

Grade, Subject (Course): 9th, Social Studies (World History, 1450-1900)	
Unit 1: The Renaissance & Reformation	
Big Idea: The Renaissance and Reformation transformed European societies by challenging traditional authority and inspiring new ways of thinking about the world, the individual, and religion.	Pacing: 2 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.2.W.D - Evaluate and demonstrate what makes competent and responsible citizens. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.2.W.A - Evaluate the flow of goods and services in an international economy. 6.2.W.F - Analyze the impact of private economic institutions on individuals and groups over time. <p><i>Geography</i></p> <ul style="list-style-type: none"> 7.1.12.A - Use geographic tools to analyze information about the interaction between people, places, and the environment. 7.3.12.A - Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities. <p><i>History</i></p> <ul style="list-style-type: none"> 8.1.W.B - Evaluate patterns of continuity and change over time, applying context of events. 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. 8.4.W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. 8.4.W.D - Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.9-10.A - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.C - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.9-10.E - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. CC.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research. CC.8.6.9-10.I - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CC.8.6.9-10.A - Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

	<ul style="list-style-type: none"> ○ Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. ○ Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ○ Provide a concluding statement or section that follows from or supports the argument presented. ● CC.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research.
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How did the Renaissance represent a rebirth of classical ideas and values? ● How did humanism shape art, culture, and intellectual thought during the Renaissance? ● In what ways did Renaissance innovations, such as the printing press, change European society? ● What were the major causes of the Protestant Reformation? ● How did Martin Luther’s ideas challenge the Catholic Church and impact European politics and society? ● What were the social, political, and economic consequences of the Reformation? 	<p>Concepts/Understandings (Students Will Know That...):</p> <ul style="list-style-type: none"> ● The Renaissance marked a rebirth of classical learning and humanistic values that transformed art, science, literature, and society in Europe. ● The Renaissance challenged traditional authority and encouraged new ways of thinking about the individual, the world, and the role of the Church. ● The Renaissance and Reformation directly and indirectly led to bigger changes in politics, money, and society. ● The invention of the printing press helped spread new ideas quickly and widely.
<p>Vocabulary: Renaissance: Italian Renaissance, humanism, secular, patron, perspective, vernacular, Medici, Niccoló Machiavelli, Leonardo da Vinci, Michelangelo, Donatello, Raphael, Northern Renaissance, Thomas More, utopia, William Shakespeare, Johann Gutenberg, Desiderius Erasmus Reformation: Catholicism, pope, indulgence, redemption, Protestantism, Martin Luther, Ninety-Five Theses, heretic, Edict of Worms, excommunication, Holy Roman Empire, Peace of Augsburg, predestination, Calvinism, theocracy, Presbyterian, Anabaptist,</p>	<p>Competencies/Skills (Students Will Be Able To...):</p> <ul style="list-style-type: none"> ● Analyze how the cultural, political, and economic conditions of Europe influenced the rise of Renaissance humanism and the Reformation. ● Assess the transformations in art, science, religion, and politics from the Middle Ages to the Renaissance and Reformation. ● Compare medieval and Renaissance views of humanity and the world. ● Analyze differences between Northern and Italian Renaissance movements. ● Compare and contrast the Catholic Church’s role before and after the Reformation. ● Consider how personal beliefs can affect change in established systems.

<p>Catholic (Counter-) Reformation, Jesuits, Council of Trent, Henry VIII, annul, English Reformation, Anglican Church</p>	
<p>Possible Content Extensions:</p> <ul style="list-style-type: none"> ● Read and analyze excerpts from Machiavelli’s <i>The Prince</i> ● Research specific artists/architecture and examine their impact on art and society 	<p>Resources:</p> <ul style="list-style-type: none"> ● <i>Crash Course World History Series</i> ● <i>Luther</i> (feature film) ● Mr. Dowling's Free Teaching Resources ● A Lesson Plan for Teachers.com: Free Materials ● Plan Products Renaissance & Reformation Free Teaching Resources
<p>PA Career Education and Work (CEW) Standards:</p> <ul style="list-style-type: none"> ● 13.3.11.B: Evaluate team member roles to describe and illustrate active listening techniques: <ul style="list-style-type: none"> ○ Clarifying ○ Encouraging ○ Reflecting ○ Restating ○ Summarizing ● 13.3.11.C: Evaluate conflict resolution skills as they relate to the workplace: <ul style="list-style-type: none"> ○ Constructive criticism ○ Group dynamics ○ Managing/leadership ○ Mediation ○ Negotiation ○ Problem solving 	<p>Authentic Assessments:</p> <ul style="list-style-type: none"> ● Create a written/infographic/write a summary of "Renaissance" including lens info (conflict/contribution, continuity/change) ● Write an obituary of Martin Luther (from the lens of the Catholic Church or the Protestant Church) ● Evaluate Renaissance art to assess the difference between Medieval art and humanist art

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Unit 2: Muslim Empires	
Big Idea: Muslim empires in the Near East created a confluence of trade, culture, and religion that resulted in diffusion and conflict.	Pacing: 1.5 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.1.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. 5.2.W.B - Analyze strategies used to resolve conflicts in society and government. 5.3.W.J - Compare and contrast various systems of government. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.1.W.B - Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the world. 6.2.W.A - Evaluate the flow of goods and services in an international economy. 6.3.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world: ethnicity and race, working conditions, immigration, military conflict, economic stability. 6.4.W.B - Explain how trade contributes to economic interdependence. 6.4.W.C - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history. <p><i>Geography</i></p> <ul style="list-style-type: none"> 7.1.W.A - Use geographic tools to analyze information about the interaction between people, places, and the environment. 7.2.W.A - Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth’s physical systems. 7.2.W.B - Analyze the significance of physical processes in shaping the character of places and regions. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.9-10.A - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.C - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.9-10.E - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. CC.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research. CC.8.6.9-10.I - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<ul style="list-style-type: none"> ● 7.3.W.A - Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities. <p><i>History</i></p> <ul style="list-style-type: none"> ● 8.1.W.A - Evaluate patterns of continuity and change over time, applying context of events. ● 8.1.W.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. ● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. ● 8.4.W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. ● 8.4.W.C - Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organization. ● 8.4.W.D - Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What factors contributed to the rise and success of the Ottoman and Mughal Empires? ● How did the Ottomans and Mughals build and maintain powerful, diverse empires? ● What role did religion play in the shaping of governments, society, and culture within the Ottoman and Mughal Empires? ● How did leadership styles and policies of notable Ottoman or Mughal rulers influence their empires? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● The Ottoman and Mughal Empires were powerful Muslim empires that controlled large and diverse regions for centuries. ● Religion played an important role in the development and evolution of both empires, shaping law, leadership, and daily life. ● Geography, global trade, and technology helped both empires expand and stay strong. ● The decline of the Ottoman and Mughal Empires were a result of internal problems and growing outside pressures.
<p>Vocabulary:</p> <p>Religions: monotheism (Abrahamic religions), Islam, Christianity, Judaism, Polytheism, Sikhism, Hinduism, Buddhism</p> <p>Ottoman: Ottoman, sultan, devshirme, janissaries, Persia, Safavid Empire, shah, Timur the Lame, Mehmed II, Suleyman the Lawgiver, Isma’il, Abbas the Great</p> <p>Mughal: Babur, Akbar the Great, Shah Jahan, Taj Mahal</p>	<p>Competencies/Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Identify and sequence key events in the rise and expansion of the Ottoman and Mughal Empires ● Examine how the Ottoman and Mughal empires managed religious and ethnic diversity within their territories. ● Assess the contributions in art, science, religion, and politics of the Ottomans and Mughals. ● Analyze the lasting cultural and architectural achievements of the Ottomans and Mughals.

<p><u>Possible Content Extensions:</u></p> <ul style="list-style-type: none"> ● Construct arguments about the significance of the Ottoman and Mughal Empires using historical evidence. ● Collaborate in discussions or projects to explore different perspectives on empire-building and cultural exchange. 	<ul style="list-style-type: none"> ● Discuss the peaks and declines of the Ottoman and Mughal empires. <p><u>Resources:</u></p> <ul style="list-style-type: none"> ● <i>Crash Course: World History</i> series ● Core Knowledge: History & Geography ● PBS Islam: Empires of Faith Documentary Series Teaching Resources ● Teach Middle East Teaching Resources ● OER Big History Teaching Resources
<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> ● 13.3.11.B: Evaluate team member roles to describe and illustrate active listening techniques: <ul style="list-style-type: none"> ○ Clarifying ○ Encouraging ○ Reflecting ○ Restating ○ Summarizing ● 13.3.11.C: Evaluate conflict resolution skills as they relate to the workplace: <ul style="list-style-type: none"> ○ Constructive criticism ○ Group dynamics ○ Managing/leadership ○ Mediation ○ Negotiation ○ Problem solving 	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none"> ● Practice of the Hajj Webquest ● Annotated Map of the Islamic Empires

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Unit 3: Exploration & Isolationism	
<p>Big Idea: Early modern global exploration and isolationism reshaped the world through cultural exchanges and the development of global trade networks, which laid the foundation for modern interconnected societies.</p>	<p>Pacing: 1.5 weeks</p>
<p>PA Content Standards: <i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.1.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.1.W.B - Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the world. 6.2.W.A - Evaluate the flow of goods and services in an international economy. 6.2.W.D - Explain how the laws of supply and demand impacted individuals' and groups' behavior over time. 6.3.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. 6.1.9-12.F - Evaluate regional, national, or international economics decisions using marginal analysis. 6.4.W.B - Explain how trade contributes to economic interdependence. 6.4.W.C - Compare the role groups and individuals played in the social, political, cultural and economic development throughout world history. 6.4.W.D - Explain how the level of development of transportation, communication networks, and technology affect economic interdependence. <p><i>Geography</i></p> <ul style="list-style-type: none"> 7.1.W.A - Use geographic tools to analyze information about the interaction between people, places, and the environment. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.9-10.A - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.C - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.9-10.E - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. CC.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research. CC.8.6.9-10.I - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CC.8.6.9-10.B - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- 7.2.W.A - Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth’s physical systems.
- 7.3.W.A - Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities.

History

- 8.1.W.A - Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.W.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.W.C - Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.
- 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural and economic development throughout world history.
- 8.4.W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.W.C - Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organization.
- 8.4.W.D - Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful in aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.
- CC.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research.
- CC.8.6.9-10.I - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How did exploration and colonization reshape global societies? ● What were the economic, cultural, and political impacts of the Columbian Exchange? ● How did the Age of Exploration contribute to globalization? ● What motives led Asian nations to adopt isolationist policies? ● How did isolationist policies affect the development of China and Japan compared to European nations? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● The Age of Exploration was driven by economic, political, and technological factors. ● Exploration led to major global changes, including cultural exchange, colonization, and the spread of diseases. ● Exploration led to the development of empires and new trade routes, shaping international relationships. ● Exploration led to major global changes, including cultural exchange, colonization, and the spread of diseases. ● Some nations adopted isolationist policies in order to preserve their cultures and powers.
<p>Vocabulary:</p> <p>Exploration: Christopher Columbus, Amerigo Vespucci, Vasco de Gama, Columbian Exchange, mercantilism, Triangular Trade, globalization, cartography, colonization, indigenous populations</p> <p>Isolationism: Ming Dynasty, Zheng He, Manchus, Qing Dynasty, Japanese feudalism, shogun, daimyo, samurai, Chinese and Japanese expansion in Asia</p>	<p>Competencies/Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Analyze how geography influenced exploration, colonization, and isolationist policies. ● Examine primary and secondary sources to understand motives, impacts, and perspectives on exploration and isolation. ● Evaluate the impact of exploration on indigenous cultures and global trade. ● Develop arguments supported by evidence about the positive and negative effects of global exchange.
<p>Possible Content Extensions:</p> <ul style="list-style-type: none"> ● Investigate the role of specific explorers such as Christopher Columbus, Vasco da Gama, or Zheng He. ● Explore connections between early globalization and contemporary economic systems. ● Research the role of lesser-known civilizations in early global trade networks. ● Construct historical arguments supported by evidence about the benefits and drawbacks of exploration or isolation. ● Present findings through essays, discussions, or projects that explain how these global movements shaped the modern world. 	<p>Resources:</p> <ul style="list-style-type: none"> ● <i>Crash Course World History Series</i> ● "The Columbian Exchange: Biological and Cultural Consequences of 1492" by Alfred W. Crosby ● National Geographic's resources on early modern trade routes ● Historical maps of the Age of Exploration ● Primary sources like journals of explorers or trade agreements ● Horrible History clips ● OER Big History Teaching Resources
<p>PA Career Education and Work (CEW) Standards:</p> <ul style="list-style-type: none"> ● 13.3.11.B: Evaluate team member roles to describe and illustrate active listening techniques: <ul style="list-style-type: none"> ○ Clarifying ○ Encouraging ○ Reflecting ○ Restating ○ Summarizing 	<p>Authentic Assessments:</p> <ul style="list-style-type: none"> ● Create a detailed map and journal entry from the perspective of an explorer. ● Write an essay analyzing the effects of the Columbian Exchange on different societies. ● Participate in a simulation or debate representing various perspectives on colonization and trade.

<ul style="list-style-type: none">● 13.3.11.C: Evaluate conflict resolution skills as they relate to the workplace:<ul style="list-style-type: none">○ Constructive criticism○ Group dynamics○ Managing/leadership○ Mediation○ Negotiation○ Problem solving	
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Grade, Subject (Course): 9th, Social Studies (World History, 1450-1900)	
Unit 4: Absolutism	
Big Idea: The rise of absolute monarchies demonstrates how rulers centralized power to maintain control, often at the expense of individual freedoms and traditional institutions.	Pacing: 2 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.1.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. 5.2.W.A - Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system. 5.3.W.J - Compare and contrast various systems of government. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.3.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world: ethnicity and race, working conditions, immigration, military conflict, economic stability. 6.4.W.C - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history. <p><i>Geography</i></p> <ul style="list-style-type: none"> 7.3.W.A - Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities. <p><i>History</i></p> <ul style="list-style-type: none"> 8.1.W.A - Evaluate patterns of continuity and change over time, applying context of events. 8.1.W.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. 8.4.W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.9-10.A - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.C - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.9-10.E - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. CC.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research. CC.8.6.9-10.I - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<ul style="list-style-type: none"> ● 8.4.W.C - Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organization. ● 8.4.W.D - Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How did European monarchs justify their power and authority? ● What were the impacts of absolutism on ordinary people? ● In what ways did the power of absolute rulers lead to conflict or resistance? ● What factors might weaken the power of an absolute monarch? ● How did absolutism differ from nation to nation? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● Absolute rulers justified their power with the concept of divine right. ● Absolute monarchs limited the power of nobles, the church, and representative institutions to strengthen their control. ● Absolutism manifested differently in different regions of the world. ● Monarchs used art, architecture, and ritual to glorify their rule and project their authority. ● Absolutism brought stability and order to some regions, but often at the cost of personal freedoms and social inequality. ● The rise and fall of absolutism developed modern political systems.
<p>Vocabulary: Continental Europe: Philip II, “divine right”, absolute monarch, Edict of Nantes, Cardinal Richelieu, Louis XIV, intendant, Jean Baptiste Colbert, War of the Spanish Succession, Thirty Years’ War, Peace of Westphalia, Maria Theresa, Hapsburgs, Frederick the Great, Seven Years’ War, Ivan the Terrible, boyar England: Petition of Right, Charles I, English Civil War, Oliver Cromwell, Restoration, English Bill of Rights, Glorious Revolution, constitutional monarchy</p>	<p>Competencies/Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Explain the role of the "divine right of kings" in justifying absolute rule. ● Analyze primary and secondary sources to understand how rulers expressed and justified absolute power. ● Evaluate how religion could unify or divide people in absolute monarchies. ● Compare and contrast absolutism in various nations. ● Explain how absolute monarchs used art, architecture, and ceremony to show their power ● Interpret visual sources such as royal imagery, palaces, and propaganda to understand how rulers shaped public perception.
<p>Possible Content Extensions:</p> <ul style="list-style-type: none"> ● Construct arguments supported by evidence about the effectiveness and impact of absolutist governments. ● Present findings through writing, discussion, or multimedia projects that demonstrate understanding of absolutism and its legacy. ● Work in groups to create timelines, charts, or presentations that track the rise and rule of absolute monarchs. ● Role-play or simulate decision-making under absolute rule to explore different perspectives in a monarchy. ● Create profiles of characters from <i>Les Miserables</i> and analyze which social injustices they face and evaluate how 	<p>Resources:</p> <ul style="list-style-type: none"> ● <i>Crash Course: World History</i> series ● Students of History Teacher Resources ● Lesson Planet Absolutism Teaching Materials ● Mr Donn Absolutism Teaching Resources

<p>they rebel.</p>	
<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> ● 13.3.11.B: Evaluate team member roles to describe and illustrate active listening techniques: <ul style="list-style-type: none"> ○ Clarifying ○ Encouraging ○ Reflecting ○ Restating ○ Summarizing ● 13.3.11.C: Evaluate conflict resolution skills as they relate to the workplace: <ul style="list-style-type: none"> ○ Constructive criticism ○ Group dynamics ○ Managing/leadership ○ Mediation ○ Negotiation ○ Problem solving 	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none"> ● Analyze notable quotes from absolute rulers and have students write a defense or critique of the quotes. ● Create a multimedia presentation outlining the events that led to the rise and/or downfall of an absolutist monarchy.

Grade, Subject (Course): 9th, Social Studies (World History, 1450-1900)	
Unit 5: The Scientific Revolution & Enlightenment	
Big Idea: New ways of thinking about science, reason, and human nature during the Scientific Revolution and Enlightenment challenged traditional beliefs and laid the foundation for modern democratic and scientific thought.	Pacing: 2 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.1.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government. 5.2.W.A - Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system. 5.2.W.B - Analyze strategies used to resolve conflicts in society and government. 5.3.W.J - Compare and contrast various systems of government. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.3.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world: ethnicity and race, working conditions, immigration, military conflict, economic stability. 6.4.W.C - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history. 6.4.W.D - Explain how the level of development of transportation, communication networks, and technology affect economic interdependence. <p><i>Geography</i></p> <ul style="list-style-type: none"> 7.3.W.A - Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities. <p><i>History</i></p> <ul style="list-style-type: none"> 8.1.W.A - Evaluate patterns of continuity and change over time, applying context of events. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.9-10.A - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.C - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.9-10.E - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. CC.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research. CC.8.6.9-10.I - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<ul style="list-style-type: none"> ● 8.1.W.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. ● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. ● 8.4.W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. ● 8.4.W.C - Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organization. ● 8.4.W.D - Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How did the Scientific Revolution change the way people understood the natural world and the universe? ● How did Enlightenment thinkers challenge traditional ideas about government, society, and human rights around the world? ● How did Enlightenment philosophers influence political, social, and economic thought? ● In what ways did the Scientific Revolution help inspire the Enlightenment? ● How did the Scientific Revolution lay the foundation for modern science and technological progress? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● The Scientific Revolution introduced new ways of thinking about the natural world based on observation, experimentation, and reason. ● The Enlightenment began to apply reason and logic to human behavior, government, and society. ● The Scientific Revolution and Enlightenment marked a shift away from tradition and authority toward independent thinking and evidence-based knowledge. ● The ideas of the Enlightenment inspired political revolutions and reform movements around the world. ● The legacy of the Scientific Revolution and Enlightenment are still visible in the modern world.
<p>Vocabulary: Scientific Revolution: geocentric theory, heliocentric theory, Galileo Galilei, Johannes Kepler, Nicholas Copernicus, scientific method, Isaac Newton, Rene Descartes, skepticism Enlightenment: “enlightened despot”, Peter the Great, westernization, Catherine the Great, Frederick the Great, secularism, Deism, salon, philosophe, neoclassical, baroque, Social Contract, natural rights, John Locke, Thomas Hobbes, Baron de Montesquieu, Voltaire, Jean Jacques Rousseau, Mary Wollstonecraft</p>	<p>Competencies/Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Examine the causes and effects of the Scientific Revolution and Enlightenment. ● Compare the scientific method with earlier approaches to knowledge and belief. ● Analyze how Enlightenment and scientific ideas challenged traditional beliefs and authority. ● Draw connections between Enlightenment values and democratic principles in today’s world.

<p>Possible Content Extensions:</p> <ul style="list-style-type: none"> ● Work with peers to research and present on specific Enlightenment thinkers or scientific discoveries. ● Examine the role of women and marginalized voices during this period. ● Connect scientific discoveries to advancements in art, architecture, and philosophy. 	<p>Resources:</p> <ul style="list-style-type: none"> ● <i>Crash Course World History</i> Series ● OER Big History Teaching Resources (Scientific Revolution) ● OER Big History Teaching Resources (European Enlightenment) ● History of the World Teaching Resources ● Council on Foreign Affairs Enlightenment Resources
<p>PA Career Education and Work (CEW) Standards:</p> <ul style="list-style-type: none"> ● 13.3.11.B: Evaluate team member roles to describe and illustrate active listening techniques: <ul style="list-style-type: none"> ○ Clarifying ○ Encouraging ○ Reflecting ○ Restating ○ Summarizing ● 13.3.11.C: Evaluate conflict resolution skills as they relate to the workplace: <ul style="list-style-type: none"> ○ Constructive criticism ○ Group dynamics ○ Managing/leadership ○ Mediation ○ Negotiation ○ Problem solving 	<p>Authentic Assessments:</p> <ul style="list-style-type: none"> ● Document major events on a timeline and include cause-effect relationships between events, when applicable. ● Make a mind map connecting Enlightenment ideas to later revolutions and modern democratic ideas. ● Socratic Seminar/Class debate: “Was the Scientific Revolution more revolutionary than the Enlightenment?” ● Create an illustrated children’s book or comic strip explaining the scientific method and Enlightenment values.

Grade, Subject (Course): 9th, Social Studies (World History, 1450-1900)	
Unit 6: The French Revolution & Napoleon	
Big Idea: Revolutionary movements can radically transform societies, but the struggle to balance liberty, equality, and order often leads to unintended consequences and new forms of power.	Pacing: 2 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.1.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government. 5.2.W.A - Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system. 5.2.W.B - Analyze strategies used to resolve conflicts in society and government. 5.3.W.J - Compare and contrast various systems of government. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.1.W.A - Analyze how choices are made because of scarcity. 6.1.W.B - Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the world. 6.2.W.E - Analyze the impact of the business cycle on individual and group behavior over time. Analyze the characteristics of economic expansion, recession, and depression. 6.3.W.B - Analyze conflict and cooperation among groups and organizations have influenced the history and development of the world: ethnicity and race, working conditions, immigration, military conflict, economic stability. 6.4.W.B - Explain how trade contributes to economic interdependence. <p><i>Geography</i></p> <ul style="list-style-type: none"> 7.1.W.A - Use geographic tools to analyze information about the interaction between people, places, and the environment. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.9-10.A - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.C - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.9-10.E - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. CC.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research. CC.8.6.9-10.I - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<ul style="list-style-type: none"> ● 7.3.W.A - Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities. <p><i>History</i></p> <ul style="list-style-type: none"> ● 8.1.W.A - Evaluate patterns of continuity and change over time, applying context of events. ● 8.1.W.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. ● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. ● 8.4.W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. ● 8.4.W.C - Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organization. 	
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● What were the causes—social, political, and economic—of the French Revolution? ● How did Enlightenment ideas influence the goals and outcomes of the French Revolution? ● How did the revolution challenge traditional power structures and ideas about government? ● How did Napoleon rise to power, and to what extent did he fulfill or betray the ideals of the French Revolution? ● How did Napoleon’s reforms and policies transform France and Europe? ● How did the Napoleonic Wars reshape Europe politically, socially, and economically? 	<p><u>Concepts/Understandings (SWKT...):</u></p> <ul style="list-style-type: none"> ● The French Revolution was caused by deep social, political, and economic inequalities. ● Enlightenment ideas inspired people to question absolute monarchy and fight for rights and representation. ● The Revolution challenged traditional structures of power and led to the fall of the monarchy. ● The rise of Napoleon Bonaparte marked both the end of the Revolution and the spread of its ideas across Europe.
<p><u>Vocabulary:</u></p> <p>French Revolution: Old Regime, estate, Louis XVI, Marie Antoinette, Estates-General, National Assembly, Tennis Court Oath, Great Fear, Legislative Assembly, émigré, sans-culotte, Jacobin, guillotine, Maximilien Robespierre, Reign of Terror, Thermidorian Reaction</p> <p>Napoleon: Napoleon Bonaparte, coup d’état, plebiscite, lycée, concordat, Napoleonic Code, Battle of Trafalgar, blockade, Battle of</p>	<p><u>Competencies/Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> ● Analyze social, political, and economic factors that led to the French Revolution. ● Evaluate how different groups -- nobility, peasants, urban workers, women, revolutionaries, and monarchs -- experienced and responded to the revolution. ● Compare the different phases of the Revolution and the shifting goals of revolutionary leaders. ● Draw parallels between the ideals and struggles of the French Revolution and

<p>Austerlitz, Continental System, guerrilla, Peninsular War, scorched-earth policy, Battle of Waterloo, Hundred Days Congress of Vienna: Klemens von Metternich, balance of power, legitimacy, Holy Alliance, Concert of Europe</p>	<p>contemporary issues such as: inequality, democratic governance, or civil rights.</p> <ul style="list-style-type: none"> ● Trace the rise and fall of Napoleon Bonaparte and assess his role in continuing or ending revolutionary ideals.
<p>Possible Content Extensions:</p> <ul style="list-style-type: none"> ● Write and perform a monologue or dialogue from the perspective of a member of the First, Second, or Third Estate (e.g., a noble, clergyman, urban worker, or peasant). ● Compare the French Revolution to another revolution (e.g., American, Haitian, or Latin American) in terms of causes, outcomes, and ideas. ● Hold a trial to determine whether the revolution upheld its ideals or betrayed them. Assign roles: lawyers, witnesses (Robespierre, King Louis, peasants), and jury. ● Construct and use a guillotine to simulate the Reign of Terror 	<p>Resources:</p> <ul style="list-style-type: none"> ● <i>Crash Course World History Series</i> ● <i>Les Misérables</i> by Victor Hugo ● French Revolution Teaching Plan / Resources ● Active History Teaching Resources ● History Teaching Institute: French Revolution ● PBS Napoleon Bonaparte Teaching Resources
<p>PA Career Education and Work (CEW) Standards:</p> <ul style="list-style-type: none"> ● 13.3.11.B: Evaluate team member roles to describe and illustrate active listening techniques: <ul style="list-style-type: none"> ○ Clarifying ○ Encouraging ○ Reflecting ○ Restating ○ Summarizing ● 13.3.11.C: Evaluate conflict resolution skills as they relate to the workplace: <ul style="list-style-type: none"> ○ Constructive criticism ○ Group dynamics ○ Managing/leadership ○ Mediation ○ Negotiation ○ Problem solving 	<p>Authentic Assessments:</p> <ul style="list-style-type: none"> ● Create a visual (timeline, chart, mindmap, etc.) to demonstrate how the Revolution affected different groups (women, urban poor, clergy, nobility, slaves in colonies). ● Debate as one of the assigned social classes (noble, clergy, bourgeoisie, peasant) and simulate debates on taxes, rights, and reforms). ● Research one scientific discovery or Enlightenment idea that influenced revolutionary thinking. Present how it challenged old authority.

Grade, Subject (Course): 9th, Social Studies (World History, 1450-1900)	
Unit: The Industrial Revolution & Reforms	
Big Idea: The Industrial Revolution transformed economies and societies, prompting both progress and hardship, and leading to reform movements aimed at addressing the social and political challenges of rapid change.	Pacing: 2 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.1.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government. 5.2.W.B - Analyze strategies used to resolve conflicts in society and government. 5.3.W.J - Compare and contrast various systems of government. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.1.W.A - Analyze how choices are made because of scarcity. 6.1.W.B - Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the world. 6.1.W.C - Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations. 6.2.W.D - Explain how the laws of supply and demand impacted individuals' and groups' behavior over time. 6.2.W.E - Analyze the impact of the business cycle on individual and group behavior over time. Analyze the characteristics of economic expansion, recession, and depression. 6.2.W.F - Analyze the impact of private economic institutions on individuals and groups over time. 6.2.W.G - Compare and contrast various economic systems. 6.3.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world: ethnicity and race, working conditions, immigration, military conflict, economic stability. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.9-10.A - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.C - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.9-10.E - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. CC.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research. CC.8.6.9-10.I - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<ul style="list-style-type: none"> ● 6.4.W.A - Explain how specialization contributes to economic interdependence on a national and international level. ● 6.4.W.C - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history. ● 6.4.W.D - Explain how the level of development of transportation, communication networks, and technology affect economic interdependence. <p><i>Geography</i></p> <ul style="list-style-type: none"> ● 7.1.W.A - Use geographic tools to analyze information about the interaction between people, places, and the environment. ● 7.3.W.A - Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities. ● 7.4.W.B - Analyze the effects of human activity on the physical systems. <p><i>History</i></p> <ul style="list-style-type: none"> ● 8.1.W.A - Evaluate patterns of continuity and change over time, applying context of events. ● 8.1.W.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. ● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. ● 8.4.W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. ● 8.4.W.C - Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organization. ● 8.4.W.D - Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effect on Pennsylvania. 	
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● What factors led to the start of the Industrial Revolution in Europe? ● What roles did labor unions and reformers play in improving 	<p><u>Concepts/Understandings (SWKT...):</u></p> <ul style="list-style-type: none"> ● The Enlightenment had specific influences on the role of reformers in the Industrial Revolution. ● The Industrial Revolution began in Great Britain due to a combination of

<p>conditions for workers?</p> <ul style="list-style-type: none"> ● How did industrialization increase demands for social and economic reforms? ● How did the Industrial Revolution contribute to changes in class structure and political power in Europe? ● In what ways did governments and individuals respond differently to the challenges of industrial society? 	<p>natural resources, economic systems, and technological innovation.</p> <ul style="list-style-type: none"> ● Industrialization led to rapid urbanization, which brought both economic opportunities and serious social challenges. ● New inventions and mechanization transformed production, leading to mass manufacturing and changes in labor. ● The Industrial Revolution caused a need for new resources and markets, leading to imperialism. ● Industrialization sparked debates about progress, inequality, and the role of government in society and the economy.
<p><u>Vocabulary:</u> Industrial Revolution: enclosure, crop rotation, industrialization, spinning jenny, water frame, steam engine, canals, John McAdam, Richard Trevithick, factors of production, entrepreneur, urbanization, middle class, stock, corporation Economic Reforms: laissez faire, Adam Smith, capitalism, utilitarianism, socialism, Karl Marx, communism, union, strike, Social Reforms: child labor laws, William Wilberforce, expanded suffrage</p>	<p><u>Competencies/Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> ● Investigate how the concepts of the Enlightenment influenced reformers of the industrial period. ● Analyze how agricultural advancements in Europe contributed to the conditions that enabled early industrial innovations. ● Trace how industrialization spread from Britain to other parts of the world and explain regional differences. ● Evaluate the positive and negative effects of industrialization on the social, political, and economic spheres of society. ● Connect historical industrialization with current industrial trends in China and the effects of industrialization on child labor
<p><u>Possible Content Extensions:</u></p> <ul style="list-style-type: none"> ● Select a key Industrial Revolution inventor and create a "Hall of Fame" exhibit board or video pitch explaining their impact and legacy. ● Based on research about industrial working and living conditions, students draft their own "Factory Reform Bill" to improve society ● Create a visual comparison of industrial-era working conditions and a modern-day job. Include wages, hours, technology, rights, etc. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● <i>Crash Course World History Series</i> ● OER Big History Teaching Resources ● History Teaching Institute Industrial Revolution Teaching Resources ● National Geographic Industrialization ● Active History Industrial Revolution Teaching Materials
<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> ● 13.1.11.C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. ● 13.3.11.G Evaluate personal attitudes and work habits that support career retention and advancement. 	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none"> ● Create a newspaper from the 1800s with articles, ads, editorials, and illustrations on topics like factory life, urban conditions, inventions, or labor strikes. ● Research and create a visual profile of one major invention (e.g., the steam engine, cotton gin, spinning jenny), including its inventor, function, and social impact. ● Turn a map of a village into a city by following step-by-step directions to

	mimic industrialization and urbanization.
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Grade, Subject (Course): 9th, Social Studies (World History, 1450-1900)	
Unit: Nationalism & Revolutions in the West	
Big Idea: Nationalism and revolutionary ideals inspired people across Europe and Latin America to challenge colonial rule and absolute power, leading to the creation of new nations and political identities.	Pacing: 2 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.1.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government. 5.2.W.A - Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system. 5.2.W.B - Analyze strategies used to resolve conflicts in society and government. 5.3.W.J - Compare and contrast various systems of government. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.1.W.A - Analyze how choices are made because of scarcity. 6.1.W.B - Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the world. 6.1.W.C - Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations. 6.3.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world: ethnicity and race, working conditions, immigration, military conflict, economic stability. 6.4.W.C - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history. <p><i>Geography</i></p> <ul style="list-style-type: none"> 7.1.W.A - Use geographic tools to analyze information about the interaction between people, places, and the environment. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.9-10.A - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.C - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.9-10.E - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. CC.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research. CC.8.6.9-10.I - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<ul style="list-style-type: none"> ● 7.3.W.A - Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities. <p><i>History</i></p> <ul style="list-style-type: none"> ● 8.1.W.A - Evaluate patterns of continuity and change over time, applying context of events. ● 8.1.W.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. ● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. ● 8.4.W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. ● 8.4.W.C - Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organization. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What were the main causes of nationalist and revolutionary movements in 19th-century Europe and Latin America? ● How did nationalism influence the unification of countries like Germany and Italy? ● What role did class, race, and region play in shaping revolutionary movements in Latin America? ● How did revolutionary movements reshape the political and social structures of the nations they affected? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● Nationalism is the belief that people who share a common culture, history, language, or territory should have their own independent nation and that they should be loyal to that nation above all else. ● Nationalism was shaped by colonialism, racial divisions, and Enlightenment ideals in Latin America. ● Economic struggles and political instability often fuel nationalist sentiment, especially when people feel disconnected from or oppressed by ruling powers. ● Nationalist movements have been powerful forces in shaping political boundaries, sparking revolutions, and challenging empires. ● Nationalism is not limited to one political ideology—it has been embraced by liberal, conservative, and revolutionary movements across history.
<p>Vocabulary:</p> <p>Latin America: <i>peninsulare</i>, creole, mulatto, Simón Bolívar, José de San Martín, Miguel Hidalgo, José María Morelos, Dom Pedro</p> <p>Europe: conservative, liberal, radical, nationalism, 1848 Revolutions, nation-state, the Balkans, Louis-Napoleon, Alexander II, Edict of Emancipation, Russification, Camillo di Cavour, Giuseppe Garibaldi, Junker, Prussia, Otto von Bismarck, Realpolitik, kaiser, home rule, Irish Republican Army</p>	<p>Competencies/Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Analyze the influence of Enlightenment ideas and revolutionary movements (e.g., American, French, Haitian) on Latin American independence efforts. ● Trace the long-term impact of nationalism on the political development and regional unity/division of Latin American countries. ● Evaluate the role of social class, race, and colonial history in shaping nationalist identities and conflicts. ● Assess the successes and limitations of independence movements in achieving political, economic, and social change.

<p>Possible Content Extensions:</p> <ul style="list-style-type: none"> ● Research and present the life, goals, and legacy of a key figure such as Simón Bolívar, José de San Martín, or Miguel Hidalgo. ● Analyze excerpts from independence speeches or declarations (e.g., Bolívar’s “Jamaica Letter”). What do they reveal about nationalist ideals? ● Debate whether violent revolution or peaceful reform was a more effective path to independence and national unity in Latin America. 	<p>Resources:</p> <ul style="list-style-type: none"> ● <i>Crash Course World History</i> Series ● OER Big History Teaching Resources (Nationalism) ● OER Big History Teaching Resources (Age of Revolution) ● Age of Revolution Teaching Resources ● PBS Learning Media: Age of Revolution ● Mr Donn Age of Revolutions Teaching Resources
<p>PA Career Education and Work (CEW) Standards:</p> <ul style="list-style-type: none"> ● 13.3.11.B: Evaluate team member roles to describe and illustrate active listening techniques: <ul style="list-style-type: none"> ○ Clarifying ○ Encouraging ○ Reflecting ○ Restating ○ Summarizing ● 13.3.11.C: Evaluate conflict resolution skills as they relate to the workplace: <ul style="list-style-type: none"> ○ Constructive criticism ○ Group dynamics ○ Managing/leadership ○ Mediation ○ Negotiation ○ Problem solving 	<p>Authentic Assessments:</p> <ul style="list-style-type: none"> ● Develop a timeline that traces key events of the rise of nationalism in Latin America. ● Create a visual diagram showing the causes (e.g., Enlightenment ideas, colonial oppression) and effects (e.g., new republics, social divisions) of nationalism in Latin America.

Grade, Subject (Course): 9th, Social Studies (World History, 1450-1900)	
Unit: European Imperialism	
Big Idea: European imperialism in the 19th century was driven by a desire for economic resources, political power, and cultural superiority, and it dramatically altered the societies and cultures of both the colonizers and the colonized.	Pacing: 2 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.1.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government. 5.2.W.B - Analyze strategies used to resolve conflicts in society and government. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.1.W.A - Analyze how choices are made because of scarcity. 6.1.W.B - Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the world. 6.1.W.C - Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations. 6.2.W.A - Evaluate the flow of goods and services in an international economy. 6.2.W.D - Explain how the law of supply and demand impacted individuals' and groups' behavior over time. 6.2.W.F - Analyze the impact of private economic institutions on individuals and groups over time. 6.2.W.G - Compare and contrast various economic systems. 6.3.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world: ethnicity and race, working conditions, immigration, military conflict, economic stability. 6.4.W.B - Explain how trade contributes to economic interdependence. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.9-10.A - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.C - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.9-10.E - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CC.8.5.9-10.H - Assess the extent to which the reasoning and evidence in a text support the author's claim. CC.8.5.9-10.I - Compare and contrast treatments of the same topic in several primary and secondary sources. CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. CC.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research. CC.8.6.9-10.I - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a

<ul style="list-style-type: none"> ● 6.4.W.C - Compare the role groups and individuals played in the social, cultural, and economic development throughout world history. ● 6.3.W.D - Explain how the level of development of transportation, communication networks, and technology affect economic interdependence. <p><i>Geography</i></p> <ul style="list-style-type: none"> ● 7.1.W.A - Use geographic tools to analyze information about the interaction between people, places, and the environment. ● 7.2.W.A - Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth’s physical systems. ● 7.2.W.B - Analyze the significance of physical processes in shaping the character of places and regions. ● 7.3.W.A - Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities. ● 7.4.W.B - Analyze the effects of human activity on the physical systems. <p><i>History</i></p> <ul style="list-style-type: none"> ● 8.1.W.A - Evaluate patterns of continuity and change over time, applying context of events. ● 8.1.W.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. ● 8.1.W.C - Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. ● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. ● 8.4.W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. ● 8.4.W.C - Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organization. 	<p>range of discipline-specific tasks, purposes, and audiences.</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What motivated European powers to colonize Africa during 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● European powers were driven by economic interests, geopolitical competition,

<p>the 19th century?</p> <ul style="list-style-type: none"> ● In what ways did African resistance movements challenge European control, and why did many of them fail? ● How did European control of the Middle East help to shape ongoing national conflicts there? ● Why did Britain colonize India, and what made India so valuable to the British Empire? ● How did British imperialism in India lay the groundwork for Indian nationalism and independence movements? ● What motivated European powers to colonize Southeast Asia in the 19th century? ● Why did some Southeast Asian countries resist colonization more successfully than others? 	<p>and ideological beliefs in cultural superiority and the "civilizing mission." The Scramble for Africa was fueled by industrialization, technological advancements, and strategic military positioning.</p> <ul style="list-style-type: none"> ● African resistance movements employed both military and diplomatic strategies to counter European expansion. Many failed due to a lack of military technology, internal divisions, and coordinated European military responses. ● European imperialism, through mandates and territorial divisions, disregarded ethnic, religious, and tribal boundaries, leading to long-term regional instability. The drawing of artificial borders and support for certain groups over others planted the seeds for persistent national and tribal conflicts. ● Britain colonized India primarily for economic exploitation, including access to valuable raw materials and a vast market for British goods. India's strategic location also allowed Britain to secure trade routes and project power across Asia. ● British policies of economic exploitation, cultural imposition, and political control caused resentment and unified groups under a common cause for self-determination. The introduction of Western education and political thought fostered nationalist ideas that evolved into organized resistance movements. ● European nations sought control over Southeast Asia to access desirable trade routes, strategic naval bases, and valuable natural resources. ● Resistance success depended on factors such as political unity, military capabilities, geographical advantages, and strategic alliances. Siam successfully resisted colonization by modernizing rapidly and skillfully negotiating with European powers to serve as a buffer state.
<p><u>Vocabulary:</u> Africa: imperialism, racism, Social Darwinism, White Man's Burden, Berlin Conference, Scramble for Africa, Leopold II, Cecil Rhodes, Shaka, Boer War, paternalism, assimilation, Menelik II Middle East: geopolitics, Crimean War, Suez Canal, Sykes-Picot Agreement, Balfour Declaration India: Sepoy Mutiny, British Raj, Indian National Congress Southeast Asia: Dutch East India Company, plantations, French Indochina, Siam, King Mongkut, Emiliano Aguinaldo</p>	<p><u>Competencies/Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> ● Explain the causes for 19th century European imperialism in Africa. ● Evaluate the effectiveness of various African resistance movements against European imperialism. ● Analyze the impacts of European imperialism on the Middle East. ● Explain why India was such an important part of the British Empire. ● Identify how British actions in India resulted in a growing national independence and movement. ● Identify factors that led to European colonialism in Southeast Asia. ● Explain how Siam remained the only independent state in Southeast Asia during the 18th and 19th centuries.

<p>Possible Content Extensions:</p> <ul style="list-style-type: none"> ● Decolonization in South Asia and Africa after WWII ● The creation of the State of Israel 	<p>Resources:</p> <ul style="list-style-type: none"> ● OER Big History Teaching Resources (Imperialism) ● OER Big History Teaching Resources (Colonialism & Resistance) ● Teaching History.org Imperialism Resources ●
<p>PA Career Education and Work (CEW) Standards:</p> <ul style="list-style-type: none"> ● 13.3.11.B: Evaluate team member roles to describe and illustrate active listening techniques: <ul style="list-style-type: none"> ○ Clarifying ○ Encouraging ○ Reflecting ○ Restating ○ Summarizing ● 13.3.11.C: Evaluate conflict resolution skills as they relate to the workplace: <ul style="list-style-type: none"> ○ Constructive criticism ○ Group dynamics ○ Managing/leadership ○ Mediation ○ Negotiation ○ Problem solving 	<p>Authentic Assessments:</p> <ul style="list-style-type: none"> ● “Spirit of America” Imperialism Debate ● Imperialism & Independence Timeline ● Scramble for Africa Map Project ● “Civilizing v. Exploitation” debate

Grade, Subject (Course): 9th, Social Studies (World History, 1450-1900)	
Unit: Global Transformations	
Big Idea: In the 19th and early 20th centuries, nations in Asia and Latin America responded to external pressures and internal challenges through reform and revolution, seeking to assert their sovereignty, modernize their societies, and redefine their identities in the face of imperialism and social upheaval.	Pacing: 2 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.1.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. 5.2.W.B - Analyze strategies used to resolve conflicts in society and government. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.1.W.A - Analyze how choices are made because of scarcity. 6.1.W.B - Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the world. 6.2.W.A - Analyze the flow of goods and service in an international economy. 6.2.W.D - Explain how the law of supply and demand impacted individuals' and groups' behavior over time. 6.3.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world: ethnicity and race, working conditions, immigration, military conflict, economic stability. 6.4.W.A - Explain how specialization contributes to economic interdependence on a national and international level. 6.4.W.B - Explain how trade contributes to economic interdependence. 6.4.W.C - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history. 6.4.W.D - Explain how the level of development of transportation, communication networks, and technology affect economic interdependence. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.9-10.A - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.C - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.9-10.E - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CC.8.5.9-10.F - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. CC.8.5.9-10.J - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. CC.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research. CC.8.6.9-10.I - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a

<ul style="list-style-type: none"> ● 6.5.W.E - Compare distribution of wealth across nations. <p><i>Geography</i></p> <ul style="list-style-type: none"> ● 7.1.W.A - Use geographic tools to analyze information about the interaction between people, places, and the environment. ● 7.2.W.A - Analyze the physical characteristics of places and regions, including the interrelationships among the components of the Earth’s physical systems. ● 7.3.W.A - Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities. <p><i>History</i></p> <ul style="list-style-type: none"> ● 8.1.W.A - Evaluate patterns of continuity and change over time, applying context of events. ● 8.1.W.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. ● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural and economic development throughout world history. ● 8.4.W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. ● 8.4.W.C - Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organization. 	<p>range of discipline-specific tasks, purposes, and audiences.</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How did foreign imperial powers try to control China in the 19th century, and what motivated them? ● Why did Chinese resistance movements fail to achieve their goals? ● How did Japan’s response to Western imperialism differ from China’s? ● How did Japan’s modernization alter its role in Asia and the world by the end of the 19th century? ● What were the major causes of political instability in Mexico during the 19th century? ● In what ways did indigenous people and rural communities in Mexico experience the social changes of the 19th century? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● European imperial powers sought to dominate China for economic gain, access to markets, and raw materials, employing strategies like unequal treaties, spheres of influence, and military force. Motivations included the desire for economic expansion, geopolitical influence, and a belief in cultural superiority. ● Chinese resistance movements failed due to internal conflict, lack of advanced military technology, and overwhelming foreign intervention. Corruption within the Chinese government and the inability to modernize effectively contributed to their failure. ● Unlike China, Japan actively embraced modernization through the Meiji Restoration, adopting Western technologies, governmental structures, and military strategies. Japan’s willingness to reform allowed it to become an imperial power itself, rather than a vassal state of the West. ● Japan’s rapid industrialization and militarization transformed it into a major

	<p>imperial power, capable of defeating China in the First Sino-Japanese War and challenging Western dominance in Asia. This shift redefined Japan’s political and economic influence, marking it as a formidable global competitor.</p> <ul style="list-style-type: none"> ● Political instability in Mexico stemmed from frequent changes in leadership, foreign intervention, and struggles between conservative and liberal factions. Social inequality, land disputes, and conflicts over centralization versus federalism also fueled unrest. ● Indigenous and rural communities often faced land theft, wealth inequality, and forced labor as Mexico pursued modernization and economic restructuring. Efforts to liberalize land and other reforms disrupted traditional communal land-holding practices, leading to widespread displacement.
<p><u>Vocabulary:</u> China: Opium War, extraterritorial rights, Taiping Rebellion, sphere of influence, Open Door Policy, Boxer Rebellion Japan: gunboat diplomacy, Treaty of Kanagawa, Meiji Restoration, Russo-Japanese War, annexation Mexico: Antonio López de Santa Anna, Benito Juárez, <i>La Reforma</i>, Porfirio Diaz, Francisco Madero, “Pancho” Villa, Emiliano Zapata</p>	<p><u>Competencies/Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> ● Explain the rationale for Western imperial control over China in the 19th century as well as their methods of doing so. ● Analyze the reasons why Chinese resistance to Western influence/control ultimately failed. ● Compare social, political, cultural, and economic differences of China and Japan and how they contributed to differing experiences with Western imperialism. ● Identify how Japan took a novel path towards becoming a regional imperial power instead of turning into a vassal state like China. ● Explain why Mexico experienced significant political instability in the 19th century. ● Explain how political and economic turmoil in 19th century Mexico resulted in major reforms and social problems for farmers and native people.
<p><u>Possible Content Extensions:</u></p> <ul style="list-style-type: none"> ● Comparisons to other anti-colonial rebellions such as the Moros in the Philippines, Haitian Revolution, or American Revolution ● Connections between Japanese political modernization and cultural conservatism leading to regional conquest. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● World History for Us All ● Asia Pacific Curriculum ● History Detectives - Mexican Revolution ● Meiji Restoration

<p>PA Career Education and Work (CEW) Standards:</p> <ul style="list-style-type: none"> ● 13.3.11.B: Evaluate team member roles to describe and illustrate active listening techniques: <ul style="list-style-type: none"> ○ Clarifying ○ Encouraging ○ Reflecting ○ Restating ○ Summarizing ● 13.3.11.C: Evaluate conflict resolution skills as they relate to the workplace: <ul style="list-style-type: none"> ○ Constructive criticism ○ Group dynamics ○ Managing/leadership ○ Mediation ○ Negotiation ○ Problem solving 	<p>Authentic Assessments:</p> <ul style="list-style-type: none"> ● Treaty of Nanjing simulation ● Timeline of Japanese modernization ● Mexican Revolution political faction poster
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