

**GRADE: 10th**

**AUTHORS: FLHS S.S. Dept.**

**UNIT TITLE/FOCUS: World in Conflict: 1800s-1920s**

**UNIT LENGTH: 6-8 weeks**

**Essential Question:** Was Nationalism a positive force in shaping world events?

**Big Idea/Enduring Understanding:** Students will understand that European domination of the world resulted in both positive and negative effects.

**Guiding Questions: (content, process, metacognitive)**

**Content:**

How did the French Revolution give birth to nationalist ideals in Europe? (10.2d)

How did the Congress of Vienna attempt to reinstitute conservatism in Europe? What challenge(s) did it face? (10.2d)

Why did nationalism grow in Europe in the 1800s? (10.2d)

How did Italians use nationalism to unify Italy? (10.2d)

How did Bismarck use the concept of "blood and iron" to unify Germany? (10.2d)

What are the similarities and differences between German unification and Italian unification? (10.2d)

Why did the Industrial Revolution begin in England? (10.3a, 10.3b)

What role does geography play in promoting industrialization? (10.3a)

How did the Industrial Revolution improve life in England? Which groups benefitted and which ones suffered? (10.3c, 10.3d)

How did the Industrial Revolution lead to increased urbanization? (10.3c)

How did the Industrial Revolution impact the standard of living for the middle class? for the industrial working class? (10.3d)

Why did labor unions grow in the 1800s? (10.3d)

How did the Industrial Revolution contribute to imperialism? (10.4a)

To what degree was imperialism a result of nationalism? (10.4c)

What justifications did Europeans use for colonizing the world? (10.4a, 10.4c)

What similarities are there between imperialism in Africa, China, Japan and India? (10.4b, 10.4c)

What differences are there between imperialism in Africa, China, Japan, and India? (10.4b, 10.4c)

How did Meiji restoration help transform Japanese society? How did this create conflict between traditionalists and the forces of modernization in Japan? (10.4b)

Why did Japan begin to imperialise neighboring countries? (10.4b)

How did nationalism, imperialism, colonialism, militarism, and alliances contribute to WW1? (10.5a, 10.5d)

What nationalist alliances lead to WW1? (10.5a)

How did technological advancements affect the casualties of WW1? (10.5b)

What affect did WW1 have on European economies? (10.5c)

How did the Treaty of Versailles lead to the rise fascism in Germany and Italy? (10.5d, 10.5e)

How did economic inequity and the failures of industrialization, affect the political ideology of Russia? (10.5a, 10.5d)

What new alliances and treaties were the result of WW1? (10.5d)

How effective was nationalism in meeting the needs of the Russian people? (10.5d)

How did the ideology of Marxist Socialism (internationalism) differ from the ideology of nationalism? (10.5d)

Why did communism appeal to the Russian people? (10.5d)

### **Process:**

How do we structure an argumentative essay to support our claim? (WHST.9-10.1a)

How do we refute a claim? (WHST.9-10.1b)

How can we use primary sources to support our claims? (WHST 9-10.9)

How can we achieve coherence in our argument? (WHST 9.1c)

How can we use a text to understand cause and effect? (RH 9-10.3)

How can we compare and contrast the same topics through primary and secondary sources? (RH 9-10.9)

How can we plan and revise our writing to improve our argument? (WHST 9-10.5)

How can we determine the central idea of a primary or secondary source? (RH.9-10.2)

How can we provide an accurate summary of how ideas develop over the course of a text? (RH.9-10.2)

How can we compare the point of view of authors for how they treat the same or similar topics? (RH.9-10.6)

How can we determine which details of an event an author is emphasizing? (RH.9-10.6)

How can we integrate quantitative analysis (charts, data) with the qualitative analysis in print? (RH.9-10.7)

Can we read and comprehend historical texts ? (RH.9-10.10)

### **Metacognitive:**

Why did you select that particular region for your essay?

How difficult was it to develop an argument?

What were some similarities among the nationalist examples that you selected?

How did your perspective change after completing the research?

### **Standards:**

#### **Reading:**

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.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

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.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**Speaking:**

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.

**Writing:**

WHST. 9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

WHST. 9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

WHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.9-10.1d 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. 9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.

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.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

**Content:**

10.2b Individuals used Enlightenment ideals to challenge traditional beliefs and secure people's rights in reform movements such as women's rights and abolition; some leaders may be considered enlightened despots.

10.2c Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas.

10.2d Cultural identity and nationalism inspired political movements that attempted to unify people into new nation-states and posed challenges to multinational states.

10.3a Agricultural innovations and technologies enabled people to alter their environment allowing them to increase and support farming on a large scale.

10.3b Factors including new economic theories and practices, new sources of energy, and technological innovations influenced the development of new communication and transportation systems and new methods of production. These developments had numerous effects.

10.3c Shifts in population from rural to urban areas led to social changes in class structure, family structure, and the daily lives of people.

10.3d Social and political reform as well as new ideologies developed in response to industrial growth.

10.4a European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons.

10.4b Those who faced being colonized engaged in varying forms of resistance and adaptation to colonial rule with varying degrees of success.

10.4c International conflicts developed as imperial powers competed for control. Claims over

land often resulted in borders being shifted on political maps often with little regard for traditional cultures and commerce (e.g., Berlin Conference).

10.5a International competition fueled by nationalism, imperialism, and militarism along with shifts in the balance of power and alliances led to world wars.

10.5b Technological developments increased the extent of damage and casualties in both World War I and World War II.

10.5c The devastation of the world wars and use of total war led people to explore ways to prevent future world wars.

10.5d Nationalism and ideology played a significant role in shaping the period between the world wars.

10.5e Human atrocities and mass murders occurred in this time period.

**Tier Two Vocabulary:** unification, division, militarism, alliance, movement, nationalism, nation-state, conservatism, liberalism, radicalism, justification, stability, commerce, resistance, ideologies, atrocities

**Tier Three Vocabulary:** Congress of Vienna, Prince Merrernich, industrialization, union, realpolitik, Social Darwinism, White Man's Burden, blood and iron, balance of power, urbanization, social mobility, middle class, industrial working class, laissez-faire economics, free market economy, capitalism, socialism, Marxism, communism, proletariat, bourgeoisie, means of production, factory system, assembly line, exploitation, Congress of Berlin, trench warfare, alliances, propaganda, New Economic Policy, colonization, dictators

## ASSESSMENTS

### **Authentic Performance Task(s): Argumentative Essay**

Students will...

1. Respond to the following question: Was Nationalism a positive force in shaping world events?

2. Select a region and research two examples of nationalism. Provide an argument that argues whether or not nationalism was a positive force in that region. (WHST.9-10.1a)

Address at least one political, economic, and/or social effect of nationalism in that region. WHST.9-10.1b

3. Create a counter-claim by effectively refuting at least one claim of the opposition argument.

WHST.9-10.1a

4. The essay must be at least 3 typed pages. Use a minimum of five sources in the essay.

(WHST.9-10.2a, WHST.9-10.1d, WHST.9-10.1e)

### **Other Assessments (Diagnostic, Formative, Summative):**

Diagnostic: Students will be broken up into groups of 5-6 students. Each group will be given one of the following Big Topics of the upcoming unit (Nationalism, Imperialism, Industrial Revolution, WWI, Russian Revolution). As a group they will create a concept web on a piece of chart paper of all the terms, ideas, and people they know related to the topic. Then, all students will place their chart paper around the room and all students will move from station to station observing the terms on each chart. As they move students will write down any term that they do not already know. They will reconvene in their group and make a master list of terms they don't know that they share in common with their group. The teacher will collect the list and use it to guide instruction. (WHST.9-10.1c)

Formative: Students will choose a region that was colonized (Africa, India, China, Japan) and analyze whether these regions are better off before or after imperialism. Students must support their analysis with evidence from in class primary and secondary sources (including notes). Students will respond by writing a minimum three paragraph response (RH.9-10.1)

Summative: Multiple choice test and Performance Task (WHST.9-10.1a)

## **TEACHING AND LEARNING PLAN**

### **Teaching and Learning Activities:**

Students will...

1. Compare a map before the Congress of Vienna and after the Congress of Vienna to understand the major effects of the Congress by writing an informative paragraph. (10.2d, RH 9-10.7)
2. Analyze 3 political cartoons on Italian and German unification to gain the major motivations of these nationalistic movements by answering accompanying questions. (10.2d, RH 9-10.9)
3. Read and evaluate primary source material of the national movement leaders by determining the goals of each movement. (10.2b, RH 9-10.2)
4. Create a venn diagram to compare Italian unification and German unification (10.2d, WHST 9-10.2a)
5. Analyze a resource map of England to determine why the Industrial Revolution began there by writing an informative paragraph. (10.3a, RH 9-10.7)
6. Read excerpts from Hard Times and analyze social and economic effects on British workers during the Industrial Revolution by writing an editorial paragraph . (10.3c, 10.3d, WHST 9-10.4)
7. Compare an indigenous and imperialist account of imperialism in Africa and Asia by answering "How did imperialism affect Africa and Asia?" in a short writing piece which could then lead to a debate. (10.4a, RH 9-10.6)
8. Simulate Berlin Conference through interactive role playing game in groups. Each student takes on

the role of a European country claiming parts of Africa and writing a paragraph providing explanations for their decisions. (10.4c, SL 9-10.1c)

9. Create a position statement on the most significant cause of World War 1 (MAIN) using an online blog where students can debate in an interactive format (10.5a, WHST 9-10.6)
10. Compare and contrast the Treaty of Versailles and Wilson's 14 Points to determine which plan solves the problems that Europe faced by writing an argumentative paragraph. (10.5c, RH 9-10.10)
11. Compare and contrast the ideas of Marx and Lenin's New Economic Policy writing a paragraph explaining similarities and differences. (10.5d, RH 9-10.6)

### **Differentiation Strategies:**

1. Teacher will provide guiding questions.
2. Students will complete activity using a think-pair-share.
3. Teacher will provide a flow chart to help analyze each document.
4. Teacher will model first example.
5. Teacher will provide guiding questions on the map to help students organize ideas prior to writing activity.
6. Teacher will provide students with a vocabulary chart and provide sentence stems to help begin their writing task.
7. Teacher will provide guiding questions and vocabulary terms from the sources. Students will be paired to complete this activity.
8. Teacher will provide prompts to assist teams in the role playing game.
9. Teacher will provide students with a checklist to assist in time management.
10. Teacher will provide students with a t-chart to assist in organizing ideas prior to writing activity. Teacher will model first example in the t-chart.
11. Teacher will complete a close reading of the sources with special attention paid to annotating and provide students with vocabulary and guiding questions.

### **Resources and Technologies Needed:**

Text: Giuseppe Mazzini- "The Duties of Man"

Otto Von Bismarck- "Blood and Iron Speech"

Charles Dickens- Hard Times

Adam Smith- The Wealth of Nations

Karl Marx- Das Kapital or the Communist Manifesto

Rudyard Kipling- "White Man's Burden"

Wilfred Owen- "Dulce et Decorum Est"

*\*King Leopold's Ghost: A Story of Greed, Terror and Heroism in Colonial Africa - Adam Hochschild*

\*Summer Reading Assignment Texts

Film: All is Quiet on the Western Front

Music: National Anthems (Italian, German)

Images: WW1 Military Technology