

## World History

| CURRICULUM/CONTENT AREA       | COURSE LENGTH        |
|-------------------------------|----------------------|
| Social Studies                | 1 term               |
| GRADE LEVEL                   | DATE LAST REVIEWED   |
| 10-12                         | <a href="#">2016</a> |
| PREREQUISITE(s) if applicable | BOARD APPROVAL DATE  |
| N/A                           | 12/2021              |

**PRIMARY RESOURCE if applicable**

The use of primary and secondary sources are built in each unit to support the priority inquiry standards. These skills require students to evaluate the quality, credibility, and reliability & relevance of different information sources and perspectives and derive supportable conclusions.

-AND-

World History, 2023 (McGraw Hill) - hard copies and online, approved and adopted 7/12/22

## DESIRED RESULTS

**COURSE DESCRIPTION AND PURPOSE**

In World History, students investigate significant historical events, individuals, developments, and processes. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. Students learn world history from a global perspective. Balanced coverage of the regions within the course ensures that a single region is not situated at the center of the historical narrative.

| ENDURING UNDERSTANDINGS   | ESSENTIAL QUESTIONS   |
|---|---|
| <b>CULTURE:</b><br>Human beings create, learn, share, and adapt to culture. Cultures are dynamic and change over time.  | What is culture? What roles does culture play in human and societal development?  |
| <b>TIME, CONTINUITY, AND CHANGE:</b><br>Studying the past makes it possible for us to understand the human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of periods in which they took place. | Why is the past important to us today?<br><br>How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions? |
| <b>PEOPLE, PLACES, AND ENVIRONMENTS:</b><br>The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.   | How do geography, climate, and resources affect the way people live and work?   |
| <b>INDIVIDUAL DEVELOPMENT AND IDENTITY:</b><br>Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.   | How do individuals develop over time?<br><br>How do external factors influence our identity and behavior?   |
| <b>INDIVIDUALS, GROUPS, AND INSTITUTIONS:</b><br>Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.   | How am I influenced by institutions? How do institutions change? What is my role in institutional change?   |

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| <p><b>POWER, AUTHORITY, AND GOVERNANCE:</b><br/>The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires the knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world.</p> <p>Through the study of dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.</p>   | <p>How do different political and economic systems affect civic life?</p>   |
| <p><b>PRODUCTION, DISTRIBUTION, AND CONSUMPTION:</b><br/>People have wants that often exceed the limited resources available to them.</p>  | <p>What impacts a person's way of life or standard of living?</p> <p>How do scarcity and competition influence decision-making at the personal, business, and government levels?</p> <p>What is the relationship between decision-making and economic outcomes?</p>   |
| <p><b>SCIENCE, TECHNOLOGY, AND SOCIETY:</b><br/>Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.</p>  | <p>How do technology influence social and cultural change in a global society?</p>  |
| <p><b>GLOBAL CONNECTIONS:</b><br/>Global connections have intensified and accelerated the changes faced at the local, national, and international levels.</p>  | <p>How does diversity impact society?</p>   |
| <p><b>CIVIC IDEALS AND PRACTICE:</b><br/>Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.</p>  | <p>What knowledge and skills are needed to participate effectively in our political system?</p> <p>What is the role of the citizen in the community and the nation, and as a member of the world community?</p>   |
| <p><b>PRIORITY CONTENT STANDARDS</b></p> <p>Standard SS.BH1: Wisconsin students will <i>examine</i> individual cognition, perception, behavior, and identity (Psychology). (K-2 ONLY)</p> <p>Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).</p> <p>Standard SS.Econ1: Wisconsin students <i>use</i> economic reasoning to understand issues.</p> <p>Standard SS.Geog1: Wisconsin students will <i>use</i> geographic tools and ways of thinking to <i>analyze</i> the world. (K-8 ONLY)</p> <p>Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i>.</p> <p>Standard SS.PS2: Wisconsin students will <i>examine and interpret</i> rights, privileges, and responsibilities in society. (K-5 ONLY)</p> <p>Standard SS.PS4: Wisconsin students will <i>develop and employ</i> skills for civic literacy.</p> | <p><b>PRIORITY INQUIRY STANDARDS: DISCIPLINARY SKILLS</b></p> <p>Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry</p> <p>Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources</p> <p>Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.</p> <p>Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.</p> <p>Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i>.</p> |

Unit One: The Global Tapestry (1200-1450)

ESSENTIAL QUESTION(S)

CULTURE:  
What is culture? What roles does culture play in human and societal development?  
SCIENCE, TECHNOLOGY, & SOCIETY:  
How does technology influence social and cultural change in a global society?

PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

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| Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology). | I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected. |
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| Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> . | <p>CAUSE:</p> <ul style="list-style-type: none"> <li>-I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives;</li> <li>-I evaluate how different groups and individuals contributed to the event or cause</li> </ul> <p>EFFECT:</p> <ul style="list-style-type: none"> <li>I evaluate multiple events from different perspectives using primary and secondary sources, and</li> <li>-I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.</li> </ul> |
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PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)

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|---|--|
| Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning. | I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.   |
| Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.               | I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways). |

SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

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| Standard SS.Hist2: Wisconsin students will <i>analyze, recognize, and evaluate</i> patterns of continuity and change over time and contextualization of historical events. | I evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world. |
| Standard SS.BH4: Wisconsin students will <i>examine</i> the progression of specific forms of technology and their influence within various societies.                      | I evaluate the purpose for which a technology is created, and analyze the consequences (intended and unintended) to different cultures.  |

DISCIPLINARY CONCEPT (s)

KEY UNIT CONTENT

|   |   |
|---|---|
| Cultural Developments and Interactions, Governance, Economic Systems, Social Interactions and Organization, Technology and Innovation | <p>Cultural Traditions, Technological Innovations, Transfers, &amp; State Systems:<br/>Explain the effects of Chinese cultural traditions and economic innovation on East Asia over time.<br/>Explain how and why states in Europe, Africa, the Americas, and the Islamic World developed and changed over time.<br/>Explain the similarities and differences in the processes of state formation from 1200-1450.</p> |
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COMPELLING UNIT QUESTION

What are the most important features of a complex society? What makes a "complex" society?

SUPPORT QUESTION 1

SUPPORT QUESTION 2

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| What are the defining features of a complex society? | How do societies around the globe compare? |
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POSSIBLE FORMATIVE ASSESSMENT TASK

POSSIBLE FORMATIVE ASSESSMENT TASK

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| Students will complete a graphic organizer regarding possible features of complex societies                                       | Students will compare the societies around the globe (comparison) |
| Questioning a text, graphic organizer, close reading, think-pair-share and debrief are further examples of engagement strategies. |   |

FEATURED SOURCE(s) *may include*

FEATURED SOURCE(s) *may include*

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| Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task. Modern History Source Book (Fordham University), Ferdinand Magellan's Voyage Round the World, 1519-1522 CE | Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task. Modern History Source Book (Fordham University), The Travels of Marco Polo, The Rihla (ibn Battuta) |
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SUMMATIVE ASSESSMENT TASK(s)

Construct an argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives. Content based multiple choice questions. Various writing tasks.

CIVIC ENGAGEMENT

Socratic Seminar, Philosophical Chairs, or Structured Academic Controversy



Networks of Exchange (1200-1450)

ESSENTIAL QUESTION(S)

POWER, AUTHORITY, & GOVERNANCE:  
How do different political and economic systems affect civic life?

PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.

CHOICES & DECISION MAKING:

I can perform a cost-benefit analysis (i.e. strengths and weaknesses of alternative options) on a real-world situation and how those choices are reflected in economic markets.

INCENTIVES

I evaluate how incentives determine what is produced and distributed in a competitive market system.

Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.

CAUSE:

-I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives;  
-I evaluate how different groups and individuals contributed to the event or cause

EFFECT:

I evaluate multiple events from different perspectives using primary and secondary sources, and  
-I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.

Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.

I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

I analyze significant historical periods and their relationship to present issues and events.

DISCIPLINARY CONCEPT

KEY UNIT CONTENT

Disciplinary Concepts may include: Humans and the Environment, Cultural Developments and Interactions, Governance, Economic Systems, Technology and Innovation

Key Unit Content may include: Trading Cities, Silk Roads, Technological Transfers, Growth of States, Diasporic Communities, Cultural Diffusion, Maritime Networks  
Explain the causes of the growth of networks of exchange after 1200.  
Explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.  
Explain the similarities and differences among the various networks of exchange in the period from c. 1200 to c. 1450

COMPELLING UNIT QUESTION

Did the growth of trade networks increase connection or create conflict?

SUPPORT QUESTION 1

SUPPORT QUESTION 2

Explain the causes of growing trade networks.

Explain the effects of growing trade networks.

POSSIBLE FORMATIVE ASSESSMENT TASK

POSSIBLE FORMATIVE ASSESSMENT TASK

Match Claims and Evidence

Explain to students that context is like the set for a play; it does not tell the story, but it does make the story easier to understand. Provide students with the following claim and list of developments. The developments could serve as either evidence or context related to the given claim.

§ Claim: Improved commercial practices and technology led to an increased volume of trade on the Silk Road.

§ List: Caravanserai, Song Dynasty, credit, money, porcelain, Islam, Abbasid Caliphate, textiles

Ask students to discuss which of the five items in the list best serve as evidence to support the given claim and which three items provide helpful context for understanding the claim.

Graphic Organizer

Ask students to use their textbooks to create a flow chart that identifies and describes the political, economic, and cultural changes that occurred in Eurasia as a result of the Mongol Empire.

Matching claims and evidence, graphic organizer, shared inquiry, and think-pair-share are further examples of engagement strategies.

FEATURED SOURCE(s) may include

FEATURED SOURCE(s) may include

Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task. Modern History Sourcebook (Fordham University) Chinese Accounts of Rome, Byzantium and the Middle East, c. 91 B.C.E. - 1643 C.E.

Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task. Modern History Sourcebook (Fordham University) Chu Yuan-Chang: Manifesto of Accession as First Ming Emperor, 1372 C.E. (Sent to Byzantine Emperor)

POSSIBLE FORMATIVE ASSESSMENT TASK

POSSIBLE FORMATIVE ASSESSMENT TASK

Shared Inquiry Assign a short excerpt, edited to be appropriate for the classroom, from *On the Tatars* by the Arab historian Ibn al-Athir (1220–1221 CE). Ask students to answer and discuss the following questions: § What was the historical situation when this was written? § What do you think was the author’s point of view? Was he an ally of the Tatars, a neutral observer, or something else? § What do you think was the author’s purpose? Was he promoting the Tatars, condemning them, giving them advice, or something else? § Who do you think was the author’s audience? His neighbors, the Tatar ruler, or someone else?

**SUMMATIVE ASSESSMENT TASK(s)**

Construct an argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives. Content based multiple choice questions. Various writing tasks.

**CIVIC ENGAGEMENT**

Socratic Seminar, Philosophical Chairs, Structured Academic Controversy, etc.

Land Based Empires (1450-1750)

ESSENTIAL QUESTION(S)

CULTURE:  
What is culture? What roles does culture play in human and societal development?

INDIVIDUAL DEVELOPMENT & IDENTITY:  
How do individuals develop over time?  
How do external factors influence our identity and behavior?

PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.BH3: Wisconsin students will *assess* the role that human behavior and cultures play in the development of social endeavors (Anthropology).

I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

Standard SS.Hist1: Wisconsin students will use historical evidence for *determining cause and effect*.

CAUSE:  
-I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives;  
-I evaluate how different groups and individuals contributed to the event or cause

EFFECT:  
I evaluate multiple events from different perspectives using primary and secondary sources, and  
-I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)

Standard SS.Inq2: Wisconsin students will *gather and evaluate* sources

I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources

Standard SS.Inq5: Wisconsin students will *be civically engaged*.

I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

DISCIPLINARY CONCEPT

KEY UNIT CONTENT

Disciplinary Concepts may include: Cultural Developments and Interactions, Governance

Key Unit Content may include: Religious Factions, Systems of Taxation, Imperial Bureaucracies, State Rivalries, Art and Architecture  
Explain how and why various land-based empires developed and expanded from 1450 to 1750.  
Explain continuity and change within the various belief systems during the period from 1450 to 1750.  
Compare the methods by which various empires increased their influence from 1450 to 1750.

SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.Econ4: Wisconsin students will *evaluate* government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

I evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems, and analyze how they have been affected by specific political and social systems and important events.

COMPELLING UNIT QUESTION

Do beliefs systems shape society?

SUPPORT QUESTION 1

SUPPORT QUESTION 2

How did various belief systems emerge and evolve?

What are the similarities and differences between the world's major religions?

POSSIBLE FORMATIVE ASSESSMENT TASK

POSSIBLE FORMATIVE ASSESSMENT TASK

Quickwrite Have students review their notes from the unit. Then ask them to respond to the learning objective for Topic 3.4—Compare the methods by which various empires increased their influence from 1450 to 1750—with a claim statement followed by a paragraph that explains how at least three pieces of specific evidence support their argument.

Students will compare belief systems around the globe? (comparison)

FEATURED SOURCE(s) *may include*

FEATURED SOURCE(s) *may include*

Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task. Modern History Sourcebook (Fordham University) Ferdinand Magellan's Voyage Round the World, 1519-1522 CE.

Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task. Modern History Sourcebook (Fordham University) Indian History Sourcebook: England, India, and The East Indies, 1617 CE.

SUPPORT QUESTION 3 *(if applicable)*

SUPPORT QUESTION 4 *(if applicable)*

How do belief systems contribute to conflict?

POSSIBLE FORMATIVE ASSESSMENT TASK

POSSIBLE FORMATIVE ASSESSMENT TASK

Think-Pair-Share and Debriefing After a lesson on the Protestant Reformation, assign a short excerpt from Martin Luther's 95 Theses. Ask students to read the excerpt individually and then paraphrase it to a partner. Assign each pair of students one of the elements of document sourcing (point of view, purpose, situation, or audience). Have students individually identify and describe the assigned element, and then work with their partners to explain how it might affect Luther's interpretation of the Catholic Church. Ask several students to share and debrief with the class

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| <b>FEATURED SOURCE(s) <i>may include</i></b> | <b>FEATURED SOURCE(s) <i>may include</i></b> |
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Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task.

Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task.

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| <b>SUMMATIVE ASSESSMENT TASK(s)</b> |
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Construct an argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives. Content based multiple choice questions. Various writing tasks.

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| <b>CIVIC ENGAGEMENT</b> |
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TBD with student input and choice.



Transoceanic Interconnections (1450-1750)

ESSENTIAL QUESTION(S)

SCIENCE, TECHNOLOGY, & SOCIETY:

How does technology influence social and cultural change in a global society?

PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

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|---|---|
| Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.  | <p><b>CHOICES &amp; DECISION MAKING:</b><br/>I can perform a cost-benefit analysis (i.e. strengths and weaknesses of alternative options) on a real-world situation and how those choices are reflected in economic markets.</p> <p><b>INCENTIVES</b><br/>I evaluate how incentives determine what is produced and distributed in a competitive market system.</p>  |
| Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology). | I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.   |
| Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> .  | <p><b>CAUSE:</b><br/>-I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives;<br/>-I evaluate how different groups and individuals contributed to the event or cause</p> <p><b>EFFECT:</b><br/>I evaluate multiple events from different perspectives using primary and secondary sources, and<br/>-I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.</p> |

PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)

|   |  |
|---|--|
| Standard SS.Inq2: Wisconsin students will <i>gather and evaluate</i> sources                                | <p>I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources</p> <p>I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p> |
| Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning. | <p>I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.</p> <p>I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass medial).</p>  |

SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

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|--|---|
| Standard SS.Hist2: Wisconsin students will <i>analyze, recognize, and evaluate</i> patterns of continuity and change over time and contextualization of historical events. | I evaluate how the historical context influenced the process or nature of the continuity or change that took place.   |
| Standard SS.Econ4: Wisconsin students will <i>evaluate</i> government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).  | I evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems, and analyze how they have been affected by specific political and social systems and important events. |

DISCIPLINARY CONCEPT

KEY UNIT CONTENT

|  |   |
|--|---|
| Disciplinary Concepts may include: Humans and the Environment, Cultural Developments and Interactions, Governance, Economic Systems, Social Interactions and Organization, Technology and Innovation | <p>Key Unit Content <i>may</i> include: Technological and Agricultural Developments, Cross-Cultural Interactions, Trade Networks, Columbian Exchange, Labor and Slavery, Social Hierarchies</p> <p>Explain how cross-cultural interactions resulted in the diffusion of technology and facilitated changes in patterns of trade and travel from 1450 to 1750.</p> <p>Explain the process of state building and expansion among various empires and states in the period from 1450 to 1750.</p> <p>Explain the similarities and differences in how various belief systems affected societies from 1450 to 1750.</p> <p>Explain how economic developments from 1450 to 1750 affected social structures over time.</p> |
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COMPELLING UNIT QUESTION

What is the most significant impact of global exploration?

SUPPORT QUESTION 1

SUPPORT QUESTION 2

What were the effects of global exploration?      What factors motivated exploration?

POSSIBLE FORMATIVE ASSESSMENT TASK

POSSIBLE FORMATIVE ASSESSMENT TASK

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| <p>Making Connections Ask students to brainstorm a list of everything they remember about technological developments in Asia from previous units and what they recently learned about European exploration. Assign students a partner. With their partner, have them create a concept web that maps the causal connections between the two developments.</p>   | <p>Close Reading Ask students to read an excerpt from the “Declaration of Pedro Naranjo” (1681) about the Pueblo Revolt. As they read, have them use different colors to highlight the social, economic, and political reasons for rebellion. Next, have students reread their highlighted text and respond to the following prompt with a historically defensible claim: Explain the most significant causes of the Pueblo Revolt.</p> |
| <p><b>FEATURED SOURCE(s) <i>may include</i></b></p>  | <p><b>FEATURED SOURCE(s) <i>may include</i></b></p>   |
| <p>Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task. European Exploration of the Pacific, 1600–1800 by Eric Kjellgren - Department of Arts of Africa, Oceania, and the Americas, The Metropolitan Museum of Art</p>  | <p>Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task, Modern History Source Book (Fordham University) Giuseppe Mazzini (1802-1872): An Essay On the Duties of Man Addressed to Workingmen [At Hanover] Mazzini is perhaps the premier representative of Liberal Nationalism.</p>               |
| <p><b>SUPPORT QUESTION 3 <i>(if applicable)</i></b></p>  | <p><b>SUPPORT QUESTION 4 <i>(if applicable)</i></b></p>   |
| <p>What technology allowed for the age of exploration to occur?</p>  |   |
| <p><b>POSSIBLE FORMATIVE ASSESSMENT TASK</b></p>   | <p><b>POSSIBLE FORMATIVE ASSESSMENT TASK</b></p>  |
| <p>Self/Peer Revision Have students pair up and ask them to discuss the following prompt and decide which historical reasoning process is best for organizing a response: Develop an argument that explains how economic developments led to changes in social structures in the period 1450–1750. Ask the students to decide which historical reasoning process is best for organizing a response. Then, ask each student to write a thesis that uses this reasoning process. Have students exchange papers with their partner and discuss the strengths and areas for improvement in each thesis. Have students continue this process of peer revision for each paragraph of the essay</p> |   |
| <p><b>FEATURED SOURCE(s) <i>may include</i></b></p>  | <p><b>FEATURED SOURCE(s) <i>may include</i></b></p>   |
| <p>Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task. Fordham University, Russia Peter the Great and the Rise of Russia, 1682-1725.</p>   |   |
| <p><b>SUMMATIVE ASSESSMENT TASK(s)</b></p>   |   |
| <p>Construct an argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives. Content based multiple choice questions. Various writing tasks.</p>  |   |
| <p><b>CIVIC ENGAGEMENT</b></p>   |   |
| <p>Socratic Seminar, Philosophical Chairs, Structured Academic Controversy, etc.</p>   |   |

Revolutions (1750-1900)

ESSENTIAL QUESTION(S)

TIME, CONTINUITY, CHANGE:

Why is the past important to us today?

How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?

INDIVIDUALS, GROUPS, & INSTITUTIONS:

How am I influenced by institutions? How do institutions change? What is my role in institutional change?

POWER, AUTHORITY, & GOVERNANCE:

How do different political and economic systems affect civic life?

SCIENCE, TECHNOLOGY, & SOCIETY:

How does technology influence social and cultural change in a global society?

PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).

I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.

CHOICES & DECISION MAKING:

I can perform a cost-benefit analysis (i.e. strengths and weaknesses of alternative options) on a real-world situation and how those choices are reflected in economic markets.

INCENTIVES

I evaluate how incentives determine what is produced and distributed in a competitive market system.

Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.

CAUSE:

-I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives;  
-I evaluate how different groups and individuals contributed to the event or cause

EFFECT:

I evaluate multiple events from different perspectives using primary and secondary sources, and  
-I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy. Special note for this unit: There are lots of places where a teacher might connect to civic engagement in this unit. But, in general, these engagements would not be US based.

International CIVIL RIGHTS & CIVIL LIBERTIES

-I critique the struggle for suffrage and citizenship since the founding period. Analyze the tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.  
-I assess the impact of individuals, groups, and movements on the development of civil rights for different groups

FUNDAMENTALS OF CITIZENSHIP

-I assess the difference between legal protections for citizens vs. noncitizens (might use constitution like documents to do this)  
-I demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot). This is very US specific the way it is written but could be modified to fit the conditions of this unit.

PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.

I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).

Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.

I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways.

SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.

I evaluate the purpose for which a technology is created, and analyze the consequences (intended and unintended) to different cultures.

Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

I evaluate how the historical context influenced the process or nature of the continuity or change that took place.

DISCIPLINARY CONCEPT

KEY UNIT CONTENT

|  |   |
|--|---|
| Disciplinary Concepts may include: Humans and the Environment, Cultural Developments and Interactions, Governance, Economic Systems, Social Interactions and Organization, Technology and Innovation | Key Unit Content may include: Social Demands, Political Unification, Industrialization, Local/Regional/Global Markets, Enlightenment Principles, Urbanization<br>Explain causes and effects of the various revolutions in the period from 1750 to 1900.<br>Explain how different modes and locations of production have developed and changed over time.<br>Explain the causes and effects of economic strategies of different states and empires.<br>Explain the extent to which industrialization brought change from 1750 to 1900. Analyze the social, economic and political ideas that influenced the 18th and 19th century revolutions. |
|--|---|

**COMPELLING UNIT QUESTION**

Does Revolution bring positive change?

**SUPPORT QUESTION 1**

How did the French Revolution lead to changes in governance?

**SUPPORT QUESTION 2**

What advancements allowed for the industrial revolution to occur?

**POSSIBLE FORMATIVE ASSESSMENT TASK**

Socratic Seminar Assign students excerpts from the Declaration of Independence, the "Declaration of the Rights of Man and of the Citizen," and the "Letter from Jamaica." Place students in groups of about eight and have them discuss the following questions: § How does historical context help us understand these documents? § How are the authors' arguments similar? Why? § How are the authors' arguments different? Why? § To what extent do you think these documents affected the course of human history?

**POSSIBLE FORMATIVE ASSESSMENT TASK**

Debate Place students into groups of five. Assign each student a technology from this topic and provide them a reading about it. Present students with this scenario: Imagine you are on the writing staff of Scientific American magazine. Your team is going to write an article entitled "Five Technologies that Changed the World." The steam engine, railroad, internal combustion engine, steamship, and telegraph will be the featured technologies; your job is to decide how to rank them. After reading about your assigned technology, engage in a debate with your group about each technology's relative importance. As a group, rank them from most important to least and write a few paragraphs justifying your decision.

**FEATURED SOURCE(s) may include**

Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task. Fordham University - Marie Antoinette: Letter to Her Mother, 1773 [At this Site]

**FEATURED SOURCE(s) may include**

Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task. "Steam Engine." The Gale Encyclopedia of Science. . Encyclopedia.com. 22 Sep. 2021 <<https://www.encyclopedia.com>>.

**SUPPORT QUESTION 3 (if applicable)**

To what extent were the effects of the industrial revolution on the working class positive?

**SUPPORT QUESTION 4 (if applicable)**

**POSSIBLE FORMATIVE ASSESSMENT TASK**

Critique Reasoning In groups of three, assign the descriptions of Manchester from Friedrich Engels's The Condition of the Working-Class in England in 1844 and the preface to the Wheelan and Co. business directory, 1852. Ask students to discuss the differences in the descriptions; how the point of view, purpose, and intended audience of the authors might explain the differences; and which description they believe is the most accurate and why.

**POSSIBLE FORMATIVE ASSESSMENT TASK**

**FEATURED SOURCE(s) may include**

Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task. Fordham University, Modern History Sourcebook: Friederich Engels: Industrial Manchester, 1844

**FEATURED SOURCE(s) may include**

**SUMMATIVE ASSESSMENT TASK(s)**

Construct an argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives. Content based multiple choice questions. Various writing tasks.

**CIVIC ENGAGEMENT**

Students may examine the extent to which this current attempt at revolution is being successful and state one's personal stance on how this issue should be resolved.

Consequences of Industrialization (1750-1900)

ESSENTIAL QUESTION(S)

SCIENCE, TECHNOLOGY, & SOCIETY:

How does technology influence social and cultural change in a global society?

PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.

CHOICES & DECISION MAKING:

I can perform a cost-benefit analysis (i.e. strengths and weaknesses of alternative options) on a real-world situation and how those choices are reflected in economic markets.

INCENTIVES

I evaluate how incentives determine what is produced and distributed in a competitive market system.

Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.

CAUSE:

-I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives;

-I evaluate how different groups and individuals contributed to the event or cause

EFFECT:

I evaluate multiple events from different perspectives using primary and secondary sources, and

-I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)

Standard SS.Inq2: Wisconsin students will gather and evaluate sources

I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources

Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.

I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways.

I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

DISCIPLINARY CONCEPT

Disciplinary Concepts may include: Humans and the Environment, Cultural Developments and Interactions, Governance, Economic Systems, Social Interactions and Organization

KEY UNIT CONTENT

Key Unit Content may include: Colonial Expansion, Social Darwinism, Resistance and Rebellion, Economic Imperialism, Patterns of Migration  
 Explain how ideologies contributed to the development of imperialism from 1750 to 1900.  
 Explain how and why new patterns of migration affected society from 1750 to 1900.  
 Explain how various economic factors contributed to the development of the global economy from 1750 to 1900.  
 Explain the relative significance of the effects of imperialism from 1750 to 1900.

SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.Geog4: Wisconsin students will evaluate the relationship between identity and place.

I evaluate the effect of culture on a place over time.

I analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture.

I explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity).

I explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.

Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.

I analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.

Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current

I analyze significant historical periods and their relationship to present issues and events.

COMPELLING UNIT QUESTION

What are the consequences of Imperialism?

SUPPORT QUESTION 1

What factors motivated imperialism?

SUPPORT QUESTION 2

What factors allowed for Imperialism?

POSSIBLE FORMATIVE ASSESSMENT TASK

What is the most significant consequences of Imperialism?

POSSIBLE FORMATIVE ASSESSMENT TASK

View "Guns, Germs, & Steel" and create a list of European technological advantages and native disadvantages

FEATURED SOURCE(s) may include

FEATURED SOURCE(s) may include

|  |  |
|--|--|
| Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task. Fordham University: Modern History Sourcebook: John Hobson: Imperialism, 1902  | Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task. Fordham University: Modern History Sourcebook: The Earl of Cromer: Why Britain Acquired Egypt in 1882 (1908) |
| <b>SUPPORT QUESTION 3 (if applicable)</b>  | <b>SUPPORT QUESTION 4 (if applicable)</b>  |
| In what ways did Imperialism affect Europeans and non-Europeans?   |  |
| <b>POSSIBLE FORMATIVE ASSESSMENT TASK</b>  | <b>POSSIBLE FORMATIVE ASSESSMENT TASK</b>  |
| Guided Discussion Have students work in groups to list four effects of imperialism across the top of a sheet of paper. Under each effect, have students list as many things that they can think of that changed as a result. Ask them to rank the effects from most significant to least based on the amount of change each caused. Then, have the groups circle the three changes that they believe are most important and then revise their ranking to take this into account. Individually, have students complete the following sentence frame: While imperialism in the 19th century had many effects, including , the most significant was because . |  |
| <b>FEATURED SOURCE(s) may include</b>  | <b>FEATURED SOURCE(s) may include</b>  |
| Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task. Fordham University: John Stuart Mill: On Colonies and Colonization, 1848 [At this Site]<br>Rudyard Kipling (1865-1936): The White Man's Burden, 1899 [At this Site]  |  |
| <b>SUMMATIVE ASSESSMENT TASK(s)</b>  |  |
| Construct an argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives. Content based multiple choice questions. Various writing tasks.   |  |
| <b>CIVIC ENGAGEMENT</b>  |  |
| TBD with student input and choice  |  |

Global Conflict (1900-Present)

ESSENTIAL QUESTION(S)

TIME, CONTINUITY, CHANGE:

Why is the past important to us today?

How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?

POWER, AUTHORITY, & GOVERNANCE:

How do different political and economic systems affect civic life?

PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.BH3: Wisconsin students will *assess* the role that human behavior and cultures play in the development of social endeavors (Anthropology).

I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

Standard SS.Econ1: Wisconsin students *use* economic reasoning to understand issues.

CHOICES & DECISION MAKING:

I can perform a cost-benefit analysis (i.e. strengths and weaknesses of alternative options) on a real-world situation and how those choices are reflected in economic markets.

INCENTIVES

I evaluate how incentives determine what is produced and distributed in a competitive market system.

Standard SS.Hist1: Wisconsin students will use historical evidence for *determining cause and effect*.

CAUSE:

-I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives;  
-I evaluate how different groups and individuals contributed to the event or cause

EFFECT:

I evaluate multiple events from different perspectives using primary and secondary sources, and  
-I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

Standard SS.PS4: Wisconsin students will *develop and employ* skills for civic literacy.

CIVIL RIGHTS & CIVIL LIBERTIES

-I critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.  
-I assess the impact of individuals, groups, and movements on the development of civil rights for different groups

FUNDAMENTALS OF CITIZENSHIP

-I assess the difference in constitutional and legal protections for citizens vs. noncitizens.  
-I demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).

ASSERTING AND REAFFIRMING HUMAN RIGHTS

-I analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.  
-I evaluate different goals and methods of groups who have advocated for access to greater rights .  
-I analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.

PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)

Standard SS.Inq2: Wisconsin students will *gather and evaluate* sources

I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources

I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

Standard SS.Inq3: Wisconsin students will *develop* claims using evidence to *support* reasoning.

I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.

I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).

I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.

SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.Hist2: Wisconsin students will *analyze, recognize, and evaluate* patterns of continuity and change over time and contextualization of historical events.

I evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

|   |   |
|---|---|
| Standard SS.Hist3: Wisconsin students will <i>connect</i> past events, people, and ideas to the present; use different perspectives to <i>draw conclusions</i> ; and suggest current  | I evaluate historical perspectives to create arguments with evidence concerning current events.   |
| <b>DISCIPLINARY CONCEPT</b>   | <b>KEY UNIT CONTENT</b>   |
| Disciplinary Concepts may include: Governance, Economic Systems, Social Interactions and Organization, Technology and Innovation  | Key Unit Content <i>may</i> include: World War I, Economic Depression and Recovery, Territorial Changes, Anti-Imperialism, Totalitarianism, World War II, Ethnic Cleansing/Genocide<br>Explain the causes and consequences of World War I and II<br>Explain the continuities and changes in territorial holdings from 1900 to the present.<br>Explain the relative significance of the causes of global conflict in the period 1900 to the present. |
| <b>COMPELLING UNIT QUESTION</b>   |   |
| Is global conflict inevitable? To what extent was World War II a continuation of the First World War? Were World War I & World War II the same war?   |   |
| <b>SUPPORT QUESTION 1</b>   | <b>SUPPORT QUESTION 2</b>   |
| What caused the World Wars?   | What were the legacies of the World Wars?   |
| <b>POSSIBLE FORMATIVE ASSESSMENT TASK</b>   | <b>POSSIBLE FORMATIVE ASSESSMENT TASK</b>   |
| Quickwrite Assign a short excerpt from Georges Clemenceau's "Letter of Reply to the Objections of the German Peace Delegation" (May 1919). Ask students to review their notes from Topic 7.2 and respond to the following prompt in a paragraph: Based on what you learned about the causes of World War I, what are the weaknesses in Clemenceau's argument? | Compare and contrast the post-war peace agreements from WWI & WWII  |
| <b>FEATURED SOURCE(s) <i>may include</i></b>  | <b>FEATURED SOURCE(s) <i>may include</i></b>  |
| Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task. Georges Clemenceau's "Letter of Reply to the Objections of the German Peace Delegation" (May 1919).   | Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task. The Peace Treaty of Brest-Litovsk, 1918 [At Yale]<br>Tomas Masaryk: Independent Bohemia, 1915 [At H-Net]<br>Woodrow Wilson: The Fourteen Points, Jan 8, 1918, excerpts [At this Site] and here [At Yale]  |
| <b>SUMMATIVE ASSESSMENT TASK(s)</b>   |   |
| Construct an argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives. Content based multiple choice questions. Various writing tasks.  |   |
| <b>CIVIC ENGAGEMENT</b>   |   |
| Develop a World War II exhibit for display in the school or a local museum that captures the contributions of people from around the world.   |   |



*Cold War and Decolonization (1900-Present)*

**ESSENTIAL QUESTION(S)**

**TIME, CONTINUITY, CHANGE:**

Why is the past important to us today?

How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?

**POWER, AUTHORITY, & GOVERNANCE:**

How do different political and economic systems affect civic life?

**SCIENCE, TECHNOLOGY, & SOCIETY:**

*How does technology influence social and cultural change in a global society?*

Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.

**CHOICES & DECISION MAKING:**

I can perform a cost-benefit analysis (i.e. strengths and weaknesses of alternative options) on a real-world situation and how those choices are reflected in economic markets.

**INCENTIVES**

I evaluate how incentives determine what is produced and distributed in a competitive market system.

Standard SS.Hist1: Wisconsin students will use historical evidence for *determining cause and effect*.

**CAUSE:**

-I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives;  
-I evaluate how different groups and individuals contributed to the event or cause

**EFFECT:**

I evaluate multiple events from different perspectives using primary and secondary sources, and  
-I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

**PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)**

Standard SS.Inq1: Wisconsin students will *construct* meaningful questions that *initiate* an inquiry

I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.

Standard SS.Inq4: Wisconsin students will *communicate* and *critique* conclusions.

I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

**SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS**

Standard SS.Hist2: Wisconsin students will *analyze, recognize, and evaluate* patterns of continuity and change over time and contextualization of historical events.

I evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

Standard SS.Econ4: Wisconsin students will *evaluate* government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

I analyze the effectiveness of how people, government, policies and economic systems have attempted to address income inequality and working conditions both now and in the past

**DISCIPLINARY CONCEPT**

Disciplinary Concepts may include: Cultural Developments and Interactions, Governance, Economic Systems, Social Interactions and Organization

**KEY UNIT CONTENT**

Key Unit Content *may* include: Global Alliances, Non-Aligned Movement, Economic Systems, Nationalism and Independence Movements  
Explain the causes and effects of the ideological struggle of the Cold War.  
Compare the processes by which various peoples pursued independence after 1900.  
Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres.

**COMPELLING UNIT QUESTION**

How is our world still shaped by decolonization?

**SUPPORT QUESTION 1**

How did colonies become new nations?

**SUPPORT QUESTION 2**

What challenges exist for new nations?

**POSSIBLE FORMATIVE ASSESSMENT TASK**

Students will complete a graphic organizer regarding the development of new nations in Africa, Asia, and the Middle East

**POSSIBLE FORMATIVE ASSESSMENT TASK**

Students will research a "newer nation" and determine whether the challenges they face now represent a continuity or change from initial independence.

**FEATURED SOURCE(S) may include**

Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task. [Map and Timeline of UN Membership](#), Congolese Declaration of Independence. The Cold War: The Communist Perspective (B.N. Ponomarev)

**FEATURED SOURCE(S) may include**

Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task. Speech from Abel Nasser to National Assembly on taking back the Suez Canal

**SUMMATIVE ASSESSMENT TASK(S)**

Construct an argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives. Content based multiple choice questions. Various writing tasks.

**CIVIC ENGAGEMENT**

Investigate a nation that gained independence following decolonization and critique the successes and challenges post-independence.

Globalization (1900-present)

ESSENTIAL QUESTION(S)

PEOPLE, PLACES, & ENVIRONMENTS:

How do geography, climate, and resources affect the way people live and work?

INDIVIDUALS, GROUPS, & INSTITUTIONS:

How am I influenced by institutions? How do institutions change? What is my role in institutional change?

PRODUCTION, DISTRIBUTIONS, & CONSUMPTION:

What impacts a person's way of life or standard of living?

How do scarcity and competition influence decision-making at the personal, business, and government levels?

What is the relationship between decision-making and economic outcomes?

PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.BH3: Wisconsin students will *assess* the role that human behavior and cultures play in the development of social endeavors (Anthropology).

I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

Standard SS.Econ1: Wisconsin students *use* economic reasoning to understand issues.

CHOICES & DECISION MAKING:

I can perform a cost-benefit analysis (i.e. strengths and weaknesses of alternative options) on a real-world situation and how those choices are reflected in economic markets.

INCENTIVES

I evaluate how incentives determine what is produced and distributed in a competitive market system.

Standard SS.Hist1: Wisconsin students will use historical evidence for *determining cause and effect*.

CAUSE:

-I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives;  
-I evaluate how different groups and individuals contributed to the event or cause

EFFECT:

I evaluate multiple events from different perspectives using primary and secondary sources, and  
-I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)

Standard SS.Inq1: Wisconsin students will *construct* meaningful questions that *initiate* an inquiry

I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.

Standard SS.Inq5: Wisconsin students will *be civically engaged*.

I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.BH2: Wisconsin students will *investigate* and *interpret* interactions between individuals and groups (Sociology).

I critique interpretations of how different cultures interact with their environment.

Standard SS.BH4: Wisconsin students will *examine* the progression of specific forms of technology and their influence within various societies.

I evaluate the purpose for which a technology is created, and analyze the consequences (intended and unintended) to different cultures.

DISCIPLINARY CONCEPT

KEY UNIT CONTENT

Disciplinary Concepts may include: Humans and the Environment, Cultural Developments and Interactions, Governance, Economic Systems, Social Interactions and Organization, Technology and Innovation

Key Unit Content *may* include: Technological Advances, Green Revolution, Epidemic Diseases, Trade Agreements, Multinational Corporations, UN Declaration of Human Rights, Global Culture and Consumerism

Explain how environmental factors affected human populations over time.

Explain how and why globalization changed culture over time.

- Explain the extent to which science and technology brought change in the period from 1900 to the present

COMPELLING UNIT QUESTION

Is global interdependence a positive?

SUPPORT QUESTION 1

SUPPORT QUESTION 2

What is globalization?

What are some opportunities created by globalization?

POSSIBLE FORMATIVE ASSESSMENT TASK

POSSIBLE FORMATIVE ASSESSMENT TASK

Quick Write: Define globalization and have them give an example of something that they have in their possession at that moment that proves globalization is impactful and support their position with evidence and analysis.

Self/Peer Revision Organize students into small groups. Ask students to write a claim supported by a paragraph with specific historical evidence that argues for a change but qualifies the argument by acknowledging continuity. To help students get started, provide a sentence frame for the topic sentence such as the following: Science and technology led to profound changes like ; however, this change did have limits, for example remained constant. When students finish, have them share their paragraphs and discuss the strengths and areas for improvement.

FEATURED SOURCE(s) *may include*

FEATURED SOURCE(s) *may include*

|  |   |
|--|---|
| Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, Newsela will be used to complete the formative task. <a href="#">"The IMF and its Future"</a> Speech  | Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites and databases will be used to complete the formative task. |
| <b>SUPPORT QUESTION 3 (if applicable)</b>  | <b>SUPPORT QUESTION 4 (if applicable)</b>   |
| What are some challenges created by globalization?   |   |
| <b>POSSIBLE FORMATIVE ASSESSMENT TASK</b>  | <b>POSSIBLE FORMATIVE ASSESSMENT TASK</b>   |
| Making Connections - Display photographs from the 1918 influenza pandemic. Ask students to think about the technological, geopolitical, and environmental continuities and changes they studied in previous units. Have students create a list of continuities and changes that help us understand the developments depicted in the photo. Next, have students work with a partner to create a concept web that explains the connections between the 1918 influenza pandemic and at least two other major changes or continuities in the early part of the 20th century. |   |
| <b>FEATURED SOURCE(s) may include</b>  | <b>FEATURED SOURCE(s) may include</b>   |
| Credible, reliable and relevant sources, including but not limited to: primary sources, newspapers, websites, databases, newsela, AVID weekly, will be used to complete the formative task. <a href="#">1918 Pandemic Photo Gallery</a>  |   |
| <b>SUMMATIVE ASSESSMENT TASK(s)</b>  |   |
| Construct an argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives. Content based multiple choice questions. Various writing tasks.   |   |
| <b>CIVIC ENGAGEMENT</b>  |   |
| Students may work collaboratively to write a resolution proposal to the United Nations addressing the common problems of global development.   |   |

| Priority Standards & Learning Target Unit Reference   |   | UNIT 1 | UNIT 2 | UNIT 3 | UNIT 4 | UNIT 5 | UNIT 6 | Unit 7 | Unit 8 | Unit 9 |
|---|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology). | I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.   | x      |        | x      |        | x      | x      |        |        | x      |
| Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.  | I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives;   | x      | x      | x      | x      | x      | x      | x      | x      | x      |
|   | -I evaluate how different groups and individuals contributed to the event or cause  |        |        |        |        |        |        |        |        |        |
|   | I evaluate multiple events from different perspectives using primary and secondary sources, and<br>-I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.   |        |        |        |        |        |        |        |        |        |
| Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.  | CHOICES & DECISION MAKING:<br>I can perform a cost-benefit analysis (i.e. strengths and weaknesses of alternative options) on a real-world situation and how those choices are reflected in economic markets.   |        | x      |        | x      | x      | x      | x      | x      | x      |
|   | INCENTIVES I evaluate how incentives determine what is produced and distributed in a competitive market system.   |        |        |        |        |        |        |        |        |        |
| Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.  | CIVIL RIGHTS & CIVIL LIBERTIES<br>-I critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.   |        |        |        |        | x      |        |        |        |        |
|   | -I assess the impact of individuals, groups, and movements on the development of civil rights for different groups  |        |        |        |        |        |        |        |        |        |
|   | FUNDAMENTALS OF CITIZENSHIP -I assess the difference in constitutional and legal protections for citizens vs. noncitizens.  |        |        |        |        |        |        |        |        |        |
|   | -I demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).   |        |        |        |        |        |        |        |        |        |
|   | I analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.<br>-I evaluate different goals and methods of groups who have advocated for access to greater rights .   |        |        |        |        |        |        |        |        |        |
|   | -I analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.   |        |        |        |        |        |        |        |        |        |
| <b>PRIORITY INQUIRY STANDARD(a)- DISCIPLINARY SKILL(a)</b>  |   |        |        |        |        |        |        |        |        |        |
| Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry   | I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.   |        |        |        |        |        |        |        | x      | x      |
|   | I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.   |        |        |        |        |        |        |        | x      | x      |
| Standard SS.Inq2: Wisconsin students will gather and evaluate sources   | I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources |        |        | x      | x      |        | x      | x      |        |        |
|   | I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.  |        |        |        | x      |        |        | x      |        |        |
| Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.   | I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.  | x      | x      |        | x      | x      |        | x      |        |        |
|   | I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).   |        |        |        | x      | x      |        | x      |        |        |
|   | I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.  |        |        |        |        |        |        | x      |        |        |
| Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.   | I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).  | x      | x      |        |        | x      | x      |        | x      |        |
|   | I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.   |        |        |        |        |        | x      |        | x      |        |
| Standard SS.Inq5: Wisconsin students will be civically engaged.   | I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.   |        |        | x      |        |        |        |        |        | x      |