Park Hill School District

Building Successful Futures • Each Student • Every Day

# High School World History Curriculum

**Course Description:** World History is a required ninth grade course, which spans the events of global history from the Classical Age extending into the modern day. This course will emphasize historical thinking skills (i.e. analyzing historical sources and evidence, making historical connections, chronological reasoning, and creating and supporting a historical argument), and is designed with inquiry as a central driver for every unit of learning.

**Scope and Sequence:**

| Timeframe | Unit | Instructional Topics |
|---|---|---|
| 2-3 Weeks<br>*(10-15 blocks)* | ***Unit 1:***<br>Rise and Fall of Classical Civilizations | Topic 1: Classical West (Greece and Rome)<br>Topic 2: Classical East (India and China)<br>Topic 3: Feudalism and the Middle Ages |
| 2-3 Weeks<br>*(10-15 blocks)* | ***Unit 2:***<br>Navigating Change (1200-1600) | Topic 1: Trade and Conquest<br>Topic 2: Renaissance<br>Topic 3: Reformation<br>Topic 4: Exploration and its Impacts |
| 2-3 Weeks<br>*(10-15 blocks)* | ***Unit 3:***<br>Revolt Against Tradition (1600-1815) | Topic 1: Absolutism<br>Topic 2: Scientific Revolution and Enlightenment<br>Topic 3: Revolutions (American, French, Napoleon) |
| 2-3 Weeks<br>*(10-15 blocks)* | ***Unit 4:***<br>The Age of Industry and Expansion (1750-1914) | Topic 1: Industrial Revolution<br>Topic 2: Nationalism and Unification<br>Topic 3: Imperialism |
| 2-3 Weeks<br>*(10-15 blocks)* | ***Unit 5:***<br>Global Conflict (1914-1945) | Topic 1: WWI<br>Topic 2: Interwar Years<br>Topic 3: WWII |
| 2-3 Weeks<br>*(10-15 blocks)* | ***Unit 6:***<br>The Contemporary World (1945-Present) | Topic 1: Cold War<br>Topic 2: Decolonization<br>Topic 3: Ethnic Conflicts and Terrorism<br>Topic 4: Globalization and Interdependence |

**Curriculum Revisions**

**Fall 2023:**

- Elements of inquiry learning design integrated into the curriculum to remain consistent with increased emphasis on inquiry in DESE's updated standards
- Timeframes of all units and organization of unit topics adjusted for a more even distribution of DESE's priority standards throughout the course
- Duplicated the placement of Engaging Scenarios so they appear near the beginning and the end of each unit to support backwards design of learning
- Priority standards broken down into student-centric learning targets to provide more clarity in learning for both teachers and students
- Measure of pacing adjusted to include both "weeks" and "blocks"
- Links and bookmarks added throughout to ease navigation
- Note about the importance of priority source documents in the study of history, as well as the potential for dated language found in them that would be considered derogatory, offensive, or insensitive if verbalized today

# Unit 1: Rise and Fall of Classical Civilizations

**Subject**: World History
**Grade**: 9th Grade
**Name of Unit**: Rise and Fall of Classical Civilizations
**Length of Unit**: 2-3 weeks (10-15 blocks)
**Overview of Unit**: In this unit, we'll travel back in time to explore notable places like ancient Greece, Rome, and China. We'll learn about their unique achievements in art, politics, and technology, and also why these civilizations eventually faded away.

| Unit 1 Compelling Question |
| --- |
| Using an inquiry lens, students' learning throughout this unit will culminate in answering the question…<br><br>**What can we learn from classical civilizations about the enduring elements of human society, and how can this knowledge help us address contemporary global issues?**<br><br>The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers. |

**Priority Standards for unit**:

- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups
- 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples

**Supporting Standards for unit**:

- 9-12.WH.2.CC.A Explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires
- 9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times
- 9-12.WH.2.CC.C Explain how the Crusades, Scientific Revolution, Black Death, and the resulting exchanges that followed, impacted Europe and led to the Renaissance
- 9-12.WH.2.G.A Analyze physical geography to explain how regions are connected or isolated from each other

- 9-12.WH.2.GS.A Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy
- 9-12.WH.2.GS.B Explain the influence of the classical revival on governmental systems including their source of power, how leaders are selected, and how decisions are made

| **Priority Standard: 9-12.WH.1.GS.C** Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups. | |
|---|---|
| **Learning Targets** | **Webb's DOK Level**<br>**Bloom's Level** |
| Students will identify how decisions made by governments, institutions, and organizations impacts the world. | 2<br>Apply |
| Students will be able to identify and describe intended and unintended consequences that occur when institutions fail to meet the needs of individuals and groups. | 2<br>Apply |

| **Priority Standard: 9-12.WH.1.PC.B** Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples. | |
|---|---|
| **Learning Targets** | **Webb's DOK Level**<br>**Bloom's Level** |
| Students will identify various historical lenses that shaped the viewpoints of the time. | 2<br>Apply |
| Students will examine the origins and impacts of social structures and stratification on societies and individuals through a global historical lens. | 3<br>Analyze |
| Students will compare the historical perspectives of various groups based upon their social standing at the time and how it evolved as major historical events unfolded. | 2<br>Apply |

**Essential Questions**:

1. How did geography contribute to the rise of Classical civilizations and interactions between cultures?
2. How did characteristics of government systems, and social class interactions assist the development of Classical civilizations?
3. How did the development of Classical civilizations contribute to the concepts of religions and philosophies?

**Enduring Understanding/Big Ideas**:

1. The development of theocracy, democracy, republics, and feudalism influence the people of ancient and classical times.
2. Religion and philosophy shape the social and political interactions of people in ancient and classical times.

**Unit Vocabulary:**

| Academic Cross-Curricular Words | Content/Domain Specific |
|---|---|
| cultural diffusion<br>theocracy<br>authoritarianism<br>empire<br>technology<br>decentralization<br>ideology | bureaucracy<br>monotheism<br>patriarchal<br>polytheism<br>reincarnation<br>diaspora<br>dynasty<br>hubris<br>city-state<br>philosopher<br>democracy<br>republic<br>Hellenistic<br>empire<br>filial piety<br>feudal system<br>chivalry<br>heresy<br>scholasticism<br>samurai<br>bushido<br>shogun |

**Primary Source Documents:**

*Note: Primary source documents are historical documents that are presented in their original form. These documents may be in the form of an image, written text, video, or audio recording. Primary source documents help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events. Primary source documents promote student inquiry and require students to apply critical thinking and analysis skills. If primary source documents are utilized as artwork or displayed outside of classroom instruction, a written explanation providing context must be visible. While primary source documents in their original form may contain derogatory or discriminatory language, staff members should not read, recite, or otherwise verbalize derogatory or discriminatory language or statements in the classroom.*

# Unit 1 Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

**Prompt:** Analyzing the social, political, and economic climate of the end of the Roman Empire, explain why Europe turned to Feudalism after the collapse of the Roman Empire. In your argument, argue for or against how the leaders and institutions of the Roman Empire failed to meet the needs of the individuals and groups.

Using documents/images/texts provided by the teacher, students can write out their thoughts in preparation for a classwide seminar or debate.

# Summary of Unit 1 Learning Experiences

| Topic | | Engaging Experience | Suggested Length of Time |
|---|---|---|---|
| 1 | Classical West (Greece and Rome) | Athenian Democracy Structured Academic Controversy | 2-3 Blocks |
| 2 | Classical East (India and China) | Confucian and Daoist Beliefs | 1-2 Blocks |
| 3 | Feudalism and the Middle Ages | Black Death Stations Activity | 1-2 Blocks |

# Topic 1: Classical West (Greece and Rome)

**Engaging Experience 1**

**Title:** Athenian Democracy Structured Academic Controversy

**Suggested Length of Time:** 3 Blocks

**Standards Addressed**

*Priority*:

- 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples

*Supporting*:

- 9-12.WH.2.GS.A Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy
- 9-12.WH.2.GS.B Explain the influence of the classical revival on governmental systems including their source of power, how leaders are selected, and how decisions are made

**Detailed Description/Instructions:** The lesson begins by having students watch a video animation of Athenian voting. Then students will analyze a common definition of democracy. Following this 2 primary sources and 3 secondary sources will be analyzed to answer the question of "How Democratic was Classical Athens?" In addition to the evidence, students will consider the reliability of different sources. The project will end with students participating in a discussion board where they are able to present their evidence based argument.

# Topic 2: Classical East (India and China)

**Engaging Experience 1**

**Title:** Confucian and Daoist Beliefs

**Suggested Length of Time:** 2 blocks

**Standards Addressed**

*Priority*:

- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups

*Supporting*:

- 9-12.WH.2.CC.A Explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires
- 9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times
- 9-12.WH.2.GS.A Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy
- 9-12.WH.2.GS.B Explain the influence of the classical revival on governmental systems including their source of power, how leaders are selected, and how decisions are made

**Detailed Description/Instructions:** In this lesson, students first learn some background information about China and the Warring states period. Then, a chart of Confucian and Daoist beliefs is presented. Students read from Confucian and Daoist texts to answer the question: What did ancient Chinese philosophers think was the ideal form of government? Finally, students must analyze the primary sources to determine if they are Confucian or Daoist.

# Topic 3: Feudalism and the Middle Ages

**Engaging Experience 1**

**Title:** Black Death Stations Activity

**Suggested Length of Time:** 1-2 Blocks

**Standards Addressed**

*Priority*:

- 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples

*Supporting*:

- 9-12.WH.2.CC.C Explain how the Crusades, Scientific Revolution, Black Death, and the resulting exchanges that followed, impacted Europe and led to the Renaissance
- 9-12.WH.2.G.A Analyze physical geography to explain how regions are connected or isolated from each other

**Detailed Description/Instructions:** Students will travel around the classroom, reading and analyzing specific historical documents about the Black Death. Students will understand the impact socially, economically, and politically the Black Death had on Europe at this time.

**Links:**

Resource

# Unit 1 Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

**Prompt:** Analyzing the social, political, and economic climate of the end of the Roman Empire, explain why Europe turned to Feudalism after the collapse of the Roman Empire. In your argument, argue for or against how the leaders and institutions of the Roman Empire failed to meet the needs of the individuals and groups.

Using documents/images/texts provided by the teacher, students can write out their thoughts in preparation for a classwide seminar or debate.

# Summary of Unit 1 Learning Experiences

| Topic | | Engaging Experience | Suggested Length of Time |
|---|---|---|---|
| 1 | Classical West (Greece and Rome) | Athenian Democracy Structured Academic Controversy | 2-3 Blocks |
| 2 | Classical East (India and China) | Confucian and Daoist Beliefs | 1-2 Blocks |
| 3 | Feudalism and the Middle Ages | Black Death Stations Activity | 1-2 Blocks |

# Unit 2: Navigating Change (1200-1600)

**Subject**: World History
**Grade**: 9th Grade
**Name of Unit**: Navigating Change (1200-1600)
**Length of Unit**: 2-3 weeks, (10-15 blocks)
**Overview of Unit**:
In Unit 2, we'll embark on a historical journey to the 15th century, a period marked by significant transformations that included both advancements and challenges. We'll explore the emergence of new ideas, artistic evolution, and the consequences of exploration, all of which played pivotal roles in shaping the world as we know it today

| Unit 2 Compelling Question |
| --- |
| Using an inquiry lens, students' learning throughout this unit will culminate in answering the question…<br><br>**What parallels can we draw between the global interactions of the past and modern processes of cultural exchange, religious transformation, and global expansion?**<br><br>The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers. |

**Priority Standards for unit**:

- 9-12.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world
- 9-12.WH.1.EC.A Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450

**Supporting Standards for unit**:

- 9-12.WH.2.EC.A Analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas and China
- 9-12.WH.2.PC.B Analyze the intellectual, architectural, and artistic achievements of the Renaissance resulting from the rebirth of Classical ideas
- 9-12.WH.2.PC.C Analyze the historic development of Islam as well as the expansion of Christianity, Islam, Hinduism and Buddhism in order to explain their transformations and roles in conflict and cooperation

- 9-12.WH.3.CC.A Analyze the historical context of the Protestant Reformation and Scientific Revolution to explain new institutions and ways of thinking, and explain their social, political and economic impact
- 9-12.WH.3.CC.B Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas.
- 9-12.WH.3.CC.C Explain the challenges and benefits of large land empires including those found in Russia, China, and the Middle East
- 9-12.WH.3.EC.A Compare the extent, interaction and impact of African, European, American and Asian trade networks
- 9-12.WH.3.EC.B Compare the origins, development and effects of coercive labor systems in Asia, Africa, Europe and the Americas
- 9-12.WH.3.G.A Analyze physical geography to explain the availability and movement of resources
- 9-12.WH.3.G.B Describe major changes in patterns of migration and human settlement in Africa, Asia and the Americas resulting from European expansion
- 9-12.WH.3.PC.B Determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres
- 9-12.WH.3.PC.D Trace the development and impact of religious reform on exploration and interactions or conflicts among various groups and nations
- 9-12.WH.5.G.A Analyze physical geography to explain the availability and movement of resources

| **Priority Standard: 9-12.WH.1.G.C** Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world | |
|---|---|
| **Learning Targets** | **Webb's DOK Level**<br>**Bloom's Level** |
| Students will, relative to key content, locate major cities and nations of the world, and identify important geographic features. | 1<br>Understand |
| Students will, relative to key content, be able to identify key world nations in the context of the time period. | 2<br>Apply |

| **Priority Standard: 9-12.WH.1.EC.A** Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450. | |
|---|---|
| **Learning Targets** | **Webb's DOK Level**<br>**Bloom's Level** |
| Students will define key economic terms in a historical context. | 1<br>Understand |
| Students will analyze intended and unintended consequences of economic decisions made by governments. | 2<br>Apply |
| Students will evaluate economic structures from varying perspectives. | 4<br>Evaluate |

**Essential Questions**:

1. How are the ideas of Humanism evident in the various movements and art forms of the Renaissance?
2. Why did religious reform movements at this time occur and what were their effects?
3. How were pre Columbian societies of the Americas and Africa structured and what changes occurred as a result of European contact?

**Enduring Understanding/Big Ideas**:

1. The development of Humanism and the Protestant Reformation shaped the events and culture of Western Europe from the 15th to the 17th centuries.
2. European exploration and the Columbian Exchange dramatically changed the political, social, cultural, demographic and economic structure of the Atlantic world.
3. Asian cultures (including China, India, Ottomans) are contacted by Western and nomadic peoples, resulting in trade relationships, exploration, cultural diffusion, and conflict.
4. How does Asia respond to nomadic invasions and western contact?

**Unit Vocabulary:**

| Academic Cross-Curricular Words | Content/Domain Specific |
|---|---|
| cultural diffusion<br>reform<br>decentralization<br>ideology<br>secularism<br>globalization<br>authoritarianism<br>patriarchal | humanism<br>secular<br>indulgences<br>Atlantic slave trade<br>mercantilism<br>Columbian Exchange<br>sultan<br>Janissaries |

**Primary Source Documents:**:

*Note: Primary source documents are historical documents that are presented in their original form. These documents may be in the form of an image, written text, video, or audio recording. Primary source documents help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events. Primary source documents promote student inquiry and require students to apply critical thinking and analysis skills. If primary source documents are utilized as artwork or displayed outside of classroom instruction, a written explanation providing context must be visible. While primary source documents in their original form may contain derogatory or discriminatory language, staff members should not read, recite, or otherwise verbalize derogatory or discriminatory language or statements in the classroom.*

# Unit 2 Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Trade Routes Jigsaw: In this engaging two-day World History project, 9th-grade students embark on a journey through time to explore the significance of historical trade routes, including the Silk Roads, Trans-Saharan routes, Indian-Ocean trade routes, the Inca Road system, and the Grand Canal during the Ming Dynasty. Through collaborative group work, research, and creative presentations, students analyze the economic and cultural impacts of these trade networks. They develop an understanding of the flow of goods, ideas, and cultures, and their roles in shaping societies across Europe, Africa, the Middle East, India, China, and South America during the respective time periods. By creating physical representations of their chosen trade routes and delivering captivating presentations, students meet critical learning objectives, enhancing their historical knowledge, research skills, and presentation abilities.

# Summary of Unit 2 Learning Experiences

| Topic | | Engaging Experience | Suggested Length of Time |
|---|---|---|---|
| 1 | Trade and Conquest | Comparing the Gunpowder Empires | .5 Block |
| 2 | Renaissance | Renaissance Art Tik-Tok Project | 2-3 Blocks |
| 2 | Renaissance | Renaissance Masters - One-Pager Project | 2-3 Blocks |
| 3 | Reformation | Martin Luther Analysis | 2-3 Blocks |
| 4 | Exploration and its Impact | The Middle Passage | 1-2 Blocks |

# Topic 1: Trade and Conquest

**Engaging Experience 1**

**Title:** Comparing the Gunpowder Empires

**Suggested Length of Time:** 30-45 Minutes

**Standards Addressed**

*Priority*:

- 9-12.WH.1.EC.A Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450

*Supporting*:

- 9-12.WH.2.EC.A Analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas and China
- 9-12.WH.2.PC.C Analyze the historic development of Islam as well as the expansion of Christianity, Islam, Hinduism and Buddhism in order to explain their transformations and roles in conflict and cooperation
- 9-12.WH.3.CC.C Explain the challenges and benefits of large land empires including those found in Russia, China, and the Middle East
- 9-12.WH.3.EC.A Compare the extent, interaction and impact of African, European, American and Asian trade networks
- 9-12.WH.3.G.A Analyze physical geography to explain the availability and movement of resources
- 9-12.WH.5.G.A Analyze physical geography to explain the availability and movement of resources

**Detailed Description/Instructions:**

Using resources (Notes/Text/Video Clips) students will create a three column graphic organizer which compares the Gunpowder Empires in terms of: religion, leadership, population, geography, conflict. After creating the graphic organizer, students will compare with classmates to create a master list on the board for the whole class.

# Topic 2: Renaissance

**Engaging Experience 1**

**Title:** Renaissance Art Tik-Tok Project

**Suggested Length of Time:** 2-3 Blocks

**Standards Addressed**

*Priority*:

- 9-12.WH.1.EC.A Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450

*Supporting*:

- 9-12.WH.2.PC.B Analyze the intellectual, architectural, and artistic achievements of the Renaissance resulting from the rebirth of Classical ideas

**Detailed Description/Instructions:**

In this project, you are going to use your abilities with TikTok and show me something about the Renaissance. You are going to have fun, be creative, and collaborative. This is going to be a project where you recreate Famous Renaissance Paintings using TikTok. You will have to have at least 6 recreations and show me like the linked video above. Your interpretations of the art are going to reflect things of the time. I want you to be expressive, use props, and people, and have fun with the material.

We are doing this to explore the Renaissance time period and the creators. In this day and age, we view ourselves in a Technological Renaissance and we will use our tech to help explore the past.

**Links:**

Resource: Renaissance Project-Tiktok

**Engaging Experience 2**
**Title:** Renaissance Masters - One-Pager Project
**Suggested Length of Time:** 2-3 Blocks
**Standards Addressed**
*Priority*:

- 9-12.WH.1.EC.A Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450

*Supporting*:

- 9-12.WH.2.PC.B Analyze the intellectual, architectural, and artistic achievements of the Renaissance resulting from the rebirth of Classical ideas

**Detailed Description/Instructions:**

**Choose Your Artist:** Select one of the four Renaissance artists: Michelangelo, Leonardo da Vinci, Donatello, or Raphael. Each student will focus on a different artist, so there's no overlap.

**Research:** Use reliable sources to gather information about your chosen artist. Find out about their life, major works, contributions to art, and any interesting facts or anecdotes.

**Layout Design:** Plan the layout of your one-pager. Decide where you'll place text, images, and other elements. Consider using a combination of text boxes, drawings, and pictures to make it visually appealing.

**Key Elements to Include: Your one-pager should include the following key elements:**

- Artist's name
- Birth and death dates
- Brief biography (background, early life, education)
- Notable works of art (include images or drawings)
- Artistic style and techniques used
- Impact and significance of their contributions to art and the Renaissance

# Topic 3: Reformation

**Engaging Experience 1**

**Title:** Martin Luther Analysis

**Suggested Length of Time:** 2-3 Blocks

**Standards Addressed**

*Priority*:

- 9-12.WH.1.EC.A Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450

*Supporting*:

- 9-12.WH.3.CC.A Analyze the historical context of the Protestant Reformation and Scientific Revolution to explain new institutions and ways of thinking, and explain their social, political and economic impact
- 9-12.WH.3.PC.D Trace the development and impact of religious reform on exploration and interactions or conflicts among various groups and nation

**Detailed Description/Instructions:**

Martin Luther represents perhaps one of the most influential men of European history. However, it can be debated whether this influence was a product of him specifically or rather one of the times. Our task is to wrestle with the question of whether the Reformation was caused specifically by the special, revolutionary nature of Martin Luther or by the forces of the time being "ripe" for it to occur. In other words, did Martin Luther himself spark the Reformation or was he just in the "right place at the right time"?

- Complete the T chart using the template below. Write down full sentence arguments under each side that would support that particular point of view. Be sure to make specific references to the reading and explain HOW/WHY you feel your argument fits under that point of view.

**Links:**

Reading Resouce

Resource: T-Chart

# Topic 4: Exploration and its Impact

**Engaging Experience 1**

**Title:** The Middle Passage

**Suggested Length of Time:** 1-2 Blocks

**Standards Addressed**

*Priority*:

- 9-12.WH.1.EC.A Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450

*Supporting*:

- 9-12.WH.3.CC.B Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas.
- 9-12.WH.3.EC.B Compare the origins, development and effects of coercive labor systems in Asia, Africa, Europe and the Americas
- 9-12.WH.3.G.B Describe major changes in patterns of migration and human settlement in Africa, Asia and the Americas resulting from European expansion
- 9-12.WH.3.PC.B Determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres

**Detailed Description/Instructions:**

Using resources from Stanford History Education Group, students will explore the terrible conditions and atrocities of the Middle Passage from various accounts in primary and secondary sources. After reading and examining, students will compare and contrast different accounts and through discussion examine bias and perspective.

**Links:**

The Middle Passage

# Unit 2 Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Trade Routes Jigsaw: In this engaging two-day World History project, 9th-grade students embark on a journey through time to explore the significance of historical trade routes, including the Silk Roads, Trans-Saharan routes, Indian-Ocean trade routes, the Inca Road system, and the Grand Canal during the Ming Dynasty. Through collaborative group work, research, and creative presentations, students analyze the economic and cultural impacts of these trade networks. They develop an understanding of the flow of goods, ideas, and cultures, and their roles in shaping societies across Europe, Africa, the Middle East, India, China, and South America during the respective time periods. By creating physical representations of their chosen trade routes and delivering captivating presentations, students meet critical learning objectives, enhancing their historical knowledge, research skills, and presentation abilities.

# Summary of Unit 2 Learning Experiences

| Topic | | Engaging Experience | Suggested Length of Time |
|---|---|---|---|
| 1 | Trade and Conquest | Comparing the Gunpowder Empires | .5 Block |
| 2 | Renaissance | Renaissance Art Tik-Tok Project | 2-3 Blocks |
| 2 | Renaissance | Renaissance Masters - One-Pager Project | 2-3 Blocks |
| 3 | Reformation | Martin Luther Analysis | 2-3 Blocks |
| 4 | Exploration and its Impact | The Middle Passage | 1-2 Blocks |

# Unit 3: Revolt Against Tradition (1600-1850)

**Subject**: World History
**Grade**: 9th Grade
**Name of Unit**: Revolt Against Tradition (1600-1815)
**Length of Unit**: 2-3 Weeks (10-15 blocks)
**Overview of Unit**:
Get ready to explore a time of kings, revolutions, and people fighting for their rights. This unit includes the influential thinkers and brave activists who paved the way for the freedoms enjoyed today.

| Unit 3 Compelling Questions |
| --- |
| Using an inquiry lens, students' learning throughout this unit will culminate in answering the questions…<br><br>**How have the ideals of the Enlightenment and the struggles for human rights paved the way for current movements advocating for equality and freedom?**<br><br>The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers. |

**Priority Standards for unit**:

- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450.
- 9-12.WH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- 9-12.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

**Supporting Standards for unit**:

- 9-12.WH.4.CC.A Evaluate the forms of republics over time to determine their implication for pre-revolutionary ideas and expectations during the Age of Revolution.
- 9-12.WH.4.CC.C Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty.
- 9-12.WH.4.G.A Explain how and why places changed as a result of revolutions and why various people perceive the same place in varied ways.

- 9-12.WH.4.GS.A Analyze the key ideas of Enlightenment thinkers to explain the development of ideas such as natural law, natural rights, social contract, due process, and separation of powers.
- 9-12.WH.4.GS.B Compare and contrast limited and absolute governments and the extent of their impact on individuals and society.
- 9-12.WH.4.GS.C Compare and contrast government systems resulting from political revolutions.
- 9-12.WH.5.GS.A Compare and contrast evolving governmental systems, including monarchy, theocracy, totalitarianism and representative government to determine their impact on society.
- 9-12.WH.4.PC.A Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo.
- 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.

| **Priority Standard: 9-12.WH.1.GS.A** Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450. | |
|---|---|
| **Learning Targets** | **Webb's DOK Level**<br>**Bloom's Level** |
| Students will show that laws, policies, and processes have intended and unintended consequences for individuals and groups in society. | 3<br>Analyze |
| Students will look at the past and present, identify cause and effect, make inferences, and theorize about the outcomes of a political decision, and be able to identify the subsequent consequences and benefits. | 4<br>Evaluate |

| **Priority Standard: 9-12.WH.1.GS.B** Predict the consequences which can occur when individuals fail to carry out their personal responsibilities. | |
|---|---|
| **Learning Targets** | **Webb's DOK Level**<br>**Bloom's Level** |
| Students will identify how decisions made by leaders impact the larger world. | 2<br>Apply |
| Students will be able to identify and describe intended and unintended consequences that occur when individuals fail to carry out their personal responsibilities. | 2<br>Apply |
| Students will clearly explain and prioritize the opportunities and challenges by those who fail to carry out their personal responsibilities. | 3<br>Analyze |

| **Priority Standard: 9-12.WH.1.PC.A** Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created. | |
|---|---|
| **Learning Targets** | **Webb's DOK Level**<br>**Bloom's Level** |
| Students will identify various historical lenses that shaped the viewpoints of the time. | 2<br>Apply |
| Students will deconstruct primary sources to derive the author's purpose and perspective. | 3<br>Analyze |
| Students will take into consideration point of view, bias, audience, purpose, and political, social, and economic circumstances to develop historical empathy when analyzing primary sources. | 3<br>Analyze |

**Essential Questions**:

1. Why were European monarchs of this time so powerful?
2. How did the Scientific Revolution change the manner in which people viewed the world?
3. How did Hobbes, Locke, Smith, Rousseau, and Montesquieu challenge the economic, social and political status quo of the 18th and 19th centuries?
4. Why did revolutionary movements in the 18th and 19th centuries occur and how did they impact their respective societies?

**Enduring Understanding/Big Ideas**:

1. The governments of Europe were predominantly ruled by monarchs who held absolute power legitimized through the divine right of kings.
2. The ideas and methods of the Scientific Revolution led people to seek empirical evidence and ask questions, moving away from a reliance on faith.
3. Enlightenment writings and theories challenged previous absolutist models of government and spurred the revolutionary movements of the 18th and 19th centuries.
4. Revolutionary movements demonstrated the practicality of the Enlightenment ideas, the failings of absolutism and the desire for self-governance.

**Unit Vocabulary:**

| Academic Cross-Curricular Words | Content/Domain Specific |
|---|---|
| Cultural Diffusion | absolutism |
| Reform | divine right |
| Dynasty | constitutional monarchy |
| Decentralization | scientific method |
| Ideology | enlightened despots |
| Secularism | social contract |
| Globalization | Old Order |
| Authoritarianism | plebiscite |
| Patriarchal | radical |
| Revolution | counterrevolution |
| Secularism | coup d'état |
| Patriarchal | nationalism |

**Primary Source Documents:**

*Note: Primary source documents are historical documents that are presented in their original form. These documents may be in the form of an image, written text, video, or audio recording. Primary source documents help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events. Primary source documents promote student inquiry and require students to apply critical thinking and analysis skills. If primary source documents are utilized as artwork or displayed outside of classroom instruction, a written explanation providing context must be visible. While primary source documents in their original form may contain derogatory or discriminatory language, staff members should not read, recite, or otherwise verbalize derogatory or discriminatory language or statements in the classroom.*

# Unit 3 Engaging Scenario

**Engaging Scenario** Enlightenment School Design

Individually or in small groups, students will design a school based upon Enlightenment principles. Some of the thinkers students will have learned about by this time are John Locke, Thomas Hobbes, Rousseau, Montesquie, Adam Smith, and Mary Wollstonecraft. Students will be presented with a series of present day challenges a school might face. Students will have to show how their school is organized from a government standpoint (who has power) and explain how the decisions faced in those challenges impact the various stakeholders of the school.

# Summary of Unit 3 Learning Experiences

| Topic | | Engaging Experience | Suggested Length of Time |
|---|---|---|---|
| 1 | Absolutism | Absolute Madness | 2-3 Blocks |
| 2 | Scientific Revolution and Enlightenment | First Wave Feminism: Global Perspectives | 1 Block |
| 2 | Scientific Revolution and Enlightenment | Understanding Enlightenment Thinkers | 1 Block |
| 3 | Revolutions | French Revolution Stations Activity | 2-3 Blocks |
| 3 | Revolutions | Comparing Revolutions | .5 Block |

# Topic 1: Absolutism

**Engaging Experience 1**

**Title:** Absolute Madness

**Suggested Length of Time:** 2-3 Class Periods

**Standards Addressed**

*Priority*:

- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450.
- 9-12.WH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- 9-12.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

*Supporting*:

- 9-12.WH.4.GS.B Compare and contrast limited and absolute governments and the extent of their impact on individuals and society.
- 9-12.WH.5.GS.A Compare and contrast evolving governmental systems, including monarchy, theocracy, totalitarianism and representative government to determine their impact on society.

**Detailed Description/Instructions:**

Using provided text resources, students will be assigned to research specific Absolute Monarchs from European dynasties and compete to see which Monarch is the "best" example.

**Links:**

Absolute Madness

# Topic 2: Scientific Revolution and Enlightenment

**Engaging Experience 1**

**Title:** Understanding Enlightenment Thinkers

**Suggested Length of Time:** 1 block

**Standards Addressed**

*Priority*:

- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450.
- 9-12.WH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- 9-12.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

*Supporting*:

- 9-12.WH.4.CC.A Evaluate the forms of republics over time to determine their implication for pre-revolutionary ideas and expectations during the Age of Revolution.
- 9-12.WH.4.GS.A Analyze the key ideas of Enlightenment thinkers to explain the development of ideas such as natural law, natural rights, social contract, due process, and separation of powers.
- 9-12.WH.4.GS.B Compare and contrast limited and absolute governments and the extent of their impact on individuals and society.
- 9-12.WH.4.GS.C Compare and contrast government systems resulting from political revolutions.
- 9-12.WH.4.PC.A Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo.
- 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.

**Detailed Description/Instructions:** In preparation for the school design scenario, students use this resource to learn about 5 influential Enlightenment thinkers. The students are directed to use text features to guide annotations, evidence selection, and explanations.

**Engaging Experience 2**
**Title:** First Wave Feminism: Global Perspectives
**Suggested Length of Time:** 1 block
**Standards Addressed**
*Priority*:

- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450.
- 9-12.WH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- 9-12.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

*Supporting*:

- 9-12.WH.4.CC.C Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty.
- 9-12.WH.4.PC.A Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo.
- 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.

**Detailed Description/Instructions:** In this comprehensive world history lesson, students embark on a journey to explore First Wave Feminism from a global perspective, emphasizing its profound influence on political revolutions and Enlightenment ideals. The lesson delves into key regions, including Europe, Latin America, Asia, and Africa, highlighting the trailblazing figures, pivotal events, and the enduring impact of early feminist movements. Students will be given a brief overview of First Wave Feminism in one region. Then they will be given time to fill out about a half page of information they find through independent research. Next, in collaborative group discussions and critical analysis, students gain a deep understanding of how First Wave Feminism challenged traditional gender roles, advocated for women's rights, and reshaped societies across the world, ultimately contributing to the evolution of political expectations, individual liberty, and cultural change. This multifaceted exploration of First Wave Feminism provides students with a nuanced view of its historical significance and its connections to the broader currents of global history.

# Topic 3: Revolutions

**Engaging Experience 1**

**Title:** French Revolution Stations Activity

**Suggested Length of Time:** 2-3 Blocks

**Standards Addressed**

*Priority*:

- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450.
- 9-12.WH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- 9-12.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

*Supporting*:

- 9-12.WH.4.CC.C Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty.
- 9-12.WH.4.GS.C Compare and contrast government systems resulting from political revolutions.

**Detailed Description/Instructions:**

Students are engaging in an interactive and educational activity focused on the French Revolution.

- The French Revolution was a pivotal moment in world history, marked by political upheaval, social change, and significant events that shaped the modern world.
- To enhance their understanding of this complex historical period, the students are participating in a "French Revolution Stations Activity."
- This hands-on activity is designed to offer a dynamic and immersive learning experience, allowing the students to explore various facets of the French Revolution through different stations.

**Links:**

Resource

Resource: Notes

**<u>Engaging Experience 2</u>**
**Title:** Comparing Revolutions
**Suggested Length of Time:** 20-30 minutes
**Standards Addressed**
*Priority*:

- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450.
- 9-12.WH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.

*Supporting*:

- 9-12.WH.4.CC.A Evaluate the forms of republics over time to determine their implication for pre-revolutionary ideas and expectations during the Age of Revolution.
- 9-12.WH.4.CC.C Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty.
- 9-12.WH.4.G.A Explain how and why places changed as a result of revolutions and why various people perceive the same place in varied ways.
- 9-12.WH.4.GS.C Compare and contrast government systems resulting from political revolutions.
- 9-12.WH.5.GS.A Compare and contrast evolving governmental systems, including monarchy, theocracy, totalitarianism and representative government to determine their impact on society.
- 9-12.WH.4.PC.A Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo.
- 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.

**Detailed Description/Instructions:**
Students will create a Venn Diagram comparing the American and French Revolutions based on their knowledge gained from reading, videos and notes throughout this Unit.. After sharing their ideas, students will debate which revolution was more:

- Radical
- Violent
- Transformational
- Impactful

# Unit 3 Engaging Scenario

**Engaging Scenario** Enlightenment School Design

Individually or in small groups, students will design a school based upon Enlightenment principles. Some of the thinkers students will have learned about by this time are John Locke, Thomas Hobbes, Rousseau, Montesquie, Adam Smith, and Mary Wollstonecraft. Students will be presented with a series of present day challenges a school might face. Students will have to show how their school is organized from a government standpoint (who has power) and explain how the decisions faced in those challenges impact the various stakeholders of the school.

# Summary of Unit 3 Learning Experiences

| Topic | | Engaging Experience | Suggested Length of Time |
|---|---|---|---|
| 1 | Absolutism | Absolute Madness | 2-3 Blocks |
| 2 | Scientific Revolution and Enlightenment | First Wave Feminism: Global Perspectives | 1 Block |
| 2 | Scientific Revolution and Enlightenment | Understanding Enlightenment Thinkers | 1 Block |
| 3 | Revolutions | French Revolution Stations Activity | 2-3 Blocks |
| 3 | Revolutions | Comparing Revolutions | 5 Block |

# Unit 4: The Age of Industry and Expansion (1750-1914)

**Subject**: World History
**Grade**: 9th Grade
**Name of Unit**: The Age of Industry and Expansion (1750-1914)
**Length of Unit**: 2-3 Weeks (10-15 Blocks)
**Overview of Unit**:
During the 18th and 19th centuries, a transformative era unfolded, characterized by the advent of factories, the establishment of global empires, and the ascent of nation-states. This unit will go into the pivotal role played by these developments in shaping the foundations of modern industrialization along with the new challenges in an interconnected world.

| Unit 4 Compelling Question |
| --- |
| Using an inquiry lens, students' learning throughout this unit will culminate in answering the question…<br><br>**In what ways do the impacts of the Industrial Revolution, imperialism, and nationalism persist in contemporary debates on economic inequalities, globalization, and national identity?**<br><br>The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers. |

**Priority Standards for unit**:

- 9-12.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.

**Supporting Standards for unit**:

- 9-12.WH.3.EC.C Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.
- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.
- 9-12.WH.4.CC.E Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450.

- 9-12.WH.4.EC.A Analyze the origins and characteristics of laissez faire, market, mixed, and command economic systems to determine their effects on personal, social, and political decisions
- 9-12.WH.4.EC.B Examine the connections among natural resources, entrepreneurship, innovation, labor, and capital to determine their effects on an industrial economy in Europe, Africa, Asia and the Americas.
- 9-12.WH.4.G.B Extrapolate the push-pull factors created by revolutions to determine their impacts on population distribution, settlements, and migrations.
- 9-12.WH.4.G.C Explain the significance of new technologies in expanding people's capacity to modify the physical environment and their intended and unintended consequences.
- 9-12.WH.4.PC.B Analyze new technologies and new forms of energy to determine their effects on the lives of individuals, groups, and societal organizations.
- 9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation
- 9-12.WH.5.CC.A Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences.
- 9-12.WH.5.EC.A Analyze economic systems such as market, mixed, and command to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions.

| **Priority Standard: 9-12.WH.1.CC.D** Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources. | |
|---|---|
| **Learning Targets** | **Webb's DOK Level**<br>**Bloom's Level** |
| Students will apply appropriate disciplinary lenses (concepts, knowledge, reasoning, tools, and viewpoints) to explain or argue about a world history topic in a precise or nuanced way while acknowledging the limitations of those lenses. | 4<br>Evaluate |
| Students will be able to utilize content knowledge and apply that knowledge to inquiry-based practices. | 1<br>Recall |

| | |
|---|---|
| Students will be able to identify and describe primary and secondary sources. | 2<br>Understand |
| Students will use reliable and relevant resources to support their research. | 2<br>Apply |

| **Priority Standard: 9-12.WH.1.G.B** Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture. | |
|---|---|
| **Learning Targets** | **Webb's DOK Level**<br>**Bloom's Level** |
| Students will identify cultural characteristics that make a region unique. These characteristics could include religion, language, and customs. | 2<br>Apply |
| Students will be able to identify and describe primary and secondary sources. | 2<br>Apply |
| Students will draw conclusions about how these characteristics are defined and how they change within various regions. | 3<br>Analyze |

**<u>Essential Questions</u>**:

1. How did industrialization and reform movements change the economic, social and cultural structures of the time?
2. Why did socialism develop during the Industrial Revolution?
3. Why does Western and Japanese imperialism emerge during this time and what are its relative consequences?
4. How did ideas of nationalism influence the development of modern nation-states in Europe and in Latin America?
5. How did the Chinese react to European contact?

**Enduring Understanding/Big Ideas**:

1. The Industrial Revolution dramatically changed the way of life for both industrialized and non-industrialized regions.
2. Socialist theories emerge as a response to the negative effects of capitalism and the Industrial Revolution.
3. Western and Japanese imperialism was motivated by various economic, political, social and cultural factors and resulted in the domination and control of much of the remaining world.
4. Nationalist movements and unification of nations resulted in the development of modern nation-states in Europe and Latin America.
5. The Chinese begin interacting with European powers, yet struggle to maintain their cultural identity and political control.

**Unit Vocabulary:**

| Academic Cross-Curricular Words | Content/Domain Specific |
|---|---|
| Cultural Diffusion<br>Reform<br>Revolution<br>Decentralization<br>Ideology<br>Globalization<br>Authoritarianism<br>Liberalism<br>Conservatism<br>Nation<br>Constitutionalism<br>Nation<br>Dynasty | enclosure movement<br>Industrial Revolution<br>cottage industry<br>labor union<br>mass production<br>interchangeable parts<br>communism<br>socialism<br>suffrage<br>unification<br>nationalism<br>Zionism<br>Raj<br>British East India Company<br>unequal treaties<br>sphere of influence<br>Social Darwinism |

**Primary Source Documents:**

*Note: Primary source documents are historical documents that are presented in their original form. These documents may be in the form of an image, written text, video, or audio recording. Primary source documents help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events. Primary source documents promote student inquiry and require students to apply critical thinking and analysis skills. If primary source documents are utilized as artwork or displayed outside of classroom instruction, a written explanation providing context must be visible. While primary source documents in their original form may contain derogatory or discriminatory language, staff members should not read, recite, or otherwise verbalize derogatory or discriminatory language or statements in the classroom.*

# Unit 4 Engaging Scenario

**Engaging Scenario** Industrial Revolution Socratic Seminar: This four-day lesson plan centers around a Socratic seminar, where students investigate how the sweeping changes of the 19th century, including the Industrial Revolution and imperialism, reshaped the trajectory of human history and society on a global scale. Students begin by examining a selection of key documents related to these topics. They are then guided in a deep analysis of these documents to develop well-informed perspectives. The culmination of the lesson is the Socratic seminar, where approximately 10 students engage in a thoughtful and evidence-based dialogue, utilizing the documents to support their arguments. Students' performance in the seminar is evaluated based on their contributions to the discussion and their ability to select relevant and compelling evidence. Through this process, students gain a richer understanding of the transformative forces that shaped the 19th century and the profound global consequences of these changes, while also honing their critical thinking and communication skills.

# Summary of Unit 4 Learning Experiences

| Topic | | Engaging Experience | Suggested Length of Time |
|---|---|---|---|
| 1 | Industrial Revolution | "I Am" Poem | 1 Block |
| 1 | Industrial Revolution | Industrial Revolution Inquiry Activity | 2-3 Blocks |
| 2 | Nationalism and Unification | Examining Simon Bolivar Through Primary Sources | 1 Block |
| 3 | Imperialism | Imperialism Around the World Stations Activity | 2-3 Blocks |

# Topic 1: Industrial Revolution

**Engaging Experience 1**

**Title:** "I Am" Poem

**Suggested Length of Time:** 45 minutes

**Standards Addressed**

*Priority*:

- 9-12.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.

*Supporting*:

- 9-12.WH.3.EC.C Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.
- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.
- 9-12.WH.4.EC.B Examine the connections among natural resources, entrepreneurship, innovation, labor, and capital to determine their effects on an industrial economy in Europe, Africa, Asia and the Americas.
- 9-12.WH.4.G.C Explain the significance of new technologies in expanding people's capacity to modify the physical environment and their intended and unintended consequences.
- 9-12.WH.4.PC.B Analyze new technologies and new forms of energy to determine their effects on the lives of individuals, groups, and societal organizations.
- 9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation
- 9-12.WH.5.EC.A Analyze economic systems such as market, mixed, and command to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions.

**Detailed Description/Instructions:**

Using a template, students will complete an "I am" poem from the perspective of a child laborer, parent or factory owner. Completing the template will require students to exercise creativity and showcase their knowledge of the conditions faced by people in the Industrial Age. Students will share in small groups and then volunteers could share with the class as a read-aloud.

**Links:**

Industrial Revolution - I Am Poem

**Engaging Experience 2**

**Title:** Industrial Revolution Inquiry Activity

**Suggested Length of Time:** 2-3 Blocks

**Standards Addressed**

*Priority*:

- 9-12.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.

*Supporting*:

- 9-12.WH.4.EC.A Analyze the origins and characteristics of laissez faire, market, mixed, and command economic systems to determine their effects on personal, social, and political decisions
- 9-12.WH.4.EC.B Examine the connections among natural resources, entrepreneurship, innovation, labor, and capital to determine their effects on an industrial economy in Europe, Africa, Asia and the Americas.
- 9-12.WH.4.G.B Extrapolate the push-pull factors created by revolutions to determine their impacts on population distribution, settlements, and migrations.
- 9-12.WH.4.G.C Explain the significance of new technologies in expanding people's capacity to modify the physical environment and their intended and unintended consequences.
- 9-12.WH.4.PC.B Analyze new technologies and new forms of energy to determine their effects on the lives of individuals, groups, and societal organizations.
- 9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation
- 9-12.WH.5.EC.A Analyze economic systems such as market, mixed, and command to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions.

**Detailed Description/Instructions:**

Using C3 Resources (linked) students will accomplish the following:

1. Construct an Argument: How did the Industrial Revolution move people? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.
2. Provide Extension: Students hold a classroom debate on how the Industrial Revolution moved people, ultimately coming to a conclusion on whether it moved society backward or forward.

**Links:**

C3 Industrial Revolution Resources

# Topic 2: Nationalism and Unification

**Engaging Experience 1**

**Title:** Examining Simon Bolivar Through Primary Sources

**Suggested Length of Time:** 1 Block

**Standards Addressed**

*Priority*:

- 9-12.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.

*Supporting*:

- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.
- 9-12.WH.4.CC.E Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450.
- 9-12.WH.4.G.B Extrapolate the push-pull factors created by revolutions to determine their impacts on population distribution, settlements, and migrations.
- 9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation

**Detailed Description/Instructions:**

Using resources from PBS, students will either individually or in small groups work through a variety of primary sources to create a profile or short presentation of "The Liberator" which highlights his:

- Personal Characteristics
- Achievements
- Impact on Development of Latin America States

**Links:**

PBS Bolivar Resources

# Topic 3: Imperialism

**Engaging Experience 1**

**Title:** Imperialism Around the World Stations Activity

**Suggested Length of Time:** 2-3 Blocks

**Standards Addressed**

*Priority*:

- 9-12.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.

*Supporting*:

- 9-12.WH.5.CC.A Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences.
- 9-12.WH.4.CC.E Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450.

**Detailed Description/Instructions:**

Students are embarking on a captivating and enlightening journey through history by participating in an "Imperialism Around the World Stations Activity."

- Imperialism was a significant global phenomenon that reshaped the course of history, influencing nations, cultures, and societies.
- This interactive activity is designed to provide students with a comprehensive understanding of the complexities and consequences of imperialism by exploring different aspects through a series of thematic stations.

**Links:**

Resources

Resource: Stations

# Unit 4 Engaging Scenario

**Engaging Scenario** Industrial Revolution Socratic Seminar: This four-day lesson plan centers around a Socratic seminar, where students investigate how the sweeping changes of the 19th century, including the Industrial Revolution and imperialism, reshaped the trajectory of human history and society on a global scale. Students begin by examining a selection of key documents related to these topics. They are then guided in a deep analysis of these documents to develop well-informed perspectives. The culmination of the lesson is the Socratic seminar, where approximately 10 students engage in a thoughtful and evidence-based dialogue, utilizing the documents to support their arguments. Students' performance in the seminar is evaluated based on their contributions to the discussion and their ability to select relevant and compelling evidence. Through this process, students gain a richer understanding of the transformative forces that shaped the 19th century and the profound global consequences of these changes, while also honing their critical thinking and communication skills.

# Summary of Unit 4 Learning Experiences

| Topic | | Engaging Experience | Suggested Length of Time |
|---|---|---|---|
| 1 | Industrial Revolution | "I Am" Poem | 1 Block |
| 1 | Industrial Revolution | Industrial Revolution Inquiry Activity | 2-3 Blocks |
| 2 | Nationalism and Unification | Examining Simon Bolivar Through Primary Sources | 1 Block |
| 3 | Imperialism | Imperialism Around the World Stations Activity | 2-3 Blocks |

# Unit 5: Global Conflict

**Subject**: World History
**Grade**: 9th Grade
**Name of Unit**: Global Conflict
**Length of Unit**: 2-3 Weeks (10-15 Blocks)
**Overview of Unit**:
During this unit, students will immerse themselves in an exploration of major global conflicts and their profound consequences. The focus will be on the turbulent period encompassing World War I, the interwar years, and World War II. Through in-depth analysis, students will gain a deeper understanding of the significant battles, heroic individuals, and the enduring lessons related to peacekeeping and international cooperation in our contemporary world.

| **Unit 5 Compelling Question** |
| --- |
| Using an inquiry lens, students' learning throughout this unit will culminate in answering the question…<br><br>**How do the events of the World Wars resonate with ongoing challenges related to international alliances, human rights, and the prevention of future conflicts?**<br><br>The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers. |

**Priority Standards for unit**:

- 9-12.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.
- 9-12.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history.

**Supporting Standards for unit**:

- 9-12.WH.3.GS.B Analyze the style and function of a leader to determine his/her impact on a governmental system.
- 9-12.WH.4.CC.B Compare and contrast causes and significant outcomes of political revolutions during this era.
- 9-12.WH.4.CC.D Analyze responses and reactions to revolutions in order to predict future conflicts.

- 9-12.WH.5.CC.B Trace the origins, and relationships among the world wars, revolutions, and global conflicts of the twentieth century to determine their impacts on the world today.
- 9-12.WH.5.PC.A Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.

| **Priority Standard: 9-12.WH.1.CC.A** Create and use tools to analyze a chronological sequence of related events in world history. | |
|---|---|
| **Learning Targets** | **Webb's DOK Level**<br>**Bloom's Level** |
| Students will create various tools, such as diagrams, charts, maps, and timelines. This could include placing events in their chronological order or using primary source material to identify cause-and-effect relationships between related events. | 4<br>Create |
| Students will use various types of timelines, diagrams, and primary sources to analyze events in world history. | 4<br>Evaluate |

| **Priority Standard: 9-12.WH.1.CC.B** Explain connections between historical context and peoples' perspectives at the time in world history. | |
|---|---|
| **Learning Targets** | **Webb's DOK Level**<br>**Bloom's Level** |
| Students will explain how political, social, and economic circumstances of the time and place shaped the views and actions of individuals and institutions of a particular period. | 3<br>Analyze |
| Students will explain how political, social, and economic perspectives changed or stayed the same during the time period. | 3<br>Analyze |
| Students will examine how historical events affected a diverse population during the time period. | 3<br>Analyze |

**Essential Questions**:

1. How did imperialism, militarism, alliances, and nationalism cause the outbreak of World War I and how did it change the political, social, cultural, and economic structure of both Western and non-Western countries?
2. How did the ideas and practices of totalitarian leaders cause the outbreak of World War II and how did the war change the political structures of the world (nationally and internationally)?
3. Why did the Russian Revolution take place and how were the ideas of the revolutionaries opposed to the economic ideas of the West?

**Enduring Understanding/Big Ideas**:

1. World War I, which was caused by imperialism, militarism, alliances, and nationalism, became the first modern global conflict and contributed to the political, social, cultural, and economic restructuring of the world in the early 20th century.
2. The totalitarian regimes of the world in the 1920s and 1930s fueled the conflict that erupted into World War II and forever changed the political landscape of the 20th century.
3. The creation of the Soviet Union marked the beginning of socialism/communism as an opposing economic force to capitalism in the working global economy.

**Unit Vocabulary:**

| Academic Cross-Curricular Words | Content/Domain Specific |
|---|---|
| Cultural Diffusion<br>Reform<br>Revolution<br>Decentralization<br>Ideology<br>Globalization<br>Authoritarianism<br>Liberalism<br>Conservatism<br>Nation<br>Genocide<br>Annexation | militarism<br>Western Front<br>propaganda<br>trench warfare<br>Bolshevik<br>Treaty of Versailles<br>armistice<br>Great Depression<br>New Deal<br>fascism<br>anti-Semitism<br>Nuremberg Laws<br>Final Solution<br>non-aggression pact<br>blitzkrieg<br>island hopping |

**Primary Source Documents:**

*Note: Primary source documents are historical documents that are presented in their original form. These documents may be in the form of an image, written text, video, or audio recording. Primary source documents help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events. Primary source documents promote student inquiry and require students to apply critical thinking and analysis skills. If primary source documents are utilized as artwork or displayed outside of classroom instruction, a written explanation providing context must be visible. While primary source documents in their original form may contain derogatory or discriminatory language, staff members should not read, recite, or otherwise verbalize derogatory or discriminatory language or statements in the classroom.*

# Unit 5 Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will seek to answer the question "Is war sometimes inevitable?" This functions as an opening question for the start of the unit and then again as a concluding question for the end of the unit.

Students will provide supporting claims for their position at the start of the Unit and complete a "Philosophical Chairs" activity for a limited amount of time (15 minutes) to sort out which members of the class fall on either side of the question.

At the conclusion of the Unit, students will repeat the activity, this time with perhaps a longer amount of time for the "Philosophical Chairs" (25 minutes) to sort through what they've learned about the 20th Century Wars and how it may or may not have changed their initial position regarding the question: "Is war sometimes inevitable?"

# Summary of Unit 5 Learning Experiences

| Topic | | Engaging Experience | Suggested Length of Time |
|---|---|---|---|
| 1 | World War I | The Legacies of WWI | 1 Block |
| 2 | The Interwar Years | Reading Like a Historian: Appeasement | 1-2 Blocks |
| 2 | The Interwar Years | Stalin vs. Hitler #1 Bad Guy | 2-3 Blocks |
| 3 | World War II | Comparing the "Theaters" of WWII | 1-2 Blocks |
| 3 | World War II | The Holocaust and Bystanders | 2-3 Blocks |

# Topic 1: World War I

**Engaging Experience 1**

**Title:** The Legacies of WWI

**Suggested Length of Time:** 1 Block

**Standards Addressed**

*Priority*:

- 9-12.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.
- 9-12.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history.

*Supporting*:

- 9-12.WH.3.GS.B Analyze the style and function of a leader to determine his/her impact on a governmental system.
- 9-12.WH.4.CC.B Compare and contrast causes and significant outcomes of political revolutions during this era.
- 9-12.WH.4.CC.D Analyze responses and reactions to revolutions in order to predict future conflicts.
- 9-12.WH.5.CC.B Trace the origins, and relationships among the world wars, revolutions, and global conflicts of the twentieth century to determine their impacts on the world today.
- 9-12.WH.5.PC.A Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.

**Detailed Description/Instructions:**

Students will conduct research using the WSJ site to uncover some of the modern connections to WWI. Students will identify or be assigned several "legacies" to share with their classmates. Students will vote/select which "legacy" they feel is the most significant with regard to:

- Military Impact
- Social Impact
- Political Impact

**Links:**

Wall Street Journal - WWI 100 Legacies

# Topic 2: The Interwar Years

**Engaging Experience 1**

**Title:** Reading Like a Historian: Appeasement

**Suggested Length of Time:** 1-2 blocks

**Standards Addressed**

*Priority*:

- 9-12.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.
- 9-12.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history.

*Supporting*:

- 9-12.WH.4.CC.D Analyze responses and reactions to revolutions in order to predict future conflicts.
- 9-12.WH.5.CC.B Trace the origins, and relationships among the world wars, revolutions, and global conflicts of the twentieth century to determine their impacts on the world today.

**Detailed Description/Instructions:** Through document analysis, students analyze the decisions that went into Chamberlain's policy of appeasement. Historians have continually debated and reinterpreted these events. In this lesson, students address the issue of appeasement and explore and weigh evidence against and in favor of the policy.

**<u>Engaging Experience 2</u>**
**Title:** Stalin vs. Hitler #1 Bad Guy
**Suggested Length of Time:** 2-3 Blocks
**Standards Addressed**
*Priority*:

- 9-12.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history.

*Supporting*:

- 9-12.WH.5.CC.B Trace the origins, and relationships among the world wars, revolutions, and global conflicts of the twentieth century to determine their impacts on the world today.
- 9-12.WH.5.PC.A Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.

**Detailed Description/Instructions:**
Students are engaging in a thought-provoking and educational activity that encourages them to critically analyze and debate the roles of Joseph Stalin and Adolf Hitler in World War II.

- The goal of this activity is not to definitively determine a "number one bad guy" but to foster critical thinking, historical understanding, and perspective-taking.
- It is essential to approach this sensitive topic with sensitivity and respect for the historical context.

**Links:**

Resource
Resource: Reading

# Topic 3: World War II

**<u>Engaging Experience 1</u>**

**Title:** Comparing the "Theaters" of WWII

**Suggested Length of Time:** 1-2 Blocks

**Standards Addressed**

*Priority*:

- 9-12.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history.

*Supporting*:

- 9-12.WH.5.CC.B Trace the origins, and relationships among the world wars, revolutions, and global conflicts of the twentieth century to determine their impacts on the world today.

**Detailed Description/Instructions:** Using evidence from notes/text/video clips provided by the teacher, students will complete a short response (2-3 paragraphs) comparing and contrasting the European and Pacific Theaters for World War II. This comparison should include details related to:

- Combatant Nations
- Style of combat
- Geography and Weather
- Strategy and Goals

**<u>Engaging Experience 2</u>**
**Title:** The Holocaust and Bystanders
**Suggested Length of Time:** 2-3 Blocks
**Standards Addressed**
*Priority*:

- 9-12.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history.

*Supporting*:

- 9-12.WH.5.PC.A Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.

**Detailed Description/Instructions:** Students will contemplate and investigate the actions chosen by ordinary people during the Holocaust: to participate, to help, or to stand by. By investigating the compelling question "Are bystanders guilty too?" students evaluate the different routes of action/inaction, as well as the associated risks. The formative performance tasks build on knowledge and skills through the course of the inquiry and help students recognize different perspectives in order to better understand the ways in which everyday people had choices to either help or be complicit in persecution. Students create an evidence-based argument about whether bystanders should be seen as guilty after considering the actions of persecutors and rescuers, and assessing viewpoints concerning bystander responsibility in a totalitarian regime.

# Unit 5 Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will seek to answer the question "Is war sometimes inevitable?" This functions as an opening question for the start of the unit and then again as a concluding question for the end of the unit.

Students will provide supporting claims for their position at the start of the Unit and complete a "Philosophical Chairs" activity for a limited amount of time (15 minutes) to sort out which members of the class fall on either side of the question.

At the conclusion of the Unit, students will repeat the activity, this time with perhaps a longer amount of time for the "Philosophical Chairs" (25 minutes) to sort through what they've learned about the 20th Century Wars and how it may or may not have changed their initial position regarding the question: "Is war sometimes inevitable?"

# Summary of Unit 5 Learning Experiences

| Topic | | Engaging Experience | Suggested Length of Time |
|---|---|---|---|
| 1 | World War I | The Legacies of WWI | 1 Block |
| 2 | The Interwar Years | Reading Like a Historian: Appeasement | 1-2 Blocks |
| 2 | The Interwar Years | Stalin vs. Hitler #1 Bad Guy | 2-3 Blocks |
| 3 | World War II | Comparing the "Theaters" of WWII | 1-2 Blocks |
| 3 | World War II | The Holocaust and Bystanders | 2-3 Blocks |

# Unit 6: The Contemporary World (1945-Present)

**Subject**: World History
**Grade**: 9th Grade
**Name of Unit**: The Contemporary World (1945-Present)
**Length of Unit**: 2-3 weeks (10-15 blocks)
**Overview of Unit**:
The final unit explores the post-World War II era, including the Cold War, the decolonization in Africa and Asia, the spread of globalization, the challenges posed by ethnic conflicts and terrorism. The unit examines how historical events from this period continue to influence contemporary politics, security, and improved economic well-being.

| Unit 6 Compelling Question |
| --- |
| Using an inquiry lens, students' learning throughout this unit will culminate in answering the question…<br><br>**How can we explain and address current global challenges with historical knowledge?**<br><br>The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers. |

**Priority Standards for unit**:

- 9-12.WH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue.
- 9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- 9-12.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.

**Supporting Standards for unit**:

- 9-12.WH.2.G.B Compare and contrast geographic regions by examining the cultural characteristics of European, African, and Asian and American societies.
- 9-12.WH.2.PC.A Explain how scientific and technological advancements impacted the interconnectedness within and among regions.

- 9-12.WH.3.GS.A Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world.
- 9-12.WH.3.PC.A Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict.
- 9-12.WH.4.PC.C Analyze social and educational reform movements to determine their impact on the challenges brought about by revolutions.
- 9-12.WH.5.CC.C Analyze the varying process of colonization and decolonization to compare their impact on and legacies in the world today.
- 9-12.WH.5.EC.B Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time.
- 9-12.WH.5.G.B Explain how technology has reduced barriers and expanded peoples' capacity to make use of, or modify, the physical environment.
- 9-12.WH.5.G.C Evaluate the relationship between technological and scientific advancements and increasing global interaction.
- 9-12.WH.5.GS.B Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.
- 9-12.WH.5.PC.B Analyze the process of globalization to determine its effects on global conflict and cooperation.
- 9-12.WH.5.PC.E Distinguish the powers and responsibilities of citizens and institutions to address and solve world problems post c. 1450.

| **Priority Standard: 9-12.WH.1.CC.C** Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue. | |
|---|---|
| **Learning Targets** | **Webb's DOK Level**<br>**Bloom's Level** |
| Students will pose a compelling central question and explain how the question builds on the ideas presented throughout the course. | 3<br>Analyze |

| | |
|---|---|
| Students will consult multiple sources as they research the compelling central question utilizing the skills acquired throughout the course. | 2<br>Apply |
| Students will synthesize multiple historical thinking skills from the course. | 4<br>Evaluate |

| **Priority Standard: 9-12.WH.1.CC.E** Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem. | |
|---|---|
| **Learning Targets** | **Webb's DOK Level**<br>**Bloom's Level** |
| Students will clearly, thoroughly, and precisely analyze a problem in world history post c. 1450 to understand its characteristics and causes, using multiple significant examples from different contexts. | 3<br>Analyze |
| Students will clearly explain and prioritize the opportunities and challenges of those trying to resolve the problem. | 3<br>Analyze |
| Students will analyze political, social, and economic issues and structures from varying perspectives. | 3<br>Analyze |

| **Priority Standard: 9-12.WH.1.G.A** Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010. | |
|---|---|
| **Learning Targets** | **Webb's DOK Level**<br>**Bloom's Level** |
| Students will create and use visuals to explain relationships and reveal patterns or trends in world history. | 4<br>Create |
| Students will be able to utilize visual primary and secondary sources to explain relationships and reveal patterns or trends. | 2<br>Apply |
| Students will be able to use visuals to support valid historical claims. | 3<br>Analyze |

**Essential Questions**:

1. Why did the United States and Soviet Union have such tense relations after World War II?
2. How does the global political landscape change after World War II?
3. Why do cultural and ethnic conflicts occur in the contemporary world, and what were their impacts?
4. How has increasing globalization given rise to economic interdependence and improved well-being?

**Enduring Understanding/Big Ideas**:

1. The Cold War created an atmosphere of heightened tension between superpowers, leading to an arms race and political instability.
2. Independence movements and shifts in economic philosophy changed the political and cultural makeup of the developing world.
3. Post-World War II, changes in population dynamics, often based on religion, within emerging independent states paved the way for armed hostilities.
4. Cultural and ethnic conflicts have plagued contemporary societies and challenged the goal of international cooperation.
5. Global trade has resulted in an era of improved global health, wealth, and increased consumption.

**Unit Vocabulary:**

| Academic Cross-Curricular Words | Content/Domain Specific |
|---|---|
| Cultural Diffusion<br>Reform<br>Revolution<br>Decentralization<br>Ideology<br>Globalization<br>Authoritarianism<br>Liberalism<br>Conservatism<br>Nation<br>Genocide<br>sanctions | containment<br>iron curtain<br>deterrence<br>arms race<br>detente<br>glasnost<br>perestroika<br>domino theory<br>Zionism<br>apartheid<br>ethnic cleansing<br>Asian tigers<br>desertification<br>Pan-Arabism<br>junta<br>neoliberalism<br>free trade<br>outsourcing<br>multinational corporations<br>Green Revolution |

**Primary Source Documents:**

*Note: Primary source documents are historical documents that are presented in their original form. These documents may be in the form of an image, written text, video, or audio recording. Primary source documents help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events. Primary source documents promote student inquiry and require students to apply critical thinking and analysis skills. If primary source documents are utilized as artwork or displayed outside of classroom instruction, a written explanation providing context must be visible. While primary source documents in their original form may contain derogatory or discriminatory language, staff members should not read, recite, or otherwise verbalize derogatory or discriminatory language or statements in the classroom.*

# Unit 6 Engaging Scenario

**Engaging Scenario** Contemporary Issues Research: In this research project, 9th-grade world history students will bridge the gap between historical knowledge and current global challenges. The compelling question at the heart of this assignment is, "How can we explain and address current global challenges with historical knowledge?" Students will choose a specific topic related to post-World War II history and investigate its historical roots, causes, consequences, and the challenges and opportunities faced by those trying to address the problem. This project is not only about understanding history but also about finding solutions for today's complex issues by drawing on the lessons of the past. Through research, analysis, and creative expression, students will connect historical insights to contemporary dilemmas, ultimately fostering a deeper appreciation for the role of history in shaping our world.

# Summary of Unit 6 Learning Experiences

| Topic | | Engaging Experience | Suggested Length of Time |
|---|---|---|---|
| 1 | Cold War | Who's Responsible for the Cold War? | 2-3 Blocks |
| 2 | Decolonization | Decolonization Breakup Letter | 2-3 Blocks |
| 3 | Ethnic Conflicts and Terrorism | Advocating for Intervention in Rwanda | 1 Block |
| 4 | Globalization and Interdependence | Globalization Document Based Question | 2-3 Blocks |

# Topic 1: Cold War

**Engaging Experience 1**

**Title:** Who's Responsible for the Cold War?

**Suggested Length of Time:** 2-3 Blocks

**Standards Addressed**

*Priority*:

- 9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- 9-12.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.

*Supporting*:

- 12.WH.2.G.B Compare and contrast geographic regions by examining the cultural characteristics of European, African, and Asian and American societies.
- 9-12.WH.3.GS.A Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world.
- 9-12.WH.3.PC.A Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict.
- 9-12.WH.5.EC.B Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time.
- 9-12.WH.5.GS.B Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.
- 9-12.WH.5.PC.E Distinguish the powers and responsibilities of citizens and institutions to address and solve world problems post c. 1450.

**Detailed Description/Instructions:** Using resources from C3, students will conduct a mock trial where students put the United States and/or the Soviet Union on trial for starting the Cold War and decide whether there should be a consequence if either party is deemed "guilty."

**Links:**

C3 - Cold War Resources

# Topic 2: Decolonization

**Engaging Experience 1**

**Title:** Decolonization Breakup Letter

**Suggested Length of Time:** 2-3 Blocks

**Standards Addressed**

*Priority*:

- 9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.

*Supporting*:

- 9-12.WH.3.GS.A Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world.
- 9-12.WH.4.PC.C Analyze social and educational reform movements to determine their impact on the challenges brought about by revolutions.
- 9-12.WH.5.CC.C Analyze the varying process of colonization and decolonization to compare their impact on and legacies in the world today.

**Detailed Description/Instructions:** In this assignment, students will select one of the provided newly independent states to research. They will then write a breakup letter from the perspective of the newly independent state to a relevant audience (former colonial power, former part of their state, former ruler, etc.). The breakup letter allows students a creative outlet for the application of specific historical examples.

# Topic 3: Ethnic Conflicts and Terrorism

**Engaging Experience 1**

**Title:** Advocating for Intervention in Rwanda

**Suggested Length of Time:** 45 minutes

**Standards Addressed**

*Priority*:

- 9-12.WH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue.
- 9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.

*Supporting*:

- 9-12.WH.2.G.B Compare and contrast geographic regions by examining the cultural characteristics of European, African, and Asian and American societies.
- 9-12.WH.3.GS.A Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world.
- 9-12.WH.5.CC.C Analyze the varying process of colonization and decolonization to compare their impact on and legacies in the world today.
- 9-12.WH.5.EC.B Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time.
- 9-12.WH.5.PC.E Distinguish the powers and responsibilities of citizens and institutions to address and solve world problems post c. 1450.

**Detailed Description/Instructions:**

Students will read the Newspaper Article from *The Times Recorder* out of Zanesville, Ohio.

After reading the article, put yourself in the timeframe of 1994 and compose a brief letter to an elected official advocating why you believe the United States should intervene in the conflict.

**Links:**

Article

# Topic 4: Globalization and Interdependence

**Engaging Experience 1**

**Title:** Globalization Document Based Question

**Suggested Length of Time:** 2-3 Blocks

**Standards Addressed**

*Priority*:

- 9-12.WH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue.
- 9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- 9-12.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.

*Supporting*:

- 9-12.WH.3.PC.A Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict.
- 9-12.WH.5.PC.B Analyze the process of globalization to determine its effects on global conflict and cooperation.
- 9-12.WH.5.G.B Explain how technology has reduced barriers and expanded peoples' capacity to make use of, or modify, the physical environment.
- 9-12.WH.5.G.C Evaluate the relationship between technological and scientific advancements and increasing global interaction.

**Detailed Description/Instructions:**

Globalization is a multifaceted phenomenon that has reshaped the global landscape, impacting economics, politics, culture, and society. It's a force that has both proponents who celebrate its potential benefits and critics who express concerns about its adverse effects. In this DBQ, we will not provide you with a definitive answer to this question but encourage you to engage in a critical analysis of the historical evidence, perspectives, and arguments presented in the documents.

**Links:**

Resource:

# Unit 6 Engaging Scenario

**Engaging Scenario** Contemporary Issues Research: In this research project, 9th-grade world history students will bridge the gap between historical knowledge and current global challenges. The compelling question at the heart of this assignment is, "How can we explain and address current global challenges with historical knowledge?" Students will choose a specific topic related to post-World War II history and investigate its historical roots, causes, consequences, and the challenges and opportunities faced by those trying to address the problem. This project is not only about understanding history but also about finding solutions for today's complex issues by drawing on the lessons of the past. Through research, analysis, and creative expression, students will connect historical insights to contemporary dilemmas, ultimately fostering a deeper appreciation for the role of history in shaping our world.

# Summary of Unit 6 Learning Experiences

| Topic | | Engaging Experience | Suggested Length of Time |
|---|---|---|---|
| 1 | Cold War | Who's Responsible for the Cold War? | 2-3 Blocks |
| 2 | Decolonization | Decolonization Breakup Letter | 2-3 Blocks |
| 3 | Ethnic Conflicts and Terrorism | Advocating for Intervention in Rwanda | 1 Block |
| 4 | Globalization and Interdependence | Globalization Document Based Question | 2-3 Blocks |

# Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.