Positive Consequences of Catastrophic Events? [10th grade]

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Unit Title: Positive Effects of Catastrophic Events?

Grade Level: 10

Subject/Topic Area(s): World War I, the Great Depression, World War II

Designed By: Hillary Rodriguez

Time Frame: 11 instructional days on regular schedule

School District: Southwest Independent School District

School: Southwest High School

School Address and Phone: 12114 Dragon Lane, San Antonio, TX 78252 210-622-4500

**Brief Summary of Unit** (Including curricular context and unit goals):

Using WWI, the Great Depression, and WWII as a backdrop, students will determine how catastrophic events can have not only a negative effect, but also a positive effect. Students will also investigate the role that individuals play in world history and how individuals can sometimes have an immense impact both negatively and positively. To transfer their new knowledge, students will research the positive effects, negative effects, and individuals associated with various catastrophic events of the last 40-50 years.
### UbD Template 2.0

#### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Transfer</th>
<th>Meaning</th>
<th>Essential Questions</th>
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<tr>
<td>Students will independently use their learning to...&lt;br&gt;Analyze the positive and negative consequences of catastrophic events of the last 40-50 years and the individuals that had an impact on these events.</td>
<td>Although catastrophic events have myriad negative effects, positive effects are possible, especially in the long term.&lt;br&gt;Individuals can through their actions exacerbate negative effects of catastrophic events, or they can help to bring about positive outcomes.&lt;br&gt;Different types of catastrophic events (wars, natural disasters, etc.) have differing characteristics – some may lend themselves better toward positive effects.</td>
<td>How can catastrophic events have a beneficial effect?&lt;br&gt;How can individuals influence the course of world history?&lt;br&gt;Is it easier to find positive effects for certain types of catastrophic events?</td>
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<tr>
<th>Knowledge</th>
<th>Skills</th>
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<td>Students will know...&lt;br&gt;TEKS:&lt;br&gt;(1) History. The student understands traditional historical points of reference in world history. The student is expected to:&lt;br&gt;(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization&lt;br&gt;(10) History. The student understands the causes and impact of World War I. The student is expected to:&lt;br&gt;(A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I&lt;br&gt;(B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates&lt;br&gt;(C) explain the political impact of Woodrow Wilson’s Fourteen Points and the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system&lt;br&gt;(11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:&lt;br&gt;(A) summarize the international, political, and economic causes of the global depression&lt;br&gt;(B) explain the responses of governments in the United States, Germany,</td>
<td>Students will be able to...&lt;br&gt;TEKS:&lt;br&gt;(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:&lt;br&gt;(D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author&lt;br&gt;(E) identify bias in written, oral, and visual material&lt;br&gt;(F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time&lt;br&gt;(H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs&lt;br&gt;(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</td>
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and the Soviet Union to the global depression

The student understands the causes and impact of World War II. The student is expected to:

(A) **describe the emergence and characteristics of totalitarianism**
(B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II

(C) **explain the major causes and events of World War II**, including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs

The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:

(A) **summarize how the outcome of World War II contributed to the development of the Cold War**
(C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race

(E) **summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts**
(F) explain how Arab rejection of the State of Israel has led to ongoing conflict

The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:

(D) **explain the significance of the League of Nations and the United Nations**

The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:

(A) describe how people have participated in supporting or changing their governments

The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:

(D) **identify examples of genocide, including the Holocaust and genocide in the Balkans**

The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:

(C) **explain the effects of major new military technologies on World War I, World War II, and the Cold War**

**AP Standards:**

6.1.III Disease, scientific innovations, and conflict led to demographic shifts. Improved military technology and new tactics led to increased levels of wartime casualties.

6.2.I Europe dominated the global political order at the beginning of the twentieth century, but both land-based and transoceanic empires gave way to new forms of transregional political organization by the century’s end.

6.2.II Emerging ideologies of anti-imperialism contributed to the dissolution of empires and the restructuring of states.

6.2.III Political changes were accompanied by major demographic and social consequences.

6.2.IV Military conflicts occurred on an unprecedented global scale.

6.2.V Although conflict dominated much of the twentieth century, many individuals and groups – including states – opposed this trend.
Some individuals and groups, however, intensified the conflicts.
6.3.I States responded in a variety of ways to the economic challenges of the twentieth century.
6.3.II States, communities, and individuals became increasingly interdependent, a process facilitated by the growth of institutions of global governance.
6.3.III People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion, often using new technologies to spread reconfigured traditions.

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<th>Stage 2 – Evidence</th>
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<tr>
<td><strong>COD</strong>&lt;br&gt;(M or T)</td>
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<td><strong>Evaluative Criteria</strong></td>
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<td><em>(for rubric)</em></td>
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<td><strong>T</strong>&lt;br&gt;Performance Task(s)&lt;br&gt;Students will demonstrate meaning-making and transfer by...&lt;br&gt;Creating a poster that analyzes the positive and negative impacts of catastrophic events from the last 50 years and the individuals that had an impact on those events.&lt;br&gt;Other Evidence (e.g., formative)&lt;br&gt;Pre-Assessment – Chapter 21 Quiz&lt;br&gt;Chalk Talk about Essential Questions&lt;br&gt;Exit Slip&lt;br&gt;Graphic Organizer&lt;br&gt;Foldable&lt;br&gt;T-Chart&lt;br&gt;Poster for Performance Task &amp; Bibliography</td>
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<th>Stage 3 – Learning Plan</th>
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<td><strong>COD</strong>&lt;br&gt;(A, M, T)</td>
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<td><strong>Pre-Assessment</strong>&lt;br&gt;How will you check students’ prior knowledge, skill levels, and potential misconceptions?&lt;br&gt;Students will read Chapter 21 (homework) of their textbook <em>Ways of the World</em> by Robert Strayer and will take the chapter quiz. In-class lecture will be based off what is not included in this chapter regarding WWI, the Great Depression, and WWII as well as what they did not grasp from their independent reading.</td>
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<td><strong>Learning Activities</strong></td>
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<td><strong>A</strong>&lt;br&gt;Day 1: Pre-Assessment – Chapter 21 Quiz (10 minutes)&lt;br&gt;Introduce the essential questions with a Chalk Talk activity and discussion. With additional time remaining after discussion, have students prepare their foldable for use during the peer teach portion of unit.</td>
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<td><strong>A</strong>&lt;br&gt;Day 2: Notes&lt;br&gt;Short PowerPoint with memes that provide the backdrop for some of the</td>
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<td>Day</td>
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Fukushima Daiichi
Bosnian War of Independence
Arab Spring
Cuban Revolution
Spanish Civil War
Hutu/Tutsi conflict in Rwanda
Apartheid in South Africa
Kosovo Rebellion
Revolutions of 1989
2004 Indian Ocean Earthquake & Tsunami
Hurricane Katrina
Vargas Tragedy
Bhola Cyclone
Super Typhoon Nina

**Event not listed – subject to teacher approval**

Students will prepare a small poster for a gallery walk. Their poster must give a brief overview of their assigned event, individuals who played a major role in the event, a visual, as well as the positive and negative effects of the event. See performance task handout for specific details regarding the poster. See also performance task rubric for grading requirements.

Day 11: Gallery Walk

As students view each other’s research they will note the positive and negative effects of the events by creating a T-chart on a sheet of notebook paper. Gallery walk will conclude with a class discussion about the essential questions: How can catastrophic events have a beneficial effect? How can individuals influence the course of world history? Is it easier to find positive effects for certain types of catastrophic events?