> <p><b>(SL 9-10.1)</b></p> <p><b>(RH9-10.2) (WHST 9-10.8)</b></p>



## TEACHING AND LEARNING PLAN

### Teaching and Learning Activities:

*Activities and tasks, Linked to guiding questions and standards, Describe what the students will do and why...*

1. Students will work in small groups to identify and prioritize global problems. They will report to the class their findings and compare and contrast these problems with other periods of history. (10.9c, SL 9-10.1a)

2. Based on source materials students will be asked to identify the policy changes made by Gorbachev and how they lead to the fall of communism in the Soviet Union by writing an informative paragraph. (10.6c, RH 9-10.3)

3. Students work in small groups to analyze a variety of source material on the fall of communism in Eastern Europe. Students will complete a written summary for each source providing information on how the text explains the events leading to the fall of communism in that country. Students will complete this using the jig-saw grouping strategy and taking notes in their second group. (RH 9-10.2; RH 9-10.3, SL 9-10.4)

4. Students will create a flow-chart using information from source materials highlighting the evolution of communism and leadership of China. They will then debate the question “Should China still be considered a communist nation?” (10.7d, SL 9-10.5)

5. Students will estimate the number of people with whom they are connected using all forms of technology. They will then answer the questions: How does that number change if you were to take away the internet and cell phones? What is the significance of this change? What does this tell us about the impact of technology on communication? by having a class discussion (10.8a, 10.8b, 10.9a, SL 9.5)

6. Students will examine a variety of print and digital media to compare and contrast the positive and negative impact of technology on the social relations, politics and economic systems by writing an argumentative paragraph. (10.9a, RH 9-10.6, WHST 9-10.8, RH 9-10.9)

7. Students will independently research examples of how globalization has impacted:

- Trade and Commerce (Day 1)
- Migration (Day 2)
- International Conflicts (Day 3)

They will bring in current articles that provide examples of each of these issues. They will discuss these examples with classmates and discuss the positive and negative ramifications of these issues in small groups. They will then chart the groups’ responses on chart paper. Then a whole class discussion will follow. (10.9a, 10.9b, 10.9c, WHST 9-10.7, WHST 9-10.8)

8. Students will answer the following summative question in regards to globalization: Why have free market economies spread while command economies declined? Students will then debate the major cause of the decline of command economies. (10.6c, RH 9-10.2, SL 9-10.1)

9. Students will read and discuss articles on the impact various nations have had on the environment. Students will create political cartoons representing the negative impact these countries have had on the environment. They will then analyze and interpret each others cartoons. (10.9c, SL 9-10.2a)

10. Students will create a flow chart using information from gallery walk exhibits on the Green Revolution in order to answer the following summative question in a paragraph: How did the Industrial Revolution lead to the Green Revolution? (10.9a, RH 9-10.2)

11. Students will analyze various charts, graphs and maps that depict population growth and distribution and compare and contrast them with food production charts and maps. They should analyze and explain the relationship between both sets of data within an informative paragraph. (10.9c, RH 9-10.5)

12. Students will recall how Hurricane Sandy impacted their lives. They will work in small group and research natural disasters in particular regions that have occurred in the last five years. As a class, they will evaluate which disaster had the greatest global impact and why and then discuss where in the world would a natural disaster have to occur to have the greatest worldwide impact. (10.9c, SL 9-10.1a,b, WHST 9-10.7)

13. Students will research examples of countries involving themselves in the affairs of other nations within the last twenty years. Students will decide if the involvement was helpful or harmful and write an argumentative paragraph. (10.9d, SL 9-10.2)

14. Students will discuss in small groups whether the Arab spring will make profound changes to the political infrastructure in the Middle East or will long standing dictators continue to rule. This will be followed by an informal debate on this topic. (10.10a, 10.10b, 10.10c, SL 9-10.1d)

**Differentiation Strategies:**

1. Teacher will group students heterogeneously and chart student responses.
2. Teacher will provide a cause and effect chart for students to generate ideas for their writing activity.
3. Students will be group heterogeneously and then jig-sawed to complete readings.
4. Teacher will provide prompts in the chart and provide first example.
5. Teacher will have students complete a think-pair-share activity to generate responses.
6. Teacher will incorporate images and provide a t-chart to organize usefulness of sources.

7. Teacher will pre-teach vocabulary, provide a note-taking organizer, and utilize heterogeneous grouping strategies.
8. Prior to discussion, teacher will have students participate in an “everybody writes” and then think-pair-share activity.
9. Teacher will provide students with an “effective political cartoon” checklist and template to complete this activity.
10. Teacher will create guiding questions to help students pull important information and key details from the gallery walk.
11. Teacher will provide guiding questions to help students generate ideas from the map and graph analysis.
12. Teacher will provide a graphic organizer that helps them organize their research. Students will also be placed into heterogeneous groups.
13. Teacher will provide a graphic organizer that helps students to chart their benefits and consequences of involvement in foreign conflicts.
14. Teacher will provide guiding questions to help scaffold students’ participation in the debate.

**Resources and Technologies Needed:**

*Professional Resources, Student materials, Websites...*

Peter Jennings Berlin Wall collapse broadcast

Speeches of Gorbachev

Speeches of Reagan

David M. Kotz *The Cure That Could Kill*