



Unit Planner: 2015-2016 Gibson - Traditional vs. Modern Culture

Global 4

Tuesday, November 6, 2018, 12:29PM

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

Last Updated: [Friday, June 2, 2017](#) by Andrew Gibson

2015-2016 Gibson - Traditional vs. Modern Culture

Gibson, Andrew; Marchello, Veronica; Meade, Ed

- [Unit Planner](#)
- [Lesson Planner](#)

Big Ideas / Enduring Understandings

- Cultures and countries experience and view modernization differently. For some, it is a change from a traditional rural, agrarian condition to a secular, urban, industrial condition. Some see modernization as a potential threat and others as an opportunity to be met. ***(Adapted from NYS Social Studies Framework 10.8a)***
- Tensions between agents of modernization and traditional cultures have resulted in ongoing debates within affected societies regarding social norms, gender roles, and the role of authorities and institutions. ***(Adapted from NYS Social Studies Framework 10.8b)***
- Explaining and analyzing historical topics with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples allows the writer to convey the depth and breath of their historical knowledge in a scholarly, academic manner. ***(Adapted from: CCSS.ELA-Literacy.WHST.9-10.2.B)***

Essential Questions

- How does globalization impact institutions, nations, international relations, and the lives of individuals? ***(Adapted from NYS Social Studies Framework 10.8a)***
- How do people and nations balance the necessity to modernize with the desire to remain true to their traditional cultural values? ***(Adapted from NYS Social Studies Framework 10.8b)***
- How does evidence analysis strengthen historical writing? ***(Adapted from: CCSS.ELA-Literacy.WHST.9-10.2.B)***

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 build strong content knowledge.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

6. Assess how point of view or purpose shapes the content and style of a text.

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

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.

2a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details,

quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

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

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.

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

NYS: Social Studies Framework (2015)

NYS: 10th Grade

Global History and Geography II

Contemporary Issues

10.8 TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION: Tensions exist between traditional cultures and agents of modernization. Reactions for and against modernization depend on perspective and context. (Standards: 2, 3, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, TECH)

10.8a Cultures and countries experience and view modernization differently. For some, it is a change from a traditional rural, agrarian condition to a secular, urban, industrial condition. Some see modernization as a potential threat and others as an opportunity to be met.

10.8b Tensions between agents of modernization and traditional cultures have resulted in ongoing debates within affected societies regarding social norms, gender roles, and the role of authorities and institutions.

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

Content

- Kemal Ataturk
 - Ottoman Empire and modernization
- Iranian Revolution
 - Foreign interference
 - Theocracy
- Globalization and Urbanization

Skills / Strategies

- **Students will investigate the extent to which urbanization and industrialization have modified the roles of social institutions such as family, religion, education, and government by examining one case study in each of these regions: Africa (e.g., Zimbabwe, Kenya, Nigeria, Sierra Leone),**

- Dhaka, Johannesburg, Mexico City, Shanghai, Tokyo

Latin America (e.g., Brazil, Argentina, Chile, Mexico), and Asia (e.g., China, India, Indonesia, South Korea).

- Students will investigate, compare, and contrast tensions between modernization and traditional culture in Turkey under the rule of Kemal Atatürk and in Iran under the Pahlavis and the Ayatollahs.
- Students will explore how changes in technology, such as communication and transportation, have affected interactions between people and those in authority (e.g., efforts to affect change in government policy, engage people in the political process including use of social media, control access to information, and use terrorism as a tactic).

Key Terms / Vocabulary

- autocratic regime
- Ayatollah
- cleric
- gender norms
- Kemal Ataturk
- megacity
- modern
- modernization
- mullah
- secular
- secularization
- secularize
- Sharia
- Shiite
- The Shah
- theocracy
- urban (adj.)
- urbanize (v.)
- westernization

Learning Plan & Activities

Please include Theatre Modalities when appropriate

Day 1 - Kemal Ataturk and Modern Turkey

- NYS Framework Standard 10.8b
- NYS Framework Content:
 - Students will investigate, compare, and contrast tensions between modernization and traditional culture in Turkey under the rule of Kemal Atatürk and in Iran under the Pahlavis and the Ayatollahs.
- **SWBAT explain the effects of the Atatürk's reforms on Turkey.**

Day 2 - Iranian Revolution

- NYS Framework Standard 10.8b

Assessments

Depth of Knowledge (DOK) Levels

Economic Development DBQ Essay

Summative: DOK 3 Strategic Thinking: Written: Essay

- Students will have two days in class to complete a DBQ essay pulled from the August 2013 Regents. This essay deals with changing economic climate in three distinct areas of the world (Mexico, China, and Botswana).
- Students will be assessed using two rubrics. One Regents DBQ rubric and one skills based writing rubric to assess writing ability at this point in the school year.

- **NYS Framework Content:**
 - Students will investigate, compare, and contrast tensions between modernization and traditional culture in Turkey under the rule of Kemal Atatürk and in Iran under the Pahlavis and the Ayatollahs. Students will examine the impact of the revolution both women and the general population of Iran.
- **SWBAT explain the effects of the Iranian Revolution on the country of Iran.**

Day 3 - Modern Urbanization (Mexico City)

- **NYS Framework Standard 10.8a**
- **NYS Framework Content:**
 - Students will investigate the extent to which urbanization and industrialization have modified the roles of social institutions such as family, religion, education, and government by examining one case study in each of these regions: Africa (e.g., Zimbabwe, Kenya, Nigeria, Sierra Leone), Latin America (e.g., Brazil, Argentina, Chile, Mexico), and Asia (e.g., China, India, Indonesia, South Korea).
- **SWBAT describe the effects of urbanization in Mexico City. Use graphs and statistical analysis to visualize the changing population trends in these cities. Videos used to supplement graphic analysis and to give students a visual reference for the changing urban climate in the modern mega city.**

Day 4 - Modern Urbanization (Dhaka, Johannesburg)

- **NYS Framework Standard 10.8a**
- **NYS Framework Content:**
 - Students will investigate the extent to which urbanization and industrialization have modified the roles of social institutions such as family, religion, education, and government by examining one case study in each of these regions: Africa (e.g., Zimbabwe, Kenya, Nigeria, Sierra Leone), Latin America (e.g., Brazil, Argentina, Chile, Mexico), and Asia (e.g., China, India, Indonesia, South Korea).
- **SWBAT describe the effects of urbanization in Dhaka and Johannesburg. Use graphs and statistical analysis to visualize the changing population trends in these cities. Videos used to supplement graphic analysis and to give students a visual reference for the**

Regents Multiple Choice Test Summative: DOK 2 Basic Application: Test: Standardized

- Students will complete a 50 question multiple choice test that contains questions pulled directly off of various old regents exams. This exam serves as a check point for which content will need to be reviewed in depth for regents prep.
- Questions are pulled from all content areas we have discussed in class as a form of mock regents assessment.

[Economic Development DBQ essay.pdf](#)
[10.8MCEExam.pdf](#)
[SkillsBasedWritingRubric.pdf](#)
[DBQEssayRubric.docx.pdf](#)

changing urban climate in the modern mega city.

Day 5 - Modern Urbanization (Shanghai/Tokyo Japan)

- NYS Framework Standard 10.8a
- NYS Framework Content:
 - Students will investigate the extent to which urbanization and industrialization have modified the roles of social institutions such as family, religion, education, and government by examining one case study in each of these regions: Africa (e.g., Zimbabwe, Kenya, Nigeria, Sierra Leone), Latin America (e.g., Brazil, Argentina, Chile, Mexico), and Asia (e.g., China, India, Indonesia, South Korea).
- SWBAT describe the effects of urbanization in East Asia. Use graphs and statistical analysis to visualize the changing population trends in these cities. Videos used to supplement graphic analysis and to give students a visual reference for the changing urban climate in the modern mega city.

Day 6 - End of Unit Assessment

- **Multiple Choice Exam (Regents MC Questions)**

Day 7 - End of Unit Assessment

- **DBQ Essay - Economic Development**

Day 8 - End of Unit Assessment

- **DBQ Essay - Economic Development**

Resources

Texts Used (fiction, non-fiction, on-line, media, etc...)

Primary and Secondary Sources in the following forms:

- Letters
- Informational Text
- Videos
- Photographs
- Maps
- Charts
- Graphs

Focus

- Whole class
- Small group

Websites and Web-tools used

Google Earth to examine urban sprawl and historical satellite images over time.

Focus

- Whole class



Atlas Version 9.2.1

© [Faria Education Group](#) 2018. All rights reserved. [Privacy Policy](#)