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| **IDENTIFYING DESIRED RESULTS** |
| **Common Core Learning Standards and Content Standards** |
| **RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.**RH.9-10.4** 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 studies.**RH.9-10.6** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).**WHST.9-10.1 Write arguments focused on discipline-specific content.**b) Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.**Social Studies Standard 2: World History****Social Studies Standard 5: Civics, Citizenship, and Government****Continued from PAGE 1 of UBD Template** |
| **Knowledge*****Students will know…*** | **Skills*****Students will be able to….*** |
| * **Textual evidence – citing and central ideas**
* **Primary source**
* **Author’s purpose or point of view**
* **Claim, counter-claim, evidence, reason**
* **Informative text to support writing an argument**
* **Social Studies CONTENT and Academic Vocabulary**
* **Causes and Results of WWI, reparations, internationalism**
* **MAIN – militarism, alliances, imperialism, militarism**
* **Key international players and countries positions**
* **Academic Words: renounce, cede, sovereignty, belligerency**
 | * **Cite textual evidence from the primary source - Treaty of Versailles**
* **Determine meaning of words used in primary source**
* **Determine world leaders purpose for writing the treaty and impact on internationalism**
* **Write a claim and points of evidence to support thinking**
* **Write an argument on the influence of the Treaty Versailles on internationalism after the Great War.**

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| **Enduring Understandings:  *What is the BIG idea that is worth learning and knowing 20 years from now?*** | **Essential Questions: *What are the guiding questions for learning content and/or skill? Consider: conceptual issues, arguable, foundational, inquiry, etc.*** |
| **Authors of legal documents state purposes that influence how world leaders interact with one another.****The results of WWI and treaty provisions can help understand the aftermath of the world in the 1920’s and even events taking place today.** | **What is internationalism and how did World War I bring about a new view on internationalism among world leaders during the post-Great War era?****How can reading a primary source highlight the author’s point of view and allow history students to write claims on the author’s purpose?****How did the Treaty of Versailles end a war yet set the root causes for World War II?**  |
| **Related Misconceptions** |
| **A treaty is meant to result in peace between warring nations.****The United States signed the Treaty of Versailles.** |
| **Assessment Evidence and Artifacts of Learning** |
| **Summative Assessment** |
| **Write an argument on the influence of the Treaty Versailles on internationalism after the Great War.** **\*Complete World War I TEST at the conclusion of the entire unit** |
| **Formative Assessments** | **Performance Assessments** |
| Branding of text: (\*, ?, \_/, <3) Post-Card (Exit pass) – What is the main gist of treaty? and write down words from document that you did not know how to define. On student-copy, write down responses to questions. (Some questions can be for HW) / EBQs (see handout)Forming EB-claim and graphic organizer for writing a claimVocabulary Card – complete Frayer cards for terms unsure of and need to learnVocabulary quiz on global and academic terms from textHW: Write a claim paragraph to support thinking on how Treaty of Versailles influenced internationalism after WWIPair/Share claims and re-reading of text to prove claim with evidence. Complete writing graphic organizer.Write an argument (see summative writing prompt) | **I can follow the close read process and participate in the class norms.****I can use context clues to determine meaning of words in Treaty of Versailles.****I can cite textual evidence from document and determine central ideas/purpose of authors who wrote treaty.****I can make an evidence- based responses and claims based on the Treaty of Versailles.****I can write an argument based on claims from the Treaty of Versailles and impact of this document on internationalism after WWI.** |
| **Map the Project** |
| One format specific to the close read is the following fields to address as well as teacher notes, pre-planned questions, and instructional structure of doing the close read with students. (See samples used from Engage NY, Expeditionary Learning, and Odell Education)**Lesson Objective:** The goal of this “unit,” is for students to learn how to do a cold read of a primary source and the close read process. By reading and rereading the passage closely, and focusing their reading through a series of questions and discussion about the text, students will explore evidence-based questions.Students will also learn how to form a claim and write an argument essay – attending to key targets in the writing standard. **Reading Task: (Reading passage should be worthy of the close read strategy/value in deliberate re-reading and student response to text-dependent/evidenced based questions)***Rereading is deliberately built into the instructional unit. Students will silently read the passage in question on a given day—first independently and then following along with the text as the teacher and/or skillful students read aloud. Depending on the difficulties of a given text and the teacher’s knowledge of the fluency abilities of students, the order of the student silent read and the teacher reading aloud with students following might be reversed. What is important is to allow all students to interact with challenging text on their own as frequently and independently as possible. Students will then reread specific passages in response to a set of concise, text-dependent questions that compel them to examine the meaning and structure of the primary source* (EngageNY – Text Exemplar).**Either the Harvard Writing Center or Expeditionary Learning format or even an adaptation of this process will be the technique.** **Vocabulary Task:** Underline words for vocabulary that students may not know even with context clues yet will provide adequate support for students to understand in context of passage/**BOLD TERMS that are considered “Tier 2” – Academic Vocabulary in order for students to configure in context, followed up with direct instruction and lingered over with instructional sequence*** **See Treaty of Versailles handout**

**Discussion Task: Provides students with another encounter with text in a scaffolding manner and to discuss in depth after re-reading text among peers and with teachers; READ-JOT-SHARE-RE-read-JOT-SHARE*** **See handout on EBQs and Levels of questions to be used during the Re-read/Read Aloud time**

**Writing Task:** Identify writing prompt and criteria for success (rubric) * **Write an argument on the influence of the Treaty Versailles on internationalism after the Great War.**
* **Attend to claim, evidence, reasoning as practiced with Making-Evidence-Based Claim handout and consider the author’s purpose in one’s writing**
* Rubric to be completed
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