

Topic: The Alamo

Days: 9

Subject(s): Social Studies

Grade(s): 9th, 10th, 11th, 12th

Know:

Understand:

Do:

<p>Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.</p> <p>Informational sources have unique purposes.</p> <p>Organization of information facilitates meaning.</p>	<p>Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.</p> <p>Information from a variety of reference sources for its relevance to the research question, topic, or thesis.</p> <p>How to document sources of information, including, references and works cited, using an appropriate style (e.g. MLA, APA, Chicago)</p>	<p>Write a compare and contrast paper between the actual events of the Battle of the Alamo versus Hollywood's portrayal in the 2004 version title "The Alamo".</p> <p>Evaluate and Analyze whether you believe the Texans should have defended the ALamo or retreated? Cite evidence from film and research.</p> <p>Analyze and discuss whether you think key figures were accurately portryed in teh film based off of your historical research. Cite examples supporting your assesment.</p> <p>Explain what would have happened to the United States war effort if the Doolittle Raid had failed.</p> <p>Explain the events leading up to the Battle.</p> <p>Discuss important events during the Battle and how it affected the rest of the War.</p>
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Days: 9

Subject(s): Social Studies

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

8.1.6.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.3.C, 8.2.4.C, 8.2.5.C, 8.2.6.C, 8.2.7.C, 8.2.8.C, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.4.4.C, 8.4.6.C, 8.4.7.C, 8.4.8.C, 8.4.9.C, 8.4.12.C, 8.4.W.C, 8.3.3.D, 8.3.4.C, 8.3.5.C, 8.3.6.C, 8.3.7.D, 8.3.8.D, 8.3.9.D, 8.3.12.D, 8.3.U.D, 1.2.9.A, 1.2.9.B, 1.2.9.C, 1.2.9.D, 1.2.9.E, 1.2.10.A, 1.2.10.B, 1.2.10.C, 1.2.10.D, 1.2.11.B, 1.2.11.C, 1.2.11.D, 1.2.11.E, 1.2.12.B, 1.2.12.C, 1.2.12.D, 1.2.12.E, 1.8.9.B, 1.8.9.C, 1.8.10.B, 1.8.10.C, 1.8.11.B, 1.8.11.C, 1.8.12.B, 1.8.12.C, 1.8.C.B, R11.A.2.3.1, R11.A.2.3.2, R11.A.2.4.11.5.9.E, 1.5.10.F, 1.5.11.F, 1.5.12.F, 1.8.9.B, 1.8.10.B, 1.8.11.B, R11.A.2.3.2

Topic: The Alamo

Days: 9

Subject(s): Social Studies

Grade(s): 9th, 10th, 11th, 12th

**Key Learning:**

Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.

Information from a variety of reference sources for its relevance to the research question, topic, or thesis.

How to document sources of information, including, references and works cited, using an appropriate style (e.g. MLA, APA, Chicago)



Unit Essential Question(s):

**What makes a hero?**



Concept:

**Comparing Veiwpoints**



Lesson Essential Question(s):

How is it possible for different people to interpret an event differently?

Why is the defeat at the Alamo so famous? (A)



Vocabulary:

Siege, Dictator, Lone Star Republic

Additional Information:

Attached Document(s):

Vocab Report for Topic: The Alamo

Days: 9

Subject(s): Social Studies

Grade(s): 9th, 10th, 11th, 12th

**Concept: Comparing Veiwpoints**

Siege -

Dictator -

Lone Star Republic -

Topic: Cuban Missile Crisis

Days: 9

Subject(s): Social Studies

Grade(s): 9th, 10th, 11th, 12th

Know:

Understand:

Do:

<p>Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the United States.</p> <p>Informational sources have unique purposes.</p>	<p>How conflict and compromise in United States history impact contemporary society.</p> <p>How information from a variety of reference sources for its relevance to the research question, topic or thesis.</p> <p>Synthesize information gathered from a variety of sources.</p> <p>How to cite sources properly when quoting, paraphrasing or summarizing.</p>	<p>Write a critical essay that will answer a variety of questions about the Cuban Missile Crisis.</p>
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Topic: Cuban Missile Crisis

Days: 9

Subject(s): Social Studies

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

8.3.3.D, 8.3.4.C, 8.3.5.C, 8.3.6.C, 8.3.7.D, 8.3.8.D, 8.3.9.D, 8.3.12.D, 8.3.U.D1.2.9.A, 1.2.9.B, 1.2.9.C, 1.2.9.D, 1.2.9.E, 1.2.10.A, 1.2.10.B, 1.2.10.C, 1.2.10.D, 1.2.11.B, 1.2.11.C, 1.2.11.D, 1.2.11.E, 1.2.12.B, 1.2.12.C, 1.2.12.D, 1.2.12.E, 1.8.9.B, 1.8.9.C, 1.8.10.B, 1.8.10.C, 1.8.11.B, 1.8.11.C, 1.8.12.B, 1.8.12.C, 1.8.C.B, R11.A.2.3.1, R11.A.2.3.2, R11.A.2.4.11.5.9.E, 1.5.10.F, 1.5.11.F, 1.5.12.F, 1.8.9.B, 1.8.10.B, 1.8.11.B, R11.A.2.3.2

Topic: Cuban Missile Crisis

Days: 9

Subject(s): Social Studies

Grade(s): 9th, 10th, 11th, 12th

Key Learning:

How conflict and compromise in United States history impact contemporary society.

How information from a variety of reference sources for its relevance to the research question, topic or thesis.

Synthesize information gathered from a variety of sources.

How to cite sources properly when quoting, paraphrasing or summarizing.



Unit Essential Question(s):

**How did the Cuban Missile Crisis affect the world climate?**



Concept:

**Social Conflict and Cooperation**



Lesson Essential Question(s):

How close was the world to a nuclear Holocaust? (A)



Vocabulary:

MAD Theory, Blockade

Additional Information:

Attached Document(s):

Vocab Report for Topic: Cuban Missile Crisis

Days: 9

Subject(s): Social Studies

Grade(s): 9th, 10th, 11th, 12th

**Concept: Social Conflict and Cooperation**

MAD Theory -

Blockade -



Topic: Pearl Harbor

Days: 9

Subject(s): Social Studies

Grade(s): 9th, 10th, 11th, 12th

Know:

Understand:

Do:

Historical Causation involves motives, reasons and consequences.

Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout the world.

Conflict and cooperation among social groups organizations, and nation-states are critical to comprehending society in the United States.

Cause and result relationships bearing in mind multiple causations.

How conflict and compromise in United States history impact contemporary society.

Analyze and evaluate information from sources for relevance to the research question, topic or thesis.

Students will write an essay showing understanding and analysis of conflict and compromise in U.S. history as well as contemporary society.

Topic: Pearl Harbor

Days: 9

Subject(s): Social Studies

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

8.1.6.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.3.C, 8.2.4.C, 8.2.5.C, 8.2.6.C, 8.2.7.C, 8.2.8.C, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.4.4.C, 8.4.6.C, 8.4.7.C, 8.4.8.C, 8.4.9.C, 8.4.12.C, 8.4.W.C, 8.3.3.D, 8.3.4.C, 8.3.5.C, 8.3.6.C, 8.3.7.D, 8.3.8.D, 8.3.9.D, 8.3.12.D, 8.3.U.D, 1.2.9.A, 1.2.9.B, 1.2.9.C, 1.2.9.D, 1.2.9.E, 1.2.10.A, 1.2.10.B, 1.2.10.C, 1.2.10.D, 1.2.11.B, 1.2.11.C, 1.2.11.D, 1.2.11.E, 1.2.12.B, 1.2.12.C, 1.2.12.D, 1.2.12.E, 1.8.9.B, 1.8.9.C, 1.8.10.B, 1.8.10.C, 1.8.11.B, 1.8.11.C, 1.8.12.B, 1.8.12.C, 1.8.C.B, R11.A.2.3.1, R11.A.2.3.2, R11.A.2.4.11.5.9.E, 1.5.10.F, 1.5.11.F, 1.5.12.F, 1.8.9.B, 1.8.10.B, 1.8.11.B, R11.A.2.3.2

Topic: Pearl Harbor

Days: 9

Subject(s): Social Studies

Grade(s): 9th, 10th, 11th, 12th

Key Learning:

**Cause and result relationships bearing in mind multiple causations.**

**How conflict and compromise in United States history impact contemporary society.**

**Analyze and evaluate information from sources for relevance to the research question, topic or thesis.**



Unit Essential Question(s):

**What role does multiple causations play in describing a historical event?**



Concept:

**Multiple Causations**



Lesson Essential Question(s):

What was the Doolittle Raid? (A)

Why did the Japanese attack the United States at Pearl Harbor? (A)



Vocabulary:

Additional Information:

Attached Document(s):



Topic: Stalingrad

Days: 9

Subject(s): Social Studies

Grade(s): 9th, 10th, 11th, 12th

Know:

Understand:

Do:

<p>Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.</p> <p>Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the United States.</p> <p>Informational sources have unique purposes.</p> <p>Organization of information facilitates meaning.</p>	<p>Cause and result relationships.</p> <p>How conflict and compromise in World history impact contemporary society.</p> <p>Information from a variety of reference sources for its relevance to the research question, topic or thesis.</p> <p>Synthesize information gathered from a variety of sources.</p> <p>Cite sources properly when quoting, paraphrasing or summarizing.</p> <p>Document sources of information, including references and works cited, using an appropriate style.</p>	<p>Write a comparative paper between the actual events of the Battle of Stalingrad versus Hollywood's portrayal in the 2 films.</p>
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Topic: Stalingrad

Days: 9

Subject(s): Social Studies

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

8.1.6.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.3.C, 8.2.4.C, 8.2.5.C, 8.2.6.C, 8.2.7.C, 8.2.8.C, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.4.4.C, 8.4.6.C, 8.4.7.C, 8.4.8.C, 8.4.9.C, 8.4.12.C, 8.4.W.C, 8.3.3.D, 8.3.4.C, 8.3.5.C, 8.3.6.C, 8.3.7.D, 8.3.8.D, 8.3.9.D, 8.3.12.D, 8.3.U.D, 1.2.9.A, 1.2.9.B, 1.2.9.C, 1.2.9.D, 1.2.9.E, 1.2.10.A, 1.2.10.B, 1.2.10.C, 1.2.10.D, 1.2.11.B, 1.2.11.C, 1.2.11.D, 1.2.11.E, 1.2.12.B, 1.2.12.C, 1.2.12.D, 1.2.12.E, 1.8.9.B, 1.8.9.C, 1.8.10.B, 1.8.10.C, 1.8.11.B, 1.8.11.C, 1.8.12.B, 1.8.12.C, 1.8.C.B, R11.A.2.3.1, R11.A.2.3.2, R11.A.2.4.1 1.5.9.E, 1.5.10.F, 1.5.11.F, 1.5.12.F, 1.8.9.B, 1.8.10.B, 1.8.11.B, R11.A.2.3.2

Topic: Stalingrad

Days: 9

Subject(s): Social Studies

Grade(s): 9th, 10th, 11th, 12th

**Key Learning:**

**Cause and result relationships.**

**How conflict and compromise in World history impact contemporary society.**

**Information from a variety of reference sources for its relevance to the research question, topic or thesis.**

**Synthesize information gathered from a variety of sources.**

**Cite sources properly when quoting, paraphrasing or summarizing.**

**Document sources of information, including references and works cited, using an appropriate style.**



Unit Essential Question(s):

**What role does multiple causation play in describing a historic event?**



Concept:

**Multiple Causation**



Lesson Essential Question(s):

What is operation Barbarossa? (A)

What was the war like on the Eastern Front of Europe during World War II? (A)



Vocabulary:

Total War,

Operation Barbarossa

Additional Information:

Attached Document(s):

Vocab Report for Topic: Stalingrad

Days: 9

Subject(s): Social Studies

Grade(s): 9th, 10th, 11th, 12th

**Concept: Multiple Causation**

Total War -

Operation Barbarossa

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Topic: The Great War

Days: 9

Subject(s): Social Studies

Grade(s): 9th, 10th, 11th, 12th

Know:

Understand:

Do:

<p>Appropriate connections to the United States and/or contemporary issues make world history more relevant to students in Pennsylvania.</p> <p>Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout the world.</p> <p>Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the United States.</p> <p>Informal sources have unique purposes.</p>	<p>Summarize how conflict and compromise in United States history impact contemporary society.</p> <p>Evaluate information from a variety of reference sources for its relevance to the research question, topic or thesis.</p> <p>Analyze and evaluate information from sources for relevance to the research question, topic or thesis.</p> <p>Synthesize information gathered from a variety of sources.</p> <p>Cite all sources properly when quoting, paraphrasing or summarizing.</p>	<p>Write a fictional journal of a soldier from any of the armies involved in the war.</p>
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Topic: The Great War

Days: 9

Subject(s): Social Studies

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

8.2.3.C, 8.2.4.C, 8.2.5.C., 8.2.6.C., 8.2.7.C., 8.2.8.C., 8.2.9.C, 8.2.12.C., 8.4.4.C., 8.4.6.C, 8.4.7.C, 8.4.8.C,  
8.4.9.C, 8.4.12.C, 8.3.3.D., 8.3.4.C., 8.3.5.C, 8.3.6.C., 8.3.7.D., 8.3.8.D, 8.3.9.D., 8.3.12.D., 1.2.9.A..B.C.D.E,  
1.2.10.A.B.C.D, 1.2.11.B.C.D.E, 1.2.12.B.C.D.E, 1.8.9.B.C, 1.8.10.B.C, 1.8.11.B.C, 1.8.12.B.C,  
1.5.9.10.11.12.F

Topic: The Great War

Days: 9

Subject(s): Social Studies

Grade(s): 9th, 10th, 11th, 12th

**Key Learning:**

- Summarize how conflict and compromise in United States history impact contemporary society.
- Evaluate information from a variety of reference sources for its relevance to the research question, topic or thesis.
- Analyze and evaluate information from sources for relevance to the research question, topic or thesis.
- Synthesize information gathered from a variety of sources.
- Cite all sources properly when quoting, paraphrasing or summarizing.



Unit Essential Question(s): **How do views change as the War progressed?**



Concept:  
**Social Connectivity**



Lesson Essential Question(s):  
 What was it like to be a soldier in World War I? (A)  
 How were the lives of soldiers similar/different in World War I? (A)



Vocabulary:  
Trench Warfare, Chemical Warfare

Additional Information:

Attached Document(s):

Vocab Report for Topic: The Great War

Days: 9

Subject(s): Social Studies

Grade(s): 9th, 10th, 11th, 12th

**Concept:**

Social Connectivity

Trench Warfare -  
Chemical Warfare -