



# Unit Planner: 2015 Gibson - Modern Independence Movements

## Global 4

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High School > 2018-2019 > Grade 10 > Social Studies > Global 4 (C) > Week 1

Last Updated: [Thursday, December 10, 2015](#) by Andrew Gibson

### 2015 Gibson - Modern Independence Movements

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- [Unit Planner](#)
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#### Big Ideas / Enduring Understandings

- European Imperialism was an outdated practice that became too costly and tedious to maintain..
- Independence movements can begin from the top-down or from the bottom-up.

#### Essential Questions

- Was the collapse of European Imperialism inevitable?
- How do independence movements originate?

#### Common Core Standards and Indicators

NYS: CCLS:Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 9-10

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They come to understand other perspectives and cultures.

Reading: History/Social Studies

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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 science.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating

understanding of the subject under investigation.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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New York State P-12 Learning Standards (New York State Education Department, used with permission)

## Content

- There are several common themes that unit independence movements throughout time (desire for self rule, greater religious freedom, political freedom, economic freedom, etc.)
- The political climate of the cold war created a tense atmosphere that bred decolonization efforts.
- Convey interrelated themes of independence movements from student to student.

## Skills / Strategies

- Small Group Research (Guided)
- Orally conveying interrelated themes of independence movements to fellow peers.
- Thematic Essay MEAL outlining (minimal scaffolding)
- Guided Notes

## Key Terms / Vocabulary

- **British De-Colonization**
  - Gandhi
  - Indian National Congress
  - Salt March
  - Jawaharlal Nehru
  - Indian/Arab Conflict
  - Homespun Movement
  - Civil Disobedience
  - Creation of Pakistan
- **Chinese Communist Revolution**
  - Communists Rise to Power
  - Mao Zedong vs. Chiang Kai-Shek
  - Creation of Taiwan
- **Cuban Revolution**
  - Fidel Castro
  - Communism
  - Cold War Politics
  - Che Guevara
  - Trade Embargo
- **French De-Colonization**
  - Vietnam War
  - French Indochina
  - Guerilla Warfare
  - Cold War Politics
- **African Independence Movements**
  - Pan-Africanism

- Apartheid
- Nelson Mandela

## Learning Plan & Activities

*Please include Theatre Modalities when appropriate*

- Frontloading idea of decolonization and very brief overview of key decolonization events (with guided notes)
  - This will serve as a basis to get students started on their research.
- Comparing/Contrasting various independence movements.
- Student powerpoint presentations.
- Graphic organizers based on powerpoint presentations to be used as basis of information for students to write essay.
- Thematic Essay outlining
- Thematic Essay drafting
- Thematic Essay revision (peer-review)
- Thematic Essay writing
- Political Cartoon analysis

### Modifications:

- Students will be grouped heterogeneously based on their learning modalities (VARK scores) and their classroom performance to ensure diverse groups in which students can learn collaboratively utilizing their unique areas of strength.
- Short movie clips and photographs (graphs, artwork, diagrams) are utilized to provide multiple entry points for unique learning styles.
- Google Earth used regularly to cater to visual learners and show geographic features in an interactive format (students invited to board to explore google earth).
- Graphs/Charts/Maps used to help facilitate synthesis of geographic concepts.
- Pacing and duration of lessons will be adjusted to ensure student comprehension of content.
- Students are invited up to the board to share answers to various do-now activities in a graphic organizer/mind map format.
- Short videos are used to supplement instruction.
- Students are given the option to use their class notes, textbooks, or internet to gather information for enlightenment thinker project.
- Regular use of mind maps and graphic organizers (for do-now share outs).
- Student centered learning stations that include documents of diverse formats (maps, graphs, short readings, etc.)
- Translated copies of reading materials are made available to students who require this modification.
- Theatrical education techniques are incorporated into final project in order to assess learners of

## Assessments

### Depth of Knowledge (DOK) Levels

#### **Political Change Thematic Essay**

**Formative: DOK 2 Basic Application: Written: Essay**  
Students will construct a written Regents style thematic essay about political change.

- Students tend to be strong with DBQ style essays but struggle with thematics.
- Goal is to get students to outline the essay and construct the essay in two to three class periods.

#### **Independence Movements Presentations**

**Formative: DOK 2 Basic Application: Oral: Presentation**

Students are assigned groups and given a specific independence movement to research. Group must create a powerpoint presentation (or another mode of presentation with teacher approval) to explore the key figures and events of their assigned independence movement.

### Political Change Thematic Essay

all learning modalities.

- Review sheet provided for final exam in which students may work with pairs/groups to complete. Double time provided for test completion to periods 6 and 8 (ICT classes).

## Resources

### Materials Used

Smartboard

### Materials Used

Discovery Streaming Videos

Focus

- Whole class

### Materials Used

Laptops

Focus

- Small group
- Research

### Websites and Web-tools used

Google Earth

Focus

- Whole class



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