

# Unit D -- Age of Democracy

Content Area: **Social Studies**  
Course(s): **World History**  
Time Period: **December**  
Length: **2 Weeks**  
Status: **Published**

## Unit Overview

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This unit will explain social and political changes that took place in Europe and the United States prior to WWI. Students will learn about voting rights, the Victorian Age, immigration, social changes, the US Civil War, and the Irish fight for home rule. The unit will include the following:

- \* The Victorian Age
- \* Suffrage for Women
- \* Persecution of Jews
- \* Dreyfus Affair and Pogroms
- \* Civil Unrest in Ireland
- \* Manifest Destiny in the US
- \* US Civil War
- \* Social Changes

## Enduring Understandings

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- Culture is both a unifying and divisive force in human relations.
- Examining social and civic issues helps to expand one's understanding of the world, its people, and themselves.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- Recognizing a diversity of viewpoints benefits all.

## Essential Questions

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- How can I impact social change?
- How do my actions impact others in my community?
- How do the beliefs and values of a diverse culture affect individuals and society?
- How does the consideration of different viewpoints influence how one thinks and acts?
- What are the consequences if I do not accept my personal responsibilities to my community?
- What happens when cultures collide?

- Why do people live together and form societies?

## **Standards/Indicators/Student Learning Objectives (SLOs)**

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\*Trace the struggles for women's suffrage in Europe (e.g., Emmeline Pankhurst) and North America (e.g., Seneca Falls) and explain their different experiences.

\*Describe how industrialization and urbanization affected class structure (e.g., rise of the middle class), family life, and the daily lives of men, women, and children in England.

## **Lesson Titles**

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- The Victorian Age
- Women's Rights Activity
- Hardships for the Irish and Jews
- Manifest Destiny
- Map Activity
- Review Game

## **Standards/Indicators**

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SOC.6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
SOC.6.2.12.A.3.b	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
SOC.6.2.12.A.3.d	Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
SOC.6.2.12.A.3.e	Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.
SOC.6.2.12.C.3.c	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
SOC.6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
SOC.6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

## 21st Century Skills and Career Ready Practices

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- Communication and Collaboration
- Critical Thinking and Problem Solving
- Information Literacy

PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.B.1	Prioritize financial decisions by systematically considering alternatives and possible consequences.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

## Inter-Disciplinary Connections

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### ELA

### Sociology

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.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 and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and

	significant historical concepts.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, 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.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, 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.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

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### **Blooms:**

Students will be able to define new terms for the unit (Remembering).

Students will be able to summarize the need for women's rights (Understanding).

Students will demonstrate how men and women acted during the Victorian Age (Applying).

Students will compare and contrast the role of women in the 19th and 20th century (Analyzing).

Students will defend why it is important to be treated equally as a man (Evaluating).

Students will predict if women will gain rights in middle eastern countries today (Creating).

- Analyzing Primary Sources
- Delsea One
- Historical Simulation
- In Class Reading
- Lecture/Discussion
- Map Activity
- Review Game
- SWAG
- Vocabulary Exercise

## **At Risk Modifications**

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- Meetings at Delsea One
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances
- SWAG

## **Modifications:**

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## **ELL Modifications**

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- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Focus on domain specific vocabulary and keywords
- Provide learning objective and skill objective
- Delsea One
- Front load information
- Group students
- Offer alternate/or modify assessments
- Provide ELL students with multiple literacy strategies
- SWAG
- Tap prior knowledge
- Use graphic organizer
- Use real objects when possible
- Use visuals

## **IEP & 504 Modifications**

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- if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.
- allowing co-teaching with general education and special education teachers/aides in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)

- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
- Current events can be watched or read
- Delsea One
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- Options for type of project relating to content
- Preferential Seating
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- Read test aloud
- Repetition of key concepts through varied methods
- SWAG
- Test in small groups
- Use visuals

## **G&T Modifications**

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- Employ differentiated curriculum to keep interest high.
- Delsea One
- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a Invite students to explore different points of view on a topic of study and compare the two.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Refrain from having them complete more work in the same manner.
- Student led/directed discussions
- SWAG

## **Technology**

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- GoGuardian.com
- Google Classroom
- Kahoot.com
- Quizlet.com
- Smartboard
- Sporcle.com
- Turnitin.com
- YouTube -- <http://www.youtube.com/watch?v=pO70ZjZ0wrw>
- YouTube -- <https://www.youtube.com/watch?v=b1XGPvbWn0A>
- YouTube -- <https://www.youtube.com/watch?v=gmV8uu-5xaU>

- YouTube -- [https://www.youtube.com/watch?v=w\\_dXmmHxh\\_w](https://www.youtube.com/watch?v=w_dXmmHxh_w)

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
TECH.8.2.12.B.CS4	The influence of technology on history.

## **Formative Assessment**

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### **Warm-Up:**

Current Event Activity

Idea Spinner

Current Event Quizzes

### **Anticipatory Set:**

How to Interpret Maps

Victorian Manners

Women's Rights Today

Prepare and Motivate students for their Test/Quiz

### **Closure:**

Debriefing

Exit Card

Homework Assignments

Quizzes on Women's Rights, Victorian Age, and the US Civil War

Linkage

Whip Around

Review Quiz

## **Summative Assessment**

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- Test on Victorian Age, Irish Home Rule, US Civil War
- DBQ rubrics
- Essay Thesis Statements
- Notebook

## **Benchmark**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessment**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials**

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- Chapter Primary Sources on Women's Rights
- GoGaurdian



- Historical Maps on the US Civil War
- Kahoot
- Quizlet
- Textbook -- World History : Connections To Today
- YouTube

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