



# Unit Planner: 2016-2017 Gibson - Decolonization and Nationalism

## Global 4

Tuesday, November 6, 2018, 12:29PM

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

Last Updated: [Wednesday, September 6, 2017](#) by Andrew Gibson

### 2016-2017 Gibson - Decolonization and Nationalism

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

#### Big Ideas / Enduring Understandings

- Nationalist and decolonization movements employed a variety of methods, including nonviolent resistance and armed struggle. Tensions and conflicts often continued after independence as new challenges arose

[DecolonizationandNationalismUnitPlan.pdf](#)

#### Essential Questions

- How are governments formed?
- How do they stabilize, centralize, and sometimes lose control?

#### Common Core Standards and Indicators

##### Content

10.7a Independence movements in India and Indochina developed in response to European control.

10.7b African independence movements gained strength as European states struggled economically after World War II. European efforts to limit African nationalist movements were often unsuccessful.

10.10c Historical and contemporary violations of human rights can be evaluated, using the principles and articles established within the UN Universal Declaration of Human Rights.

10.7c Nationalism in the Middle East was often influenced by factors such as religious beliefs and secularism.

10.7d Nationalism in China influenced the removal of the imperial regime, led to numerous conflicts, and resulted in the formation of the communist People's Republic of China.

##### Skills / Strategies

#### Key Terms / Vocabulary

#### Learning Plan & Activities

*Please include Theatre Modalities when appropriate*

#### Assessments

[Depth of Knowledge \(DOK\) Levels](#)

### **General Modifications:**

- **Students will be grouped heterogeneously based on their learning modalities (VARK scores and identified areas for skill improvement in baseline exam) and their classroom performance to ensure diverse groups in which students can learn collaboratively utilizing their unique areas of strength.**
- **Use of verbal cues and checks for understandings to ensure student comprehension and completion of tasks.**
- **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.**
- **Emphasis of key ideas and words during group readings.**
- **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.**
- **Paraphrasing of notes, questions, and directions as needed along with providing additional examples to students.**
- **Regular use of mind maps and graphic organizers (for do-now share outs).**
- **Use of gallery walk and active learning strategies and activities to cater to students with diverse learning modalities.**
- **Double time provided for test completion to ICT students.**
- **Student centered learning stations that include documents of diverse formats (maps, graphs, short readings, etc.), utilizing purposeful groupings to support student learning and understanding. This is done to support struggling students, students with disabilities, ELLs, and SPELLs.**
- **Translated copies of reading materials are made available to students who require this modification.**
- **ELLs are grouped with bilingual students to facilitate growth in target language.**

### **General Resources for SPELLs and ELLs**

- **Use of Spanish to English dictionaries**
- **Use of google chromebooks with translated documents and assignments.**
- **Use of textbooks**

**NOTE:** These modifications have been utilized throughout the course of this academic year as well as throughout the course of this learning unit. Additional modifications will be added as required and deemed necessary through inquiry cycles of formative assessment.

**Common Core Instructional Shifts**

1. **Knowledge in the Disciplines:** Building knowledge to content rich informational text (DBQ Document Readings)
2. **Text Based Answers:** Reading and writing grounded in evidence from the text (DBQ citation of evidence to address regents writing task)
3. **Writing from Sources:** Reading and writing grounded in evidence from the text (DBQ citation of evidence to address regents writing task)
4. **Academic Vocabulary:** Regular practice with complex text and its academic vocabulary (Informational text taken from old Regents exams that include grade level content vocabulary)

**Resources**

