

TENTH GRADE CONTENT STANDARDS

TOPICS FROM THE CALIFORNIA STATE HISTORY~SOCIAL SCIENCE FRAMEWORK

World History, Culture & Geography: The Modern World

What students should know:

RISE OF DEMOCRATIC IDEALS

- Compare Judeo-Christian and Greco-Roman views of law, and the individual.
- Understand how Plato and Aristotle influenced the development of Western thought.
- Analyze the influence of the U.S. Constitution on political systems in the contemporary world.
- Compare and contrast the underlying principles of the Glorious Revolution in England, the American Revolution, and the French Revolution.
- Investigate democratic movements and thought in the nations of Africa, Asia, and Latin America.

INDUSTRIAL REVOLUTION

- Explain the importance of the Industrial Revolution and its impact on individuals and on social, political, and economic systems.

RISE OF IMPERIALISM & COLONIALISM

- Understand and appreciate the histories and traditions of people prior to colonization in at least two of the following regions and countries: Africa, Southeast Asia, China, India, Latin America and the Philippines.
- Analyze the impact of imperialism and colonization on these same two countries or regions.

WORLD WAR I AND ITS CONSEQUENCES

- Compare and contrast pre-war culture and institutions with post-war culture and institutions.
- Analyze the underlying and immediate causes of World War I and explain its consequences.

TOTALITARIANISM

- Understand the rise of totalitarian governments after World War I and explain the practices that resulted in consolidation of power and the loss of basic freedoms.

WORLD WAR II CAUSES & CONSEQUENCES

- Analyze how the results of World War I and the German economy led to the rise of Fascism, World War II, and the Holocaust.
- Analyze the immediate and underlying causes of World War II and its consequences (the Cold War, nuclear arms race, etc.).

INTERNATIONAL DEVELOPMENTS IN POST WORLD WAR II PERIOD

- Understand the impact of the Holocaust on world opinion and the formation of Israel.
- Trace the growth of Communism through Eastern Europe, Asia, Latin America, and other areas of the world. Examine the various views explaining the collapse of communism in

NATIONALISM

- Analyze instances of nationalism in the contemporary world by investigating and comparing nations that gained their independence after World War II.
- Particular attention should be paid to two of the following: the Middle East, Africa, Mexico and other parts of Latin America, or China.

Tenth Grade Skills Based on Standardized Tests

- ~ Make inferences from information on a map.
- ~ Read and interpret a sophisticated political and physical map.

OUSD K-12 History / Social Studies Standards
9th-12th GRADE HISTORICAL THINKING STANDARDS

Chronological/Spatial Thinking

1. Students know the key events of the historical eras they are studying, and place them in chronological sequence.
2. Students understand the relationships between a year (e.g., 1865) and the century (e.g., the nineteenth) in which it occurred. They use the terms "early (mid, late) ___ century."
3. Students use maps to identify physical and cultural features of neighborhoods, cities, states, and countries that they are studying, both historically and in the present.
4. Students understand that change happens at different rates at different times; that some aspects of a thing can change while others remain the same; that change is complicated and not always what it seems. They understand that change affects not only technology and politics, but also values and beliefs.
5. Students understand that we use periodization to divide the past into meaningful chunks of time (e.g., Middle Ages, the Civil Rights Era, the Reagan years). They understand that periods can be divided differently, depending on our purposes in examining the past.
6. Students understand that the present is connected to the past. They identify both similarity (continuity) and difference (change) between past and present.

Examining Evidence

1. Students are familiar with a wide range of artifacts, photographs, stories, music, historical maps, and written sources from the periods they are studying. They use these sources to generate questions about the past.
2. Students identify the uses of an artifact. They identify parts of the artifact and how they might contribute to its usefulness. They identify the main subject of a photograph. They identify details in a photograph and explain how they contribute information to the picture. The students understand the meaning of the vocabulary used in written sources and accurately read information from them. They identify the main idea or ideas stated in the source as well as supporting details.
3. Students identify sources, primary and secondary, where they can gain information. They understand how the original intent or audience for the source can be used to evaluate reliability (e.g., diary vs. public letter).

4. Students understand that some sources are more reliable than others. They compare reliable and unreliable sources and offer reasons why one source should be accepted as more reliable than another. They understand that sources may conflict for a variety of reasons.
5. Students understand that primary sources also tell us about the person or people who created them. They use sources to help figure out the purposes and perspectives of their author(s). They explain how sources attempt to persuade audiences through use of vocabulary and other strategies.
6. Students discuss how different primary sources from a time period are related to each other. They explain how the sources are products of the time in which they were produced. They discuss how the author's beliefs and values are related to those of others at the time the source was created.

Diversity / Multiple Perspectives

1. Students examine beliefs, values, and conditions of life of a variety of different people from different times and places.
2. Students imaginatively place themselves in the position of others in different circumstances - today or in the past - and explain what things would look like from those other people's positions. They explain differences between two or more participants' views of a particular event. They tell a story incorporating the views of multiple characters. They understand that the meaning of a story or history changes, depending upon which participant's viewpoint is placed at the center.
3. Students understand the importance of considering the actions and perspectives of all of those involved in a particular event. They discuss how a person's circumstances were connected to how they viewed the world (e.g. a person who lived in the desert valued water highly; an enslaved person saw being able to travel as part of the meaning of freedom).
4. Students do not dismiss others because they are different. They value diversity; they value the attempt to understand why others act as they do.
5. Students understand that it is not sufficient to "imagine" multiple perspectives. They seek and are able to interpret evidence of various historical actors' views and perspectives in order to construct historical accounts. They understand that it is difficult to understand others' assumptions and values without superimposing one's own.

Historical Interpretation

1. Students understand that different interpretations of the same events may be the result of different questions being asked, or different sources being used, or different perspectives of the authors.
2. Students understand that historical interpretations have changed over time.
3. Students describe the strengths and weaknesses of different historical interpretations, based on their authors' use of evidence and their inclusion of multiple perspectives.
4. Students explain why different groups interpret and use history in different ways.
5. Students use multiple primary and secondary sources to construct a narrative of a historical event.

Determining Historical/ Geographical Significance

1. Students explain how certain events and decisions had consequences for others. They evaluate the consequences as positive or negative (or a combination of the two).
2. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
3. Students justify their own judgments of the historical significance of particular events or people.
4. Students distinguish between the significant and trivial details, in relation to a particular historical development or account.
5. Students understand that different historical events, people, and trends may have different significance for different groups or individuals.
6. Students understand the significance of place in people's lives and in shaping historical events.

HISTORICAL THINKING: SAMPLE ASSIGNMENTS – TENTH GRADE

Spatial / Chronological Thinking

- Create a time line of inventions in Europe.
- Create maps that outline the areas of Africa held by European countries in 1890, 1918, 1940, and 1997.
- Make a map that identifies natural resources found in Africa and explain what they are used for.
- Create a pictorial time line of major events leading to World War I ending with the Treaty of Versailles.
- Draw two political world maps: one pre- and one post-World War I. Write a paragraph using the maps to explain what changed during the war

Examining Evidence

- View slides of Impressionist paintings and create a list of words that describe them. Speculate on what Impressionist artists thought of Europe during this period
- Use photos and paintings to compare urban and rural life in Europe during the Industrial Revolution and discuss what students view.
- Look at posters and documents designed to mobilize support for World War I. Analyze what messages were being conveyed.
- Look at maps of German troop movements during World War II at the height of Nazi power, and speculate on the difficulties faced by the German army.

Diversity / Multiple Perspectives

- Read accounts of children working in mines and factories during the Industrial Revolution. Then write a poem or diary entry describing the conditions and how the children may have felt.
- Write an explanation from the point of view of a wealthy manufacturer on why some people are rich and others poor
- Explore student views of patriotism by writing a learning log. Share the log with others in the class.

- Read speeches of political leaders such as Lloyd George and Teddy Roosevelt and compare their ideas with those expressed in the film *Gallipoli*.
- Read *White Man's Burden* by Kipling, *Shooting an Elephant* by Orwell, and *Facing Mount Kenya* by Jomo Kenyatta and compare their points of view.

Historical Interpretation

- View the movie *Harnessing Steam* and create an advertisement that either portrays the benefits or depicts the adverse impact of the steam trains.
- Read *Things Fall Apart* and write an essay that discusses how the British impacted African culture.
- Write poems that describe the views of those for and against Gandhi's nonviolent movement for independence.
- Using evidence such as maps, statistics, posters, speeches and literature, write a one-page analysis paper. The paper should be of the role nationalism in World War I and outcome.
- Show the cartoon "Riki Tiki Tavi" and discuss it as a metaphor of colonialism.
- Develop a metaphor with an explanation for colonialism.

Determining Historical/ Geographical Significance

- Create a newspaper set in Victorian England which includes advertisements for new important products, reviews of important cultural events, news, political cartoons, and an editorial page discussing the rights of workers and owners
- Select the two most important inventions during the Industrial Revolution and explain why they are the most important.
- Research a current conflict in Africa that has its roots in colonialism and write a paper. The paper should be divided into three parts: the history of the African civilization prior to imperialism, the history of imperialist rule, and how this history connects to the problem being researched.
- Write an opinion piece answering the question, "Is nationalism a good thing?" drawing upon knowledge of World War I and current issues.

MODEI UNIT FOR GRADE 10 – WORLD WAR I & ITS CONSEQUENCES

Sample Question: Is Nationalism a Good Thing?

Grade 10 OUSD Model Unit

<p>Historical Thinking Standard</p>	<p>Assignments / Activities <i>To show evidence of standards, students might :</i></p>
<p>Chronological/ Spatial Thinking</p> <ul style="list-style-type: none"> • Location • Sequencing 	<ul style="list-style-type: none"> • Create a pictorial time line of major events leading to World War I and ending with the Treaty of Versailles. • Draw two maps—one pre- and one post-World War I. Write a paragraph using the maps to explain what changed during the war.
<p>Examining Evidence</p> <ul style="list-style-type: none"> • Examining primary sources (such as photos, artifacts, and documents) • Relationship between primary sources and historical/ geographical context • Author's intentions / perspective 	<ul style="list-style-type: none"> • In partners, look at the posters and documents. Analyze what messages were being conveyed to mobilize support for the war. • Read accounts such as excerpts from <i>All Quiet on the Western Front</i> to gain an individual soldier's perspective on nationalism and the war.
<p>Diversity / Multiple Perspectives</p> <ul style="list-style-type: none"> • Influences (such as location, race, gender, class, age, sexual orientation) • Empathy 	<ul style="list-style-type: none"> • Explore views of patriotism by writing a learning log. Share the log with others in the class. • Read speeches of political leaders such as Lloyd George and Teddy Roosevelt and compare their ideas to the film <i>Gallipoli</i>.
<p>Interpretation</p> <ul style="list-style-type: none"> • Constructing historical accounts • Comparing historical accounts • Moral judgment 	<ul style="list-style-type: none"> • Using evidence such as maps, statistics, posters, speeches, and literature, write a one-page analysis of the role nationalism played in World War I and its outcome.
<p>Determining Historical / Geographical Significance</p> <ul style="list-style-type: none"> • Connect past and present • Causation • Evaluation • Location 	<ul style="list-style-type: none"> • Listen to a lecture on issues of nationalism in the world today and of the struggle of some people to form nations. • Write an opinion piece answering the question, "Is nationalism a good thing?", drawing upon their knowledge of World War I and current issues.