

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the World History Social Studies Course.

World History - Unit 10 – Post World War II	
Elaborated Unit Focus	<p>This unit represents the culminating work of a sequential study of world history. The world of today has been shaped by the often calamitous and often heroic events of the past. The theme conflict and change, viewed through the lens of the struggle of emerging nations in the world, allows students to examine how different regions of the world adapt to the issues of the modern times. The issue of conflict and change spills over into the transitions that took place as the government of the Soviet Union was no longer able to adapt, and the country broke up into its smaller component parts. Various individuals, groups and institutions played key roles in the events that have taken place since the end of the last world war. Many of them will be discussed. Additionally, as the world has become more interdependent, movement and migration have taken on greater significance. More people, goods and ideas move around the world today, at a much faster pace, than ever before. Many of the reasons for the faster pace of movement and migration are directly tied to technological innovation that allows for more efficiency in transportation and communication. Finally, students will appreciate that though we are bound by the time in which we live, cultures change while simultaneously continuing to hold on to the heritage and history of the past.</p>
Connection to Connecting Theme/Enduing Understandings	<ul style="list-style-type: none"> • The student will understand that when there is conflict between or within societies, change is the result. • The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. • The student will understand that technological innovations have consequences, both intended and unintended, for a society.
GSE for Social Studies (standards and elements)	<p>SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.</p> <p>a. Explain the arms race, include: development of nuclear weapons, and efforts to limit the spread of nuclear weapons.</p> <p>b. Describe the formation of the state of Israel and the Arab-Israeli Conflict.</p> <p>c. Analyze the rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa.</p> <p>d. Analyze opposition movements to existing political systems, include: anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.</p> <p>SSWH21 Examine change and continuity in the world since the 1960s.</p> <p>a. Identify ethnic conflicts and new nationalisms, include: Pan-Africanism, Pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.</p> <p>b. Describe the reforms of Khrushchev and Gorbachev and the breakup of the Soviet Union in 1991 that produced independent countries.</p> <p>c. Analyze terrorism as a form of warfare in the contemporary world.</p> <p>d. Examine the rise of women as major world leaders, include: Golda Meir, Indira Gandhi, and Margaret Thatcher.</p> <p>SSWH22 Analyze globalization in the contemporary world.</p> <p>a. Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers.</p> <p>b. Analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization.</p> <p>c. Explain how governments cooperate through treaties and organizations to minimize the negative effects of human actions on the environment.</p>

<p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p>	<p>L9-10RH1: 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>L9-10RH2: 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>L9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RH8: Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>L9-10RH10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST5: 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.</p> <p>L9-10WHST7: 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>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Information Processing Skills</p> <p>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>11. draw conclusions and make generalizations</p> <p>14. formulate appropriate research questions</p> <p>15. determine adequacy and/or relevancy of information</p>



Essential Questions and Related Supporting/Guiding Questions

Enduring Understanding 1	<p><i>The student will understand that when there is conflict between or within societies, change is the result.</i></p> <p>Essential Question: How has conflict changed the world post World War II?</p> <ol style="list-style-type: none"> 1. How has terrorism changed the way in which the world fights wars? 2. How has the migration of people and ideas influenced conflict? 3. How have the causes of conflict changed post World War II?
Enduring Understanding 2	<p><i>The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</i></p> <p>Essential Question: How can individuals/groups minimize the negative consequences of their actions?</p> <ol style="list-style-type: none"> 1. How have world leaders influenced the development of their nations and others? 2. How can world organizations influence the political and economic dynamics? 3. How have fanatics changed the political and economic landscape?
Enduring Understanding 3	<p><i>The student will understand that while change occurs over time, there is continuity to the basic structure of that society.</i></p> <p>Essential Question: What is the most significant change of the last century?</p> <ol style="list-style-type: none"> 1. How has technology influenced change? 2. How has the role of women in politics developed post World War II? 3. What has been the impact of the end of the Cold War?

Sample Instructional Activities/Assessments

Probable Passage – A Before Reading Activity

The *Probable Passage* strategy establishes a purpose for reading. It also activates students' prior knowledge and builds active thinking about a topic by having students make predictions before reading. The activity helps students talk in small groups in an organized way.

Procedure:

1. Chose a set of 8-10 key terms from the article or chapter students are going to read.

2. Students will work in small groups to place the terms in categories you have established. Have them use the key terms to create a gist statement which they predict will summarize their reading.

3. Then they list things that they “hope to discover” based on the words they don’t know or questions that came up during their small group work.

4. Before students begin reading, scan the passage together with the students, drawing their attention to the text structures (title, subtitles, graphics, examples, sidebars, etc.) You can use the informational text conventions chart with students to help them locate features of the passage that will help students comprehend the material better.

5. After students finish reading, explain to them that if their gist statement didn’t match the reading completely, it isn’t wrong. It was that their predictions were different from the reading.

6. Go over the “hope to discover” lists and talk about the questions that were/were not answered by the reading.

Article for students to read: Carr, Caleb. "Terrorism as Warfare." World Policy Journal, vol. 13, no. 4, Winter96/97, p. 1. EBSCOhost, proxygsu-kdoe.galileo.usg.edu/login?url=<http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=9701260051&site=eds-live&scope=site>. (Use Galileo to find this text)

Possible terms for students to develop gist statement from: Terrorism, crimes, rationalizations, paramilitary, perpetrators, sophisticated, policy, stability, Islam, psychodynamics, insecurity, legitimate.

Possible Categories: Nations, War, Crime, Religion, Strategy

<p>GSE Standards and Elements</p>	<p>SSWH21 Examine change and continuity in the world since the 1960s. c. Analyze terrorism as a form of warfare in the contemporary world.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standards: L9-10RH8: Assess the extent to which the reasoning and evidence in a text support the author’s claims. L9-10RH10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research. L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Social Studies Matrices: Information Processing Skills 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 11. draw conclusions and make generalizations 14. formulate appropriate research questions 15. determine adequacy and/or relevancy of information Enduring Understandings:</p> <ul style="list-style-type: none"> • The student will understand that when there is conflict between or within societies, change is the result. • The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

CSI: Color, Symbol, Image – An after reading activity

What

This strategy asks students to identify and distill the essence of ideas from reading, watching or listening in non-verbal ways by using a color, symbol, or image to represent the ideas. CSI can be used to enhance comprehension of reading, watching or listening. It can also be used as a reflection about previous events or learning. It is helpful if students have had previous experience with highlighting texts for important ideas, connections, or events. The synthesis happens as students select a color, symbol, and image to represent three important ideas. This routine also facilitates the discussion of a text or event as students share their colors, symbols, and images.

Why

Good readers sometimes use nonlinguistic representations (pictures instead of words) to identify big ideas while reading. These nonlinguistic representations help readers to infer theme and that inference becomes generative knowledge they can use later to help them make decisions and solve problems.

How

1. As students are reading/listening/watching, they make note of things that they find interesting, important, or insightful.
2. When finished, students choose 3 of these items that most stand out.
 - For one of these, they choose a color that they feel best represents or captures the essence of that idea.
 - For another one, they choose a symbol that they feel best represents or captures the essence of that idea.
 - For the other one, they choose an image that they feel best represents or captures the essence of that idea.
3. With a partner or group, students share their color and then share the item from the reading that it represents. Students tell why they chose that color as a representation of that idea. Repeat the sharing process until every member of the group has shared his or her Color, Symbol, and Image.

Adapted From: Visible Thinking ©, Harvard Project Zero

Article for students to read: Fry, Ian. "The Paris Agreement: An Insider's Perspective - the Role of Small Island Developing States - ." *Environmental Policy & Law*, vol. 46, no. 2, Mar. 2016, pp. 105-108. EBSCOhost, proxygsu-kdoe.galileo.usg.edu/login?url=<http://search.ebscohost.com/login.aspx?direct=true&db=eih&AN=115106825&site=eds-live&scope=site>.

GSE Standards and Elements

SSWH22 Analyze globalization in the contemporary world.
 c. Explain how governments cooperate through treaties and organizations to minimize the negative effects of human actions on the environment.

**Literacy Standards
 Social Studies Matrices
 Enduring Understanding(s)**

Literacy Standards:
L9-10RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
L9-10RH10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.
L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Social Studies Matrices:
Information Processing Skills:
 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
 11. draw conclusions and make generalizations
 15. determine adequacy and/or relevancy of information

Enduring Understandings:

- The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Cubing – A pre-writing Activity

Cubing asks you to probe your topic from six different perspectives. First, select a topic (issue, person, idea, event, problem, person, object, scene) and write it at the top of your page to help you keep it firmly in mind. Then give yourself three to five minutes to write from each of the perspectives listed below. Start from what you know, but don't limit yourself: give yourself permission to identify those areas that will need further thought or research and speculate about where you will discover this information. Try not to sabotage yourself; that is, keep going until you have written about your topic from all six perspectives. As in freewriting, it is important to reread what you have written. Look for surprises, unexpected insight, momentum.

1. **Describing:** Physically describe your topic. What does it look like? What color, shape, texture, size is it? Identify its parts.
2. **Comparing:** How is your topic similar to other topics/things? How is it different?
3. **Associating:** What other topic/thing does your topic make you think of? Can you compare it to anything else in your experience? Don't be afraid to be creative here: include everything that comes to mind.
4. **Analyzing:** Look at your topic's components. How are these parts related? How is it put together? Where did it come from? Where is it going?
5. **Applying:** What can you do with your topic? What uses does it have?
6. **Arguing:** What arguments can you make for or against your topic?

Pros: Cubing is an excellent tool for rapidly exploring a topic. It reveals quickly what you know and what you don't know, and it may alert you to decide to narrow or expand your topic.

Cons: Cubing asks us to examine a topic in an unusual way and this may prove frustrating to some writers. It may at first feel awkward at first to describe something like abortion and this may cause a writer to abandon this technique or, worse, the topic itself.

Strategy Source: <http://users.humboldt.edu/tduckart/Cubing.htm>

Topic: The Arms Race

Resource for the students to use prior to writing: <http://www.history.com/topics/cold-war/arms-race>

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Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>Literacy Standards:</p> <p>L9-10WHST7: 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>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Social Studies Matrices:</p> <p>Information Processing Skills:</p> <p>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. identify and use primary and secondary sources</p> <p>11. draw conclusions and make generalizations</p> <p>15. determine adequacy and/or relevancy of information</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The student will understand that when there is conflict between or within societies, change is the result. • The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Culminating Unit Performance Task

Post World War II Informational/Explanatory Essay.

Choose one of these three prompts and write an essay in response. The essay will need to be at least a minimum of 500 words and not longer than 750 words (two to three pages). Be sure to include at least four sources (citations). Remember when you are writing your essays to look at them through the lenses of

1. After reading a variety of texts from this unit on the Cold War, write an essay in which you analyze the social, economic, and political impact of the Cold War, providing evidence to clarify your analysis. **(Informational or Explanatory/Analysis)**
2. After reading a variety of texts from this unit, write an essay that explains the change and continuity in the world since the 1960s. Support your discussion with evidence from your research. **(Informational or Explanatory/Synthesis)**
3. After reading a variety of texts, write an essay in which you analyze globalization in the contemporary world, providing examples to clarify your analysis. **(Informational or Explanatory/Analysis)**

GSE Standards and Elements	<p>SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.</p> <ol style="list-style-type: none"> a. Explain the arms race, include: development of nuclear weapons, and efforts to limit the spread of nuclear weapons. b. Describe the formation of the state of Israel and the Arab-Israeli Conflict. c. Analyze the rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa. d. Analyze opposition movements to existing political systems, include: anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall. <p>SSWH21 Examine change and continuity in the world since the 1960s.</p> <ol style="list-style-type: none"> a. Identify ethnic conflicts and new nationalisms, include: Pan-Africanism, Pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda. b. Describe the reforms of Khrushchev and Gorbachev and the breakup of the Soviet Union in 1991 that produced independent countries. c. Analyze terrorism as a form of warfare in the contemporary world. d. Examine the rise of women as major world leaders, include: Golda Meir, Indira Gandhi, and Margaret Thatcher. <p>SSWH22 Analyze globalization in the contemporary world.</p> <ol style="list-style-type: none"> a. Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers. b. Analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization. c. Explain how governments cooperate through treaties and organizations to minimize the negative effects of human actions on the environment.
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>Literacy Standards:</p> <p>L9-10RH1: 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>L9-10RH2: 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>L9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RH10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>

	<p>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST5: 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.</p> <p>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Social Studies Matrices:</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none">1. compare similarities and differences3. identify issues and/or problems and alternative solutions5. identify main idea, detail, sequence of events, and cause and effect in a social studies context6. identify and use primary and secondary sources11. draw conclusions and make generalizations <p>Enduring Understandings:</p> <ul style="list-style-type: none">• The student will understand that when there is conflict between or within societies, change is the result.• The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.• The student will understand that while change occurs over time, there is continuity to the basic structure of that society.
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World History Frameworks for the Georgia Standards of Excellence in Social Studies

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus. D:Addresses additional demands sufficiently.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D:Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/ Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.		Presents appropriate details to support the focus and controlling idea.		Presents appropriate and sufficient details to support the focus and controlling idea.		Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Rubric from the Literacy Design Collaborative

Georgia Department of Education

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