

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments			
Semester 1      18 Weeks										
<p><b>Chapter 1</b></p> <p>Overview 1750 - 1918</p> <p><b>Unit 1</b> Introduction</p>	2	R 1.1; 1.2; 1.3; 1.4; 1.5; 1.7; 1.10 W 1.2; 1.6; 1.7; 1.8; 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	1. To investigate the 4 major changes that took place from the year 1750 to 1918: the Industrial Revolution; the movement of people around the world; European imperial expansion; and the social, political, and economic ideas that emerged during this period.	Describe the difference and similarities between images.  Appreciate a film on the topic.	<p><b>Group Activity:</b></p> Book-based (answer questions on page 9)  Examine the sources (page 9) and think about the specific changes that may have taken place since the sources were created.	<p><b>Pair Activity:</b></p> Worksheet Completion: The Development of Photography	<p><b>Individual Activity:</b></p> Discern the differences and similarities between images.	<p><b>Video Analysis</b></p>	<ol style="list-style-type: none"> <li>1. Partner Quizzes</li> <li>2. CREATE A VIDEO</li> <li>3. Think-pair-share</li> <li>4. Make predictions</li> <li>5. Postcard</li> <li>6. Extension Projects</li> <li>7. Metacognition</li> <li>8. Exit Slip</li> <li>9. Two Roses and a Thorn</li> <li>10. Red/Green card</li> <li>11. Venn Diagrams</li> <li>12. Mind Maps</li> </ol>

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<p><b>Unit 2</b></p> <p>The Nature and Significance of the Industrial Revolution</p>	2	R 1.1; 1.2; 1.3; 1.4; 1.5; 1.7; 1.10 W 1.2; 1.6; 1.7; 1.8; 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	1. To focus on the relevance and significance of the “Modern Revolution.”	Illustrate a timeline after gleaned facts.  Describe facts from a short biography.	<p><b>Group Task</b></p> <p>Create a group of 4. Each group will be assigned a topic for their slideshow presentation:</p> <p>Richard Trevithick: a short biography</p> <p>Henry Ford: a short biography</p> <p>Living and Working Conditions</p> <p>Inventors and Inventions</p> <p><b>Pair Work: Book-based</b></p> <p>Answer page 84: Chronology, terms, and concepts (1 – 4)</p> <p>Analysis and use of sources (5 – 6)</p>	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps

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						<p><b>Pair work: writing task</b></p> <p>1. Explain in 60 to 100 words:</p> <p>Describe the benefits created by the Industrial Revolution and the negative consequences of it.</p> <p><b>Pair Work:</b> Worksheet Completion</p>	
<p><b>Unit 3</b></p> <p>The Movement of People</p>	2	R 1.1; 1.2; 1.3; 1.4; 1.5; 1.7; 1.10 W 1.2; 1.6; 1.7; 1.8; 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	1. To describe and evaluate the reasons why people moved to different countries between 1750 and 1918.	Tell a short story imagining that they were a slave, convict or settler migrating in the 19 <sup>th</sup> century.	<p><b>Group Activity:</b></p> <p>Book-based (answer questions on page 18)</p> <p><b>Pair Activity:</b></p> <p>Worksheet Completion: The movement of people</p> <p><b>Individual Activity:</b></p>	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip

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						Book-based (page 18: Examine source 3A (a and b) List at least three things in the source that support your answer. Writing Task: Tell a short story imagining that they were a slave, convict or settler migrating in the 19th century	9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps
<b>Unit 4</b> European Imperial Expansion	2	R 1.1; 1.2; 1.3; 1.4; 1.5; 1.7; 1.10 W 1.2; 1.6; 1.7; 1.8; 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	1. To illustrate in detail facts about the European imperial expansion.	Describe facts from color coded maps. Compare and contrast color coded maps.	<b>Pair Work:</b> Worksheet completion: Evaluating Sources  <b>Individual Activity:</b> Comparing maps (found on page 19)	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition

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						<b>Group Activity: Poster Making</b>	8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps
<b>Unit 5</b> Social, Political and Economic Ideas	2	R 1.1; 1.2; 1.3; 1.4; 1.5; 1.7; 1.10 W 1.2; 1.6; 1.7; 1.8; 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	1. To explore in detail these new ideas about how society, governments and the economy should be run, 2. To learn more about the American and the French Revolutions and their influences that led to societal changes in later years.	Discuss the development of democratic ideals – models from the past.  Think like the thinkers who developed the ideas that helped to break away from the old feudal models of government to create a modern democracy.  Describe people’s rights in their own way.	<b>Pair Work:</b> Worksheet completion: The French Revolution  <b>Individual Activity:</b> Quiz  <b>Group Activity:</b> Reenactment	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps

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Review and Mid Semester Test	Early October						
<b>Chapter 3</b>  <b>Unit 1</b> Why was Britain the first country to experience an Industrial Revolution?	2	R 1.1; 1.2; 1.3; 1.4; 1.5; 1.7; 1.10 W 1.2; 1.6; 1.7; 1.8; 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	To analyze why Britain became the first country to experience an Industrial Revolution.	Describe the importance of improved agricultural production that made the Industrial revolution possible.  Explain the reason why Britain became the largest empire.	<b>Group Task:</b>  Explain the TRIANGULAR TRADE before the class.  <b>Pair Work: Book-based</b>  1. Answer page 84: Chronology, terms, and concepts (1 – 4)  Analysis and use of sources (5 – 6)  <b>Pair work: writing task/illustration</b>  Explain in 60 to 100 words:	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps

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						<p><i>Why did the Industrial Revolution begin in Britain?</i></p> <p>Design an illustrated concept map to show answers.</p>	
<p><b>Unit 2</b></p> <p>How did the new technology contribute to the Industrial Revolution?</p>	2	R 1.1; 1.2; 1.3; 1.4; 1.5; 1.7; 1.10 W 1.2; 1.6; 1.7; 1.8; 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	To explain how new technology contributed to the Industrial Revolution.	Explain how electricity transform people’s lives in the 19 <sup>th</sup> century. Compare sources and describe the negative and positive aspects of those sources from the book.  Illustrate the significance of steam power, coal, and iron to people in 19 <sup>th</sup> -century Europe and Britain.	<p><b>Individual Task:</b></p> <ul style="list-style-type: none"> <li>Worksheet completion: Transport</li> </ul> <p><b>Group Task:</b></p> <ol style="list-style-type: none"> <li>Show an illustration before the class 5 important inventions in the 18<sup>th</sup> and 19<sup>th</sup> century and explain why these inventions were significant until now.</li> </ol>	<ol style="list-style-type: none"> <li>Partner Quizzes</li> <li>CREATE A VIDEO</li> <li>Think-pair-share</li> <li>Make predictions</li> <li>Postcard</li> <li>Extension Projects</li> <li>Metacognition</li> <li>Exit Slip</li> <li>Two Roses and a Thorn</li> <li>Red/Green card</li> <li>Venn Diagrams</li> <li>Mind Maps</li> </ol>

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						<p><b>Pair Work: Research (homework)</b></p> <ol style="list-style-type: none"> <li>1. Answer page 95</li> <li>• Historical questions and research ( 1- 2)</li> <li>• Analysis and Use of Sources (5 – 7)</li> </ol> <p><b>Individual Task:</b></p> <p>Essay Writing:</p> <ol style="list-style-type: none"> <li>1. How did electricity transform people’s lives in the 19<sup>th</sup> century?</li> <li>2. Imagine that there is no electricity. How would your life be different?</li> </ol>	
<b>Unit 3</b> Significant	2	R 1.1; 1.2; 1.3;	ELA and Literacy in History/ Social	To get to know Isambard Kingdom Brunel, the greatest of	State incredible facts about this significant person in Britain.	<b>Individual Task:</b> Quiz of 15 items	<ol style="list-style-type: none"> <li>1. Partner Quizzes</li> <li>2. CREATE A</li> </ol>



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Individual: Isambard Kingdom Brunel		1.4; 1.5; 1.7; 1.10 W 1.2; 1.6; 1.7; 1.8; 1.9	Studies – Reading and Writing	Britain’s engineers and his achievements.		<b>Group Task:</b>  Group of 4. Assign a leader and a secretary.  Answer questions from page 98	VIDEO 3. Think-pair- share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognitio n 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps
<b>Unit 4</b>  What was the global impact of the Industrial Revolution?	2	R 1.1; 1.2; 1.3; 1.4; 1.5; 1.7; 1.10 W 1.2; 1.6; 1.7; 1.8; 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	To determine the global impact of the Industrial Revolution.	Identify the advantages of Germany over Britian as it developed to become an industrialized nation.  Use sources effectively and to examine them in detail.	<b>Pair Work:</b>  <b>Worksheet Completion:</b>  • Japan and the effects of contact with the West.  <b>Group Task:</b>  Create groups of 4.	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair- share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognitio n

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						Assign a leader and a secretary. Explain the mechanics.  Answer questions from page 103  <b>Individual Task:</b>  Writing Task:  <b>Why is Henry Ford such a significant historical figure?</b>	8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps
<b>Unit 6</b>  How were people’s lives affected by the Industrial Revolution?	2	R 1.1; 1.2; 1.3; 1.4; 1.5; 1.7; 1.10 W 1.2; 1.6; 1.7; 1.8; 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	To evaluate how people’s lives were affected by the Industrial Revolution.	Summarize the negative and positive effects of the Industrial era to the workers.  Determine the conditions included in the Factory Act, Mines Act and Ten Hours Act.  Discuss the effects of this revolution to the children.	<b>Pair Work:</b>  <b>Worksheet Completion:</b> 19 <sup>th</sup> -century industrial cityscape.  <b>Group Task:</b> <ol style="list-style-type: none"> <li>Create a group of 4. Assign a leader, illustrator and idea sharers.</li> <li>Create a “comic book”</li> </ol>	<ol style="list-style-type: none"> <li>Partner Quizzes</li> <li>CREATE A VIDEO</li> <li>Think-pair-share</li> <li>Make predictions</li> <li>Postcard</li> <li>Extension Projects</li> <li>Metacognition</li> <li>Exit Slip</li> <li>Two Roses and a Thorn</li> <li>Red/Green</li> </ol>

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						concept about the struggles of child workers in Britain. 3. The Comic Book must have at least 5 pages. 4. Storytelling session will follow after the completion of the comic book.  <b>Individual Task:</b> <ul style="list-style-type: none"> <li>• Writing Task:</li> </ul> <b>Pair Work:</b> Book-based (page 114)	card 11. Venn Diagrams 12. Mind Maps
<b>Unit 7</b> Impact on Society and the	2	R 1.1; 1.2; 1.3; 1.4;	ELA and Literacy in History/ Social Studies –	To enumerate and evaluate the impacts of the Industrial Revolution on the	Describe the effects of industrialization in the industrial towns and cities	<b>Pair Work:</b> <b>Worksheet</b>	1. Partner Quizzes 2. CREATE A VIDEO

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Environment		1.5; 1.7; 1.10 W 1.2; 1.6; 1.7; 1.8; 1.9	Reading and Writing	society and the environment.	Analyze the sources and give detailed feedbacks about them	<b>Completion:</b>  <b>Group Task:</b> Book-based (page 119)  <b>Individual Task:</b> Writing activity	3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps
REVIEW and FINAL TEST      Early December SEMESTER 2							
<b>Chapter 7</b>  Making A Nation  <b>Unit 1</b> The Extension	2	R 1.1; 1.2; 1.3; 1.4; 1.5; 1.7; 1.10	ELA and Literacy in History/ Social Studies – Reading and Writing	To learn about the extension of colonial settlement  To analyze the effects of contact (intended and unintended)	Develop their skills in sequencing events  Use historical terms and concepts.  Enhance critical and	<b>Worksheet Completion:</b>  a. Write the meanings of	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share

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of Australian Colonial Settlements		W 1.2; 1.6; 1.7; 1.8; 1.9		<p>between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples.</p> <p>To know more about the key people, events and ideas in the development of Australian self-government and democracy, including, the role of founders, key features of constitutional development, the importance of British and Western influences in the formation of Australia’s system of government and women’s voting rights.</p>	<p>creative thinking and develop intercultural understanding skills.</p> <p>Investigate the reasons why Britain colonised Australia.</p>	<p>Latin words:</p> <ol style="list-style-type: none"> <li>1. Terra Australis</li> <li>2. Terra Nullius</li> </ol> <p>b. Write the 4 factors that influenced the colonization of Britain in the eastern part of Australia.</p> <p><b>Group Task:</b></p> <p>Perspectives and Interpretations</p> <ol style="list-style-type: none"> <li>1. Why were the interest of the aboriginal people not considered when the British colonists cultivated</li> </ol>	<ol style="list-style-type: none"> <li>4. Make predictions</li> <li>5. Postcard</li> <li>6. Extension Projects</li> <li>7. Metacognition</li> <li>8. Exit Slip</li> <li>9. Two Roses and a Thorn</li> <li>10. Red/Green card</li> <li>11. Venn Diagrams</li> <li>12. Mind Maps</li> </ol>

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						<p>Australia?</p> <p>2. What were the major forms of land use in the colonies during the 19<sup>th</sup> century? How might this land use have affected the livelihood of Aboriginal people in the colonies?</p>	
<p><b>Unit 2</b></p> <p>Contact Between European and Indigenous Australians</p>	2	R 1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9; 1.10 W 1.1;	ELA and Literacy in History/ Social Studies – Reading and Writing	To determine and to analyze the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples.	Develop literacy, intercultural understanding, critical and creative, thinking, ethical behaviour.  Explain the effects of contact and categorizing these effects as either intended or unintended.	<p><b>Worksheet Completion:</b></p> <p>Find the meaning of the terms below:</p> <ol style="list-style-type: none"> <li>Crown Land</li> <li>Noongar people</li> <li>Frontier</li> <li>Martial</li> </ol>	<ol style="list-style-type: none"> <li>Partner Quizzes</li> <li>CREATE A VIDEO</li> <li>Think-pair-share</li> <li>Make predictions</li> <li>Postcard</li> <li>Extension Projects</li> </ol>

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		1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8, 1.9		Conduct research on the following aspects of life for both Europeans and Aboriginal people: religion, family relationships, education, material possessions, clothing and footwear, transport and housing.		Law e. Terra Incognita f. Aboriginal country Analysis and Use of Sources: a. Using sources 2B to 2E, describe the forms of cooperation that existed between Aboriginal and European people in the early days of the colonies. b. Write out words from sources 2M and 2N that	7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps

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						<p>indicate the point of view of the people who wrote the inscriptions.</p> <p><b>Worksheet Completion:</b></p> <p><b>First Topic: Cultures Collide:</b></p> <p>This worksheet focuses on the key concept of “perspectives.” Students complete research and writing tasks in order to consider both European and Aboriginal experiences of early colonialism.</p> <p>Students are first required to research the following aspects</p>	



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						<p>of life for both Europeans and Aboriginal people: religion, family relationships, education, material possessions, clothing and footwear, transport and housing.</p> <p>For Aboriginal religion: students should search “dreaming spirituality” and for Aboriginal education, they should look for information on initiation ceremonies.</p>	
<p><b>Unit 4</b></p> <p>Living and Working Conditions in Australia around 1900</p>	2	R 1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8 W 1.2; 1.2; 1.3; 1.4; 1.5;	ELA and Literacy in History/ Social Studies – Reading and Writing	To elaborate on the living and working conditions in Australia around the turn of the twentieth century (that is 1900)	Identify the main features of housing, sanitation, transport, education and industry that influenced living and working conditions in Australia.  Develop students’ historical analysis skills.  Improve literacy, critical	<p><b>Worksheet Completion:</b></p> <p>Topic: Working Conditions in Australia c. 1900</p> <p>This worksheet is designed to develop students’ historical</p>	<ol style="list-style-type: none"> <li>1. Partner Quizzes</li> <li>2. CREATE A VIDEO</li> <li>3. Think-pair-share</li> <li>4. Make predictions</li> <li>5. Postcard</li> <li>6. Extension Projects</li> <li>7. Metacognitio</li> </ol>

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		1.6; 1.7; 1.8; 1.9; 1.10			and creative thinking skills.	<p>analysis skills.</p> <p>There is a series of questions accompanying six sources, but students should look carefully at the sources before considering the questions; this may be best done as a whole class activity.</p> <p>Encourage students to look for specific details in the sources, including the captions and names.</p> <p>Students are asked to provide evidence to support their answers. Ensure students know this means including a quote for written sources and reference to specific details for visual sources.</p>	<p>n</p> <ol style="list-style-type: none"> <li>8. Exit Slip</li> <li>9. Two Roses and a Thorn</li> <li>10. Red/Green card</li> <li>11. Venn Diagrams</li> <li>12. Mind Maps</li> </ol>

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<b>Unit 5</b> Key events and ideas in Australian self-government and democracy	2	R 1.1; 1.2; 1.3; 1.4; 1.5; 1.7; 1.10 W 1.1; 1.2; 1.3; 1.4; 1.6; 1.8; 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	To know more about the key people and to examine events and ideas in the development of Australian self-government and democracy, including, the role of founders, key features of constitutional development, the importance of British and Western influences in the formation of Australia’s system of government and women’s voting rights.	Explain the factors that contributed to the development of democracy in Australia.  Develop literacy, personal and social competence, critical and creative thinking skills and ethical behaviour.	Pair Work:  Use the information from the unit to construct a timeline from 1850 to 1910 to clearly show the following democratic reforms that occurred in Australia:  -when each colony achieved self-government  -When each colony gave the vote to most adult males  - when each colony gave the vote to most women  Use the following terms included in this unit to complete the	<ol style="list-style-type: none"> <li>1. Partner Quizzes</li> <li>2. CREATE A VIDEO</li> <li>3. Think-pair-share</li> <li>4. Make predictions</li> <li>5. Postcard</li> <li>6. Extension Projects</li> <li>7. Metacognition</li> <li>8. Exit Slip</li> <li>9. Two Roses and a Thorn</li> <li>10. Red/Green card</li> <li>11. Venn Diagrams</li> <li>12. Mind Maps</li> </ol>

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						paragraph in the book. Go to page 301 and answer directly from the book.  a. Democratic b. Secret Ballot c. Universal Suffrage People's Charter	
<b>Unit 6</b>  Creating the Commonwealth of Australia	2	R 1.1; 1.2; 1.3; 1.4; 1.5; 1.7; 1.10 W 1.1; 1.2; 1.3; 1.4; 1.6; 1.8; 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	To conclude the roles of founders and to determine the key features of constitutional development, the importance of British and Western influences in the formation of Australia's system of government.	To identify the key people behind the federation and to assess the and explore on the events and ideas in the development of Australian self-government and democracy.  To discuss the role of founders and to elaborate on the key features of constitutional development, the importance of British and Western influences in the formation of Australia's system of	Pair Task: Research work  Individual Task: accomplish formative assessment tasks  Pair presentation	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams

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					government.		12. Mind Maps
Review and Mid Semester Test	Early March						
Chapter 6 <b>Japan and the World</b>  <b>Unit 1</b>  Key Social And Political Features of Japan	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.5; R 1.6; R 1.7; R 1.8; R 1.9; R 1.10 W 1.1; W 1.2; W 1.3; W 1.6; W 1.7; W 1.8; W 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	To dissect the way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun).  To determine and assess the role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade.	Recall the duties of Japanese women.  Outline the social structure in a chronological manner.  Explain the roles of different people in the social structure of Japan.  Summarise the significance of Mikado and the Shogun during the Edo period.  Compare the difference between Shinto and Buddhism.  Build a model or draw up	Chronology, terms and concepts:  a. For each term, write a sentence that gives its meaning. 1. Bakufu 2. Feudal 3. Shogun 4. Daimyo 5. Samurai 6. Chonin 7. Eta  b. Write down two pieces of	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps

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					<p>a plan of a typical Japanese castle.</p> <p>Create a short manga or set of comic book illustrations of the main events in the life of Tokugawa Ieyasu.</p>	<p>evidence in this unit that show the influence of other countries on Japan.</p> <p>Historical Questions and Research</p> <p>c. Find out about Japanese castles. Use the information to build a model or draw up a plan of a typical Japanese castle.</p> <p>d. Write a conversation or dialogue between one of the peasants and a merchant and the topic of</p>	

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						<p>their conversation is: "Your life is better than mine." Each person is trying to convince the other that their opinion is correct (that the other person is better off in Japanese society.), so use examples to support each person's opinions.</p> <p>e. Create a short manga or set of comic book illustrations of the main events in the life of Tokugawa Ieyasu. The purpose of the manga or</p>	

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						comic is to highlight the importance to Japanese history.	
<p><b>Unit 2</b></p> <p>Why Was Japan Isolated?</p>	2	R 1.1; R 1.2; R1.3; R 1.4; R 1.5; R 1.6; R 1.7; R 1.8; R 1.9; R 1.10 W 1.1; W 1.2; W 1.3; W 1.6; W 1.7; W 1.8; W 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	<p>To assess the reason behind the isolation of Japan from the rest of the world.</p> <p>To describe the role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade.</p>	<p>Complete a <b>SWOT</b> analysis to assess:</p> <p><b>Strengths</b> – what are the strengths of Japan trading with Westerners and gaining new materials?</p> <p><b>Weaknesses</b> – what are the weaknesses of this arrangement and what impact did those weaknesses have on Japan and its people?</p> <p><b>Opportunities</b> – hypothesise about what benefits could arise out of this arrangement in the future.</p> <p><b>Threats</b> – hypothesise about the possible negative impacts for the</p>	Individual Task: 1. Using a blank world map, and a world atlas, students can plot the following: • Japan, China, Russia, Korea, Portugal and Spain 2. In a red pen, plot the trade route that the Portuguese took in order to reach Port Nagasaki and Port Hirado. 3. In a green pen, plot the spread of the	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps



Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<p>future because of this arrangement.</p> <p>Stand in someone else’s shoes by considering the impacts on Japan’s citizens when Tokugawa lemitsu tightened restrictions on foreigners.</p>	<p>Christian missionaries throughout Japan – Edo, Kyoto and Sakai.</p> <p>4. Answer this question in 3 to 4 sentences: Why would foreigners generally travel by ship to get around Japan?</p> <p><b>Pair Work:</b></p> <p>Create a timeline of the most important events leading up the decision of Tokugawa lemitsu to ban contact with foreigners</p>	

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
<b>Unit 3</b> Isolation and Change	2	R 1.1; R 1.2; R 1.3; R 1.6; R 1.7; R 1.8; R 1.8; R 1.10  W 1.1; W 1.2; W 1.3; W 1.6; W 1.7; W 1.8; W 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	To assess the reason behind Japan’s isolation from the rest of the world.  To discuss the changes that happened in Japan during the isolation period.	To create a short story imagining that they were samurai who had to change roles because of the changing system in the government.  What did they feel after being told that their service defending daimyos was to be discontinued? Did they enjoy being educated and moved up in society by becoming political advisors?	Group Task:  List the foreign influences that still existed in Japan after it was isolated.  Define the following terms:  *Shoen *Nengu *Ryoshu *Kabuki *Shuinsen *Terakoya *Ukiyo *Ukiyo-e  List the changes that were taking place in Japan at this time. What change do you think was the most significant?	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps
<b>Unit 4</b> The End of Isolation	2	R 1.1; R 1.2; R 1.3; R 1.6; R 1.7; R	ELA and Literacy in History/ Social Studies – Reading and	To evaluate the end of the isolation period.  To determine the use of environmental	Create a timeline of the contact between the US and Japan before 1853.  Imagine and write an	1. Create a timeline of the contact between the US and Japan	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
		1.8; R 1.8; R 1.10 W 1.1; W 1.2; W 1.3; W 1.6; W 1.7; W 1.8; W 1.9	Writing	resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate.  To elaborate on the theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology.	obituary about Commodore Perry in a very detailed manner.  Write a persuasive letter to implore a friend to join the sonno joi movement.	before 1853. 2. List the reasons why the US wanted to end Japan’s isolation.  Writing Tasks:  Task 1: Why did Japan agree to the unequal treaties?  Task 2: Write an obituary about Commodore Perry in a very detailed manner.  Task 3: Write a persuasive letter to implore a friend to join the sonno joi movement.	share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps
<b>Unit 5</b>  Changes	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.5; R 1.6; R 1.7; R	ELA and Literacy in History/ Social Studies – Reading and Writing	To assess the importance of the Meiji Restoration and how it dramatically changed Japan.  To elaborate on the	Examine why someone would want to join the Satsuma Rebellion and why someone would want to support the Meiji Restoration.	Design and create a diagram that outlines the ways in which Japan changed from 1868.	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
		1.8; R 1.10 W 1.1; W 1.2; W 1.3; W 1.6; W 1.7; W 1.8; W 1.9		effects of the Iwakura Mission.	<p>Compose a persuasive speech for each side.</p> <p>Analyze and discuss the specific reasons why Japan decided to modernise.</p>	<p>Historical questions and research</p> <p>1. Find out more about the modernisation of Japan.</p> <p>Focus only on one part of society. For example, one could focus on the military, government, transport, industry, fashion, education or any other area that changed.</p> <p>Explanation and Communication</p> <p>1. Write an interview between a journalist and Iwakura Tomomi. The interview is taking place just after Iwakura has</p>	<p>predictions</p> <p>5. Postcard</p> <p>6. Extension Projects</p> <p>7. Metacognition</p> <p>8. Exit Slip</p> <p>9. Two Roses and a Thorn</p> <p>10. Red/Green card</p> <p>11. Venn Diagrams</p> <p>12. Mind Maps</p>

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
						<p>returned from his mission. The purpose of the interview is to find out what the mission discovered in the West and what Iwakura thinks need to happen in Japan.</p>	
<p><b>Unit 10</b> The End of the Meiji Period: 1905 - 1918</p>	2	<p>R 1.1; R 1.2; R 1.3; R 1.4; R 1.5; R 1.6; R 1.7; R 1.8; R 1.10 W 1.1; W 1.2; W 1.3; W 1.6; W 1.7;</p>	<p>ELA and Literacy in History/ Social Studies – Reading and Writing</p>	<p>To assess Japan at the end of the Meiji Period.</p>	<p>Define the term zaibatsu.  Interpret Japan’s purpose in declaring war on Germany in 1914.  Outline the results of World War 1 for Japan.</p>	<p><b>Pair Work:</b>  Worksheet Completion: Tokugawa vs. Meiji Government  <b>Group Task:</b>  ROLEPLAY: The Treaty of Versailles  1. Individual Task: Book-based (page 267)</p>	<ol style="list-style-type: none"> <li>1. Partner Quizzes</li> <li>2. CREATE A VIDEO</li> <li>3. Think-pair-share</li> <li>4. Make predictions</li> <li>5. Postcard</li> <li>6. Extension Projects</li> <li>7. Metacognition</li> <li>8. Exit Slip</li> <li>9. Two Roses</li> </ol>

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
		W 1.8; W 1.9				2. Homework: Research about the ROLE OF WOMEN DURING THE MEIJI RESTORATION.	and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps
	2		ELA and Literacy in History/ Social Studies – Reading and Writing				1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green

# The Asian International School

# Curriculum Mapping

Grade: **8** (Pre-Intermediate)

Subject: History

School Year: 2018-2019

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
							card 11. Venn Diagrams 12. Mind Maps
<b>TOTAL:</b>	Mid						
2 Semesters	April to						
4 Chapters	Early						
25 Units	May						