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Positive Consequences of Catastrophic Events? [10th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

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	
Transfer	
<p><i>Students will independently use their learning to...</i></p> <p>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.</p>	
Meaning	
<p>Understandings <i>Students will understand that...</i></p> <p>Although catastrophic events have myriad negative effects, positive effects are possible, especially in the long term.</p> <p>Individuals can through their actions exacerbate negative effects of catastrophic events, or they can help to bring about positive outcomes.</p> <p>Different types of catastrophic events (wars, natural disasters, etc.) have differing characteristics – some may lend themselves better toward positive effects.</p>	<p>Essential Questions</p> <p>How can catastrophic events have a beneficial effect?</p> <p>How can individuals influence the course of world history?</p> <p>Is it easier to find positive effects for certain types of catastrophic events?</p>
Acquisition	
<p>Knowledge <i>Students will know...</i></p> <p>TEKS:</p> <p>(1) History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>(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</p> <p>(10) History. The student understands the causes and impact of World War I. The student is expected to:</p> <p>(A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I</p> <p>(B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates</p> <p>(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</p> <p>(11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:</p> <p>(A) summarize the international, political, and economic causes of the global depression</p> <p>(B) explain the responses of governments in the United States, Germany,</p>	<p>Skills <i>Students will be able to...</i></p> <p>TEKS:</p> <p>(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:</p> <p>(D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author</p> <p>(E) identify bias in written, oral, and visual material</p> <p>(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</p> <p>(H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs</p> <p>(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>

<p>and the Soviet Union to the global depression</p> <p>(12) History. The student understands the causes and impact of World War II. The student is expected to:</p> <p>(A) describe the emergence and characteristics of totalitarianism</p> <p>(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</p> <p>(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</p> <p>(13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:</p> <p>(A) summarize how the outcome of World War II contributed to the development of the Cold War</p> <p>(C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race</p> <p>(E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts</p> <p>(F) explain how Arab rejection of the State of Israel has led to ongoing conflict</p> <p>(20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:</p> <p>(D) explain the significance of the League of Nations and the United Nations</p> <p>(21) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:</p> <p>(A) describe how people have participated in supporting or changing their governments</p> <p>(22) Citizenship. 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:</p> <p>(D) identify examples of genocide, including the Holocaust and genocide in the Balkans</p> <p>(28) Science, technology, and society. 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:</p> <p>(C) explain the effects of major new military technologies on World War I, World War II, and the Cold War</p> <p>AP Standards:</p> <p>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.</p> <p>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.</p> <p>6.2.II Emerging ideologies of anti-imperialism contributed to the dissolution of empires and the restructuring of states.</p> <p>6.2.III Political changes were accompanied by major demographic and social consequences.</p> <p>6.2.IV Military conflicts occurred on an unprecedented global scale.</p> <p>6.2.V Although conflict dominated much of the twentieth century, many individuals and groups – including states – opposed this trend.</p>	<p>(A) use social studies terminology correctly</p> <p>(B) use standard grammar, spelling, sentence structure, and punctuation</p> <p>(C) interpret and create written, oral, and visual presentations of social studies information</p> <p>(D) transfer information from one medium to another</p>
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	<p>Some individuals and groups, however, intensified the conflicts.</p> <p>6.3.I States responded in a variety of ways to the economic challenges of the twentieth century.</p> <p>6.3.II States, communities, and individuals became increasingly interdependent, a process facilitated by the growth of institutions of global governance.</p> <p>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.</p>	
Stage 2 – Evidence		
COD E (M or T)	Evaluative Criteria (for rubric)	
T A,M, T	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i> 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.</p> <p>-----</p> <p>Other Evidence (e.g., formative) Pre-Assessment – Chapter 21 Quiz Chalk Talk about Essential Questions Exit Slip Graphic Organizer Foldable T-Chart Poster for Performance Task & Bibliography</p>	
Stage 3 – Learning Plan		
COD E (A, M, T)	<p style="text-align: center;">Pre-Assessment</p> <p style="text-align: center;"><i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i></p> <p>Students will read Chapter 21 (homework) of their textbook <i>Ways of the World</i> 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.</p>	
A A	<p>Learning Activities</p> <p>Day 1: Pre-Assessment – Chapter 21 Quiz (10 minutes) 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.</p> <p>Day 2: Notes Short PowerPoint with memes that provide the backdrop for some of the</p>	<p>Progress Monitoring (e.g., formative data) Pre-Assessment</p>

A	<p>essential points leading up to WWI and causing WWII – PPT is short and has little details on slides so explanation can be tailored to the class and its needs based upon the pre-assessment. If additional information is needed for WWII, show this short clip from Crash Course World History while students take notes: http://www.youtube.com/watch?v=Q78COTwT7nE&index=39&list=PLBDA2E52FB1EF80C9</p> <p>Students will complete an exit slip to determine their understanding of the causes and consequences of WWI and how this led into WWII.</p>	Exit Slip
M	<p>Days 3-5: Groups</p> <p>Students will be divided into 7 groups to research the following topics: Military technology, tactics, casualties, and genocide End of Empires Colonial Independence Responses to Economic Crisis International Organizations Humanitarian Organizations Nuclear Technology</p> <p>Students will fill in a graphic organizer which includes an overview of the topic, connects to one or more of the 3 catastrophic events in the early to mid-20th century, and lists effects of the topic (preferably positive as well as negative effects). See group research handouts for specific instructions to each group. Groups will use this information to teach their peers about their topics.</p>	Graphic Organizer
M	<p>Days 6-7: Peer Teach</p> <p>Set up the classroom with 2 circles of desks facing each other. Assigning students seats will take advanced preparation – see diagram. Students will take notes in their foldable. Give students about 10 minutes to teach each other about their topics. After the 10 minutes is up, the inner circle will rotate to the right.</p>	Foldable
M	<p>After peer teaching, class will create a T-chart while discussing the positive and negative effects of the 3 catastrophic events of the early to mid-20th century. Class will discuss 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?</p>	T-Chart
T	<p>Day 8-10: Performance Task</p> <p>Students will research the positive and negative effects of one of the following events: Vietnam War Korean War Three Mile Island Chernobyl</p>	Poster & Bibliography

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?