

ARTS IN MOTION CHARTER SCHOOL | 10th Grade Modern World 2 CURRICULUM MAP

Projects	Essential Questions	Enduring Understandings	Cognitive Skills	CCSS	Final Product
Art as Expression	<ul style="list-style-type: none"> How can art show the perspective of those responding to emotional and traumatic life experiences? How can art reflect the context of a historical event or time period? 	<ul style="list-style-type: none"> Art has been an important tool for expression throughout history and provides insight into how people perceive and interpret particular events. Likewise, art is and can be a tool that we use in our own lives as a form of expression and a window to understand the context of our time. 	<ul style="list-style-type: none"> Argumentative Claim Contextualizing Sources Norms / Active Listening Oral Presentation Preparation Synthesizing Multiple Sources 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.9-10.1 CCSS.ELA-LITERACY.RI.9-10.2 CCSS.ELA-LITERACY.RI.9-10.6 CCSS.ELA-LITERACY.RI.9-10.7 CCSS.ELA-LITERACY.SL.9-10.4 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.9-10.8 	<ul style="list-style-type: none"> Your Art WW1 Art Analysis
Past, Present, and Future Totalitarianism	<ul style="list-style-type: none"> What conditions led to the rise of totalitarian governments in the past? What does totalitarianism look like in the world today? How could totalitarian regimes control people's lives in the future? 	<ul style="list-style-type: none"> Desperate or chaotic circumstances leave societies vulnerable to totalitarian regimes which promise to restore prosperity and order. Totalitarian leaders maintain control through the tools of police terror, propaganda and censorship, scapegoats, indoctrination, and cults of personality. We can use knowledge of how totalitarian leaders have gained and maintained power in the past to predict and prevent the rise of future totalitarians 	<ul style="list-style-type: none"> Argumentative Claim Discussion / Contribution Integration of Evidence Norms / Active Listening Point of View/Purpose Preparation Synthesizing Multiple Sources 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.9-10.1 CCSS.ELA-LITERACY.RI.9-10.2 CCSS.ELA-LITERACY.RI.9-10.5 CCSS.ELA-LITERACY.RI.9-10.8 CCSS.ELA-LITERACY.SL.9-10.1 	<ul style="list-style-type: none"> DBQ(Document Based Questioning) Socratic Seminar
Genocide Socratic and Persuasive Article	<ul style="list-style-type: none"> What factors contribute to human rights violations and genocides? How should the world respond to human rights violations and genocides occurring today? 	<ul style="list-style-type: none"> An understanding of the geographic, cultural, and political factors that give rise to human rights violations and genocides inform how we should respond to such events. Different countries and the United Nations have taken various approaches to combat human rights violations and genocides with varying levels of success and effectiveness. 	<ul style="list-style-type: none"> Argumentative Claim Discussion / Contribution Explanation of Evidence Integration of Evidence Norms / Active Listening Preparation Selecting Relevant Sources Synthesizing Multiple Sources 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.9-10.1 CCSS.ELA-LITERACY.RI.9-10.2 CCSS.ELA-LITERACY.RI.9-10.5 CCSS.ELA-LITERACY.RI.9-10.8 CCSS.ELA-LITERACY.RI.9-10.9 CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.W.9-10.1 	<ul style="list-style-type: none"> Persuasive Article Socratic Seminar
The Cold War	<ul style="list-style-type: none"> How did the Cold War between the United States and the Soviet Union impact other peoples, nations, and/or regions of the world? 	<ul style="list-style-type: none"> Students will learn how to formulate arguments (in essay format) from provided evidence. Deeper research and analysis during times of war will help students understand the worldwide impact war has on everyone, not just the people directly in the firing line. 	<ul style="list-style-type: none"> Argumentative Claim Contextualizing Sources Explanation of Evidence Integration of Evidence Introduction and Conclusion Organization (Transitions, Cohesion, 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.9-10.1 CCSS.ELA-LITERACY.RI.9-10.2 CCSS.ELA-LITERACY.RI.9-10.5 CCSS.ELA-LITERACY.RI.9-10.8 CCSS.ELA-LITERACY.W.9-10.1 CCSS.ELA-LITERACY.W.9-10.5 	<ul style="list-style-type: none"> DBQ

			<ul style="list-style-type: none"> Structure) Point of View/Purpose Synthesizing Multiple Sources 		
Crash Course Research Project	<ul style="list-style-type: none"> How is history created and written? How can we use video to educate others about historical or modern issues? 	<ul style="list-style-type: none"> Students will have a thorough understanding of a human rights issue or historical controversy of their choosing. They will learn how to use multimedia to transmit their knowledge to a larger public and act as a historian to research and analyze primary and secondary sources to find evidence to answer their questions about events that have happened. 	<ul style="list-style-type: none"> Argumentative Claim Asking questions Introduction and Conclusion Multimedia in Oral Presentation Organization (Transitions, Cohesion, Structure) Selecting Relevant Sources 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.9-10.1 CCSS.ELA-LITERACY.RI.9-10.2 CCSS.ELA-LITERACY.RI.9-10.5 CCSS.ELA-LITERACY.RI.9-10.8 CCSS.ELA-LITERACY.W.9-10.6 CCSS.ELA-LITERACY.W.9-10.7 CCSS.ELA-LITERACY.W.9-10.8 	<ul style="list-style-type: none"> Performance Task: Video Performance Task: Research Paper

Project	Art as Expression
Suggested Time	<ul style="list-style-type: none"> ● 4 Weeks
Essential Questions	<ul style="list-style-type: none"> ● How can art show the perspective of those responding to emotional and traumatic life experiences? ● How can art reflect the context of a historical event or time period?
Enduring Understandings	<ul style="list-style-type: none"> ● Art has been an important tool for expression throughout history and provides insight into how people perceive and interpret particular events. ● Likewise, art is and can be a tool that we use in our own lives as a form of expression and a window to understand the context of our time.
Cognitive Skills	<ul style="list-style-type: none"> ● Argumentative Claim ● Contextualizing Sources ● Norms / Active Listening ● Oral Presentation ● Preparation ● Synthesizing Multiple Sources
Focus Areas	<ul style="list-style-type: none"> ● WW1: Nature and Cost of War ● Post WW1: Effects of WW1
CCSS	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RI.9-10.1 ● CCSS.ELA-LITERACY.RI.9-10.2 ● CCSS.ELA-LITERACY.RI.9-10.6 ● CCSS.ELA-LITERACY.RI.9-10.7 ● CCSS.ELA-LITERACY.SL.9-10.4 ● CCSS.ELA-LITERACY.W.9-10.2 ● CCSS.ELA-LITERACY.W.9-10.8
Checkpoints	<ul style="list-style-type: none"> ● Intro to WW1 ● Contextualizing Documents and Art ● Sourcing Art ● Prep for WW1 Art Analysis ● Prep Your Work of Art
Final Product	<ul style="list-style-type: none"> ● Your Art (See attached Sample) ● WW1 Art Analysis

ARTS IN MOTION CHARTER SCHOOL | 10th Grade Modern World 2 LESSON PLAN

Project	Art as Expression	Essential Questions	<ul style="list-style-type: none"> • How can art show the perspective of those responding to emotional and traumatic life experiences? • How can art reflect the context of a historical event or time period? 	Final Product	<ul style="list-style-type: none"> • Your Art • WW1 Art Analysis
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Checkpoint	<ul style="list-style-type: none"> • Intro to WW1
Cognitive Skills	<ul style="list-style-type: none"> • Contextualizing Sources
Objective	<ul style="list-style-type: none"> • Determine validity of source by contextualizing information from each source.
Activities	<ul style="list-style-type: none"> • Your Context (See attached Sample) • Excitement for War • Practice Documents
Resources	<ul style="list-style-type: none"> • What is Contextualizing? (See attached Sample) • Fountain, 1917 Marcel Duchamp (1887-1963) • Last Weimar BeerBelly Cultural Epoch in Germany, 1919 Hannah Hoch (1889-1978) • I and the Village, 1911 Marc Chagall (1887-1985) • Boix de la Chaise (Noirmoutier), 1892 PierreAuguste Renoir (1841-1919)
Assessment	<ul style="list-style-type: none"> • Performance task assessment using cognitive skills (See attached Sample)

Your Context

Directions: Here you will think about your personal history so that you can see what and how it affects your beliefs about the present.

- ★ **Pick the “Top 5 Most Memorable” moments of your life.** These events can be anything. They should be things that have changed you (for better or for worse), and made you the person you are today. The “Top 5 Moments” of your life may have been good or bad, sweet or bitter, prideful or shameful. Select events that matter to you and that have shaped how you act, think, and live today.
- ★ Describe or depict your “Top 5 Moments” by writing a short amount about some of them here:
- ★ THIS IS YOURS - you can share as little or as much of this as you want.

We are today the people our past made us to be. How we see the world is trapped by what we saw in the past. Thus, we need to look back in order to go forward.

1. Moment name:

- a. Description (what was it?):
- b. Why was it important/impactful?

2. Moment name:

- a. Description (what was it?):
- b. Why was it important/impactful?

3. Moment name:

- a. Description (what was it?):
- b. Why was it important/impactful?

4. Moment name:

- a. Description (what was it?):
- b. Why was it important/impactful?

5. Moment name:

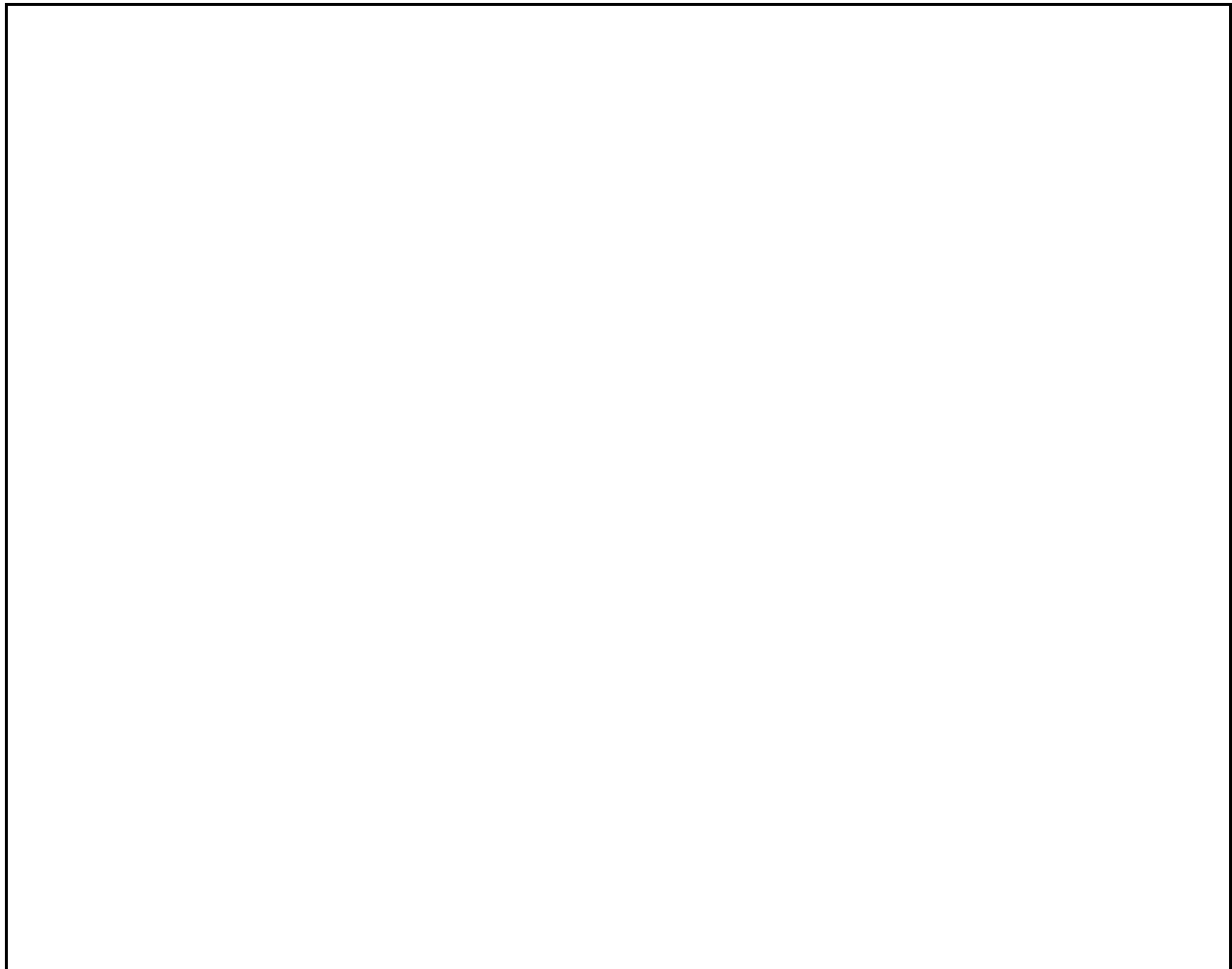
- a. Description (what was it?):
- b. Why was it important/impactful?

Your Art

Directions: Create your original artistic work. You will be presenting this piece of art in front of your teacher and peers.

Guidelines: Your work should be...

- emotionally inspired by an event from your life or from your study of history
- original - it should be your own creation
- your best effort - thoughtfully and carefully executed and ready for public presentation



Self-Assessment

Directions: Highlight the level on the rubric that you believe you have earned in **yellow**. Then, justify your score by providing evidence for each of the bold words at that level of the rubric. Remember, if you can't find evidence of the bolded word, you might not be at that rubric level yet!

	2	3	4	5	6
Oral Presentation	Uses minimal eye contact, inconsistent or inappropriate volume, inconsistent pronunciation, and inconsistent or inappropriate body posture.	Attempts to control eye contact, volume, pronunciation, and/or body posture to enhance presentation but may lapse into distracting behaviors at times (too much or not enough eye contact, inappropriate volume, inconsistent pronunciation, or inappropriate body posture-- e.g., overly stiff, too much gesticulation).	Uses mostly appropriate eye contact, adequate volume, clear pronunciation, and appropriate body posture (e.g., calm, confident).	Uses consistently appropriate eye contact, adequate volume, clear pronunciation, and appropriate body posture (e.g., calm, confident).	Demonstrates consistent control of eye contact, volume, pronunciation, and body posture. Uses some variation in volume and inflection to emphasize key points. Uses some body movements to enhance articulation.

Score:	Justification:

	Topic	1	2	3	4	5
Self-Awareness	Recognize personal qualities and external supports.	Identify one's likes and dislikes , needs and wants, strengths and	Describe personal skills and interests that one wants to develop	Analyze how personal qualities influence choices and successes.	Set priorities in building on strengths and identifying areas for improvement.	Implement a plan to build on a strength , meet a need, or address a challenge.

		challenges.				
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Score:	Justification:
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What is Contextualizing?

Directions: Read the definition for “Contextualizing” below and examine the questions that you should ask to determine the context for documents or events.

Contextualizing

What is contextualizing?

Context is the setting of an event or time period.

Contextualizing (or imagining the setting) is the process of examining when a source was created to help determine motive (audience and purpose) based on what else was happening at the time.

Questions

When historians examine the context (setting) of the document, they “**contextualize**” the piece of evidence. They ask these questions as they read the document:

- What was going on at the time it was written?
- What was it like to be alive at the time and in that place?
- What things were different back then? What things were the same?
- What would it look like to see this event through the eyes

of someone who lived back then?

Contextualizing Assessment

Directions: Examine the [PowerPoint slides](#) from class and answer the following questions.

Part I: Mother's statement

Record in these 2 boxes your opinions of the mother:

BEFORE CONTEXT	AFTER CONTEXT
The mother who made this statement is....	The mother who made this statement is....

How does knowing the **context (or setting)** influence your understanding of the statement? Now what do you think about the mom?

Part II: Political Cartoon

1. Write the **context** for the image:
(Use contextualizing questions to guide your thinking)

2. Now that you have the context, explain the significance of this cartoon?

Self-Assessment

Directions: Highlight the level on the rubric that you believe you have earned in **yellow**. Then, justify your score by providing evidence for each of the bold words at that level of the rubric. Remember, if you can't find evidence of the bolded word, you might not be at that rubric level yet!

	2	3	4	5	6
Contextualizing Sources	Provides partial or inaccurate information about a source's time and place of origin.	Provides accurate information about a source's time and place of origin.	Provides accurate information about a source's time and place of origin and provides some information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin.	Provides accurate information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin. Makes connections between these conditions and the contents of the source.	Provides accurate, relevant information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. Generally explains how these conditions shape the meaning or significance of

					the source.
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Score:	Justification:
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