Modern World History
Honors

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☑ 9 ☐ 10 ☐ 11 ☐ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** Modern World History		
Course Title:	Modern World History H		
Prerequisite(s):	8th-grade teacher recommendation advised		
Course Description: *Program of Studies*	Modern World History offers students an in-depth exploration of global history from the 18th century to the present day. A critical study of history is emphasized through a conceptual examination of such themes as cultural exchange, industry and progress, politics and government, imperialism, social structures, and economic motives. The culmination of the course is an examination of the consequences of globalization and an emphasis on human rights. The curriculum is based on key compelling questions, which require students to think critically, analyze and synthesize information, and make connections across regions and time periods while investigating issues from multiple perspectives. As students explore the larger concepts and themes of modern global history, a distinct focus of this course is the continued development of the intellectual skills of social studies, including critical reading, argumentative and informational writing, research, and document analysis. Honors-level courses are similar to College Preparatory courses by design, yet they require students to explore topics and concepts more deeply and analyze texts and information that exceed grade-level expectations. Students in Honors classes are expected to read and analyze complex texts and information independently, without significant scaffolding, and at a much quicker pace. Students should also be capable of independently expressing their thoughts and understanding through a variety of written formats with		

	sophistication, and to meet the needs of both the task and the audience. The expectations for skill demonstration, content mastery, and work habits are above grade level.	
Course Essential Questions:	● How does technological innovation reshape society, politics, and economics? ● In what ways do global interactions both generate conflict and create opportunities for different societies? ● How does nationalism drive global conflicts, reshape societies, redefine power, and challenge humanity's views? ● How do global competition and cooperation create challenges for nations in pursuing sovereignty, stability, and human rights?	
Course Enduring Understandings:	● Technological innovations reshape societies, political systems, and economic systems ● Global interactions both generate conflict and create opportunities for different societies ● Citizens demonstrate agency in a variety of ways to initiate change, causing governments and institutions to respond ● Globalization and international cooperation shape our interconnected world ● Geography and environmental resources shape the development of societies	
Duration: **Credit:**	☐ Semester ☑ Full-Year	☐ 0.5 Credit (s) ☑ 1.0 Credit(s) ☐ 1.5 Credit(s)
Course Materials/Resources:	World History Interactive: The Modern Era (Savvas)	
FPS Course Academic Expectation(s):	☑ Exploring and Understanding (EU) ☐ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☐ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☑ Using Communication Tools (UCT)	

Year at a Glance (Units):	**Unit 1:** Industry and Progress (~7-8 weeks) **Unit 2:** Global Imperialism (~7-8 weeks) **Unit 3:** Global Conflicts (~10-12 weeks) **Unit 4:** The Cold War and Decolonization (~10-12 weeks)

Unit Number and Title:	**Unit 1:** Industry and Progress
Duration:	~7-8 weeks
Resource(s):	World History Interactive: The Modern Era (Savvas)
Unit Overview:	Students will investigate the multiple causes of industrialization and its far-reaching effects on labor, urban life, the environment, and global power dynamics. The unit will highlight how Enlightenment ideals inspired both the innovations that fueled industrial growth and the critiques of inequality and exploitation that followed. Students will also evaluate how industrialization led to significant political, economic, and social transformations. By the end of the unit, students will be able to explain how industrialization redefined human societies and sparked debates that continue to shape the modern world.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* MW.His.5.a. Analyze how industrialization gave rise to new ideals and their related policies (e.g., laissez-faire, communism, feminism, socialism, utilitarianism, utopianism). MW.His.14.a. Analyze multiple and complex causes and effects of industrialization (e.g., geographic features, technological innovations, access to capital, exploitative foreign policies and impact on native populations, environmental degradation, population trends, labor standards). MW.Geo.10.a. Evaluate how the cultural and environmental changes caused by industrialization influenced spatial patterns of trade and land use (e.g., Enclosure Movement, Bombay Spinning and Weaving Company, Treaty of Amity and Commerce, Suez Canal). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry 7.Inq.1.c Determine the kinds of sources that will be helpful in answering compelling DIMENSION 2: Applying Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards listed above.

	DIMENSION 3: Evaluating Sources and Using Evidence M.W.Inq.3.a: Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection of credible sources. DIMENSION 4: Communicating Conclusions and Taking Informed Action MW.Inq.4.a.Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. MW.Inq.4.b Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
Essential Question(s):	● How does technological innovation reshape society, politics, and economics?
Enduring Understanding(s):	● Technological innovation and urbanization during the Industrial Revolution drove profound and lasting political, economic, and societal changes, transforming traditional ways of life, reshaping global power dynamics, and setting the stage for modern industrialized societies. ● The Enlightenment and industrialization gave rise to new political and social ideals. These ideologies were responses to the changing economic and social conditions brought about by industrial growth and had significant impacts on policy and societal structures. ● The environmental consequences of industrialization were profound, including widespread pollution, prompting innovations to manage environmental effects and shifts in labor practices. ● The social consequences of industrialization were profound, including demographic shifts, urbanization, labor organization, and social stratification
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● key concepts and philosophes from the Enlightenment. ○ Locke ○ Hobbes ○ Smith ○ Voltaire ○ Rousseau ○ Wollstonecraft

	○ reason and logic ○ liberalism ○ individual rights ○ skepticism ● the various causes of industrialization. ○ geographic features ○ technological innovations ○ access to capital ○ political stability ○ enclosure acts ○ agricultural revolution ○ water frame ○ steam engine ● the evolution and critiques of major political, economic, and social theories and theorists that emerged during industrialization. ○ socialism ○ utopian socialism ○ communism ○ capitalism ○ feminism ○ Marx ○ Engels ○ Malthus ○ Owen ● changes in political, economic, and social conditions that resulted from the Industrial Revolution. ○ shift from agricultural to industrial societies ○ rural to urban living ○ socioeconomic classes ○ industrialists ○ government regulations

	● the long-term consequences of these conflicts and power shifts on global politics. ○ interactions between industrialized and non-industrialized nations ○ pollution and resource depletion, ○ increased competition and conflict, ○ rise of imperialism and colonial powers ○ increased inequality **Skills:** (Students will be able to…) ● recall key historical figures and events from the Enlightenment and the Industrial Revolution. ● analyze the influence of key Enlightenment concepts (e.g., reason, logic, liberalism, individual rights, skepticism) on the development of modern political and social thought. ● summarize primary and secondary sources to understand the varying perspectives of Industrialization. ● explain the historical context and synthesize multiple geographic, technological, and economic factors to explain the diverse causes of industrialization across regions. ● utilize a variety of evidence to create a thesis, including a claim and a line of reasoning that connects to the larger historical significance, in order to evaluate the impact of industrialization. ● analyze and evaluate diverse points of view and historical situations to compare and contrast the merits and limitations of major political, economic, and social theories. ● assess the multifaceted political, economic, and social transformations resulting from the Industrial Revolution, with attention to shifts in societal structure and governance. ● analyze the enduring global impacts of industrialization, including environmental consequences, imperialism, and shifts in power dynamics between nations.

Unit Number and Title:	**Unit 2:** Global Imperialism
Duration:	~7-8 weeks
Resource(s):	World History Interactive: The Modern Era (Savvas)
Unit Overview:	In unit two, students will examine how industrialization fueled global imperialism by intensifying competition among powerful nations for access to resources, markets, and strategic territories. They will explore the political, economic, and ideological justifications for imperial expansion, as well as the profound consequences for colonized societies. Students will investigate how cultural, racial, and religious beliefs influenced the development and justification of imperial rule. They will also explore how resistance movements emerged in response to oppression and how these movements challenged global power dynamics. Emphasis will be placed on understanding the costs and benefits of imperialism from multiple perspectives. Throughout the unit, students will develop critical thinking skills as they evaluate the legacy of imperialism and its lasting influence on today's world.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* MW.Eco.1.a. Analyze how access to resources resulted in imperialist policies that had a range of costs and benefits for different groups (e.g., West African diamonds, Middle Eastern oil, Congolese rubber Indian spices, Panama Canal, Manchuria). MW.His.14.b. Analyze how the Industrial Revolution impacted the balance of power among nations (e.g., Opium Wars, Sino-Japanese relations prior to and post the Meiji Reformation, Crimean War, Zulu War, Mahdist War, Anglo-German naval arms race, Scramble for Africa). MW.His.1.d. Evaluate how imperialism was shaped by rivalries between industrialized nation-states for political and economic power (e.g., Japan, Great Britain, France, Belgium, Germany). MW.His.4.a. Analyze the complex and interacting cultural, religious, and racial factors that influenced perspectives of imperialist policies (e.g., Rudyard Kipling, E. D. Morel, Dadabhai Naoroji, Boxer Rebellion, Sepoy Rebellion). MW.Civ.12.a. Investigate how different groups have struggled to gain freedom, equality, and social justice at the national and international levels (e.g., Nelson Mandela, Ho Chi Minh, Kwame Nkrumah,

	Indian National Congress). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry MW.Inq.1.c: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. DIMENSION 2: Applying Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence M.W.Inq.3.a: Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection of credible sources. DIMENSION 4: Communicating Conclusions and Taking Informed Action MW.Inq.4.a.Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. MW.Inq.4.b Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure)
Essential Question(s):	● In what ways do global interactions both generate conflict and create opportunities for different societies?
Enduring Understanding(s):	● The Industrial Revolution sparked a global competition for resources and markets, fundamentally altering the balance of power among nations and setting the stage for new geopolitical dynamics and economic interdependencies. ● Demand for resources shaped policies, creating both opportunities and hardships (e.g., Congolese rubber under Belgian rule). These rivalries led to intense geopolitical conflicts and the reconfiguration of global power dynamics. ● Imperialist policies were influenced by complex cultural, religious, and racial factors. Perspectives on imperialism were shaped by various figures and by events reflecting varied and often conflicting viewpoints. (e.g., Boxer Rebellion and the Sepoy Rebellion).

Unit Number and Title:	**Unit 3:** Global Conflicts
Duration:	~10-12 weeks
Resource(s):	World History Interactive: The Modern Era (Savvas)
Unit Overview:	Throughout the 20th century, global conflicts dramatically altered political boundaries, power structures, and ideologies. This unit explores the complex causes and far-reaching consequences of World War I, World War II, and instances of genocide and war crimes. Students will investigate how nationalism, imperialism, and the collapse of empires set the stage for war and gave rise to authoritarian regimes and extremist ideologies. They will examine how technological advancements and propaganda transformed the nature of warfare and public perception. The unit also focuses on the human cost of war by analyzing the perspectives of victims, survivors, resisters, and bystanders. Through critical analysis of diverse sources and historical arguments, students will deepen their understanding of how these conflicts reshaped the modern world.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* MW.His.1.e. Evaluate how the causes and effects of World War I influenced global conflicts in the 20th century (e.g., imperialism, industrialization, nationalism, collapse of empires, communism, socialism, fascism). MW.His.4.c. Analyze the complex and interacting factors that led to genocide during different historical eras (e.g., Armenia) MW.His.5.b. Analyze how developments in multimedia shaped the perspectives of individuals and groups in the 20th century (e.g., comic books, communication technologies, film, propaganda, public service announcements, radio). MW.His.9.a. Synthesize sources from the Holocaust to develop questions and explore the experiences of survivors, victims, resisters, collaborators, bystanders, and rescuers (e.g., survivor testimony, memoirs, government documents, museum exhibits, historical fiction, and film). MW.His.15.a. Develop a historical argument about the long-term causes and triggering events that led to World War II (e.g., militarism, nationalism, Treaty of Versailles, Japanese imperialism,

	appeasement). MW.His.2.b. Analyze how changes in military technology impacted the outcomes of various conflicts throughout the 20th century (e.g., barbed wire, bio-chemicals, flamethrowers, submarines, tanks, aircraft, computer technology, nuclear weapons). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry MW.Inq.1.c: determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. DIMENSION 2: Applying Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence M.W.Inq.3.a: Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection of credible sources. M.W.Inq3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed). DIMENSION 4: Communicating Conclusions and Taking Informed Action MW.Inq.4.a.Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. MW.Inq.4.b Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure) MW.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about Modern World History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.
Essential Question(s):	● How does nationalism drive global conflicts, reshape societies, redefine power, and challenge humanity's views?
Enduring	● World Wars and their aftermath fueled extremist ideologies and genocides, particularly the

Understanding(s):	Holocaust, by intensifying nationalist tensions, economic instability, and the normalization of mass violence and scapegoating of minorities. ● The causes and effects of World War I, including imperialism, nationalism, and the collapse of empires, had a profound impact on subsequent global conflicts in the 20th century. This historical context helped shape the rise of new ideologies such as communism, socialism, and fascism. ● The Armenian genocide and Holocaust provide critical insights into the experiences of survivors, victims, resisters, collaborators, and rescuers. ● The causes and effects of World War II, including the international treaties, militarism, nationalism, and Japanese imperialism, are essential for understanding the outbreak of the conflict and its far-reaching consequences.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● causes of World War I and effects on global conflict. ○ militarism ○ alliances ○ imperialism ○ industrialization ○ nationalism ○ Triple Entente ○ Triple Alliance ○ Schlieffen Plan ○ Balkan powderkeg ○ Black Hand ○ blank cheque ○ Kaiser Wilhelm II ● the immediate and enduring consequences of technological innovation on warfare. ○ trench warfare ○ unrestricted submarine warfare ○ Blitzkrieg

	○ Total war ○ airplanes ○ atomic bomb ○ radar ○ chemical warfare ○ strategic bombing ● the effects of World War I and the rise and characteristics of authoritarian regimes. ○ Russian Revolution of 1917 ○ communism ○ collapse of Ottoman empire ○ economic depression ○ totalitarianism ○ fascism ○ Fascist Party in Italy ○ Nazi Party in Germany ○ Black Shirts ○ Brown Shirts ○ Great Purge ○ burning of the Reichstag ○ March on Rome ○ collectivization ○ Antisemitic Legislation ○ Kulak Persecution ● the long-term causes and key events that led to and shaped the course of World War II. ○ Treaty of Versailles ○ League of Nations ○ appeasement ○ global depression ○ Spanish Civil War ○ Rome-Berlin Axis ○ Japanese Invasion of Manchuria

	○ Invasion of Ethiopia ○ The Holocaust ● the new international power structures that resulted from genocide and global conflict. ○ The United Nations ○ Nuremberg trials ○ The International Criminal Court of Justice (ICC) ○ Tokyo trials ○ creation of Israel ○ Yalta Conference ○ Potsdam Conference ○ Emergence of the Cold War Skills: (Students will be able to…) ● recall key historical figures and events from World War I, Russian Revolution, World War II, and related global conflicts. ● analyze the influence of major 19th and 20th century ideologies (militarism, nationalism, imperialism, fascism, totalitarianism) and economic crisis on the development and escalation of global conflicts. ● summarize primary and secondary sources to understand varying perspectives on the causes, experiences, and consequences of global conflicts. ● explain the historical context and synthesize multiple geographic, technological, political, and economic factors to explain the diverse causes of major global conflicts across regions. ● utilize a variety of evidence to create a thesis, including a claim and a line of reasoning that connects to the larger historical significance, in order to evaluate the impact of global conflicts. ● analyze and evaluate diverse points of view and historical situations to compare and contrast the merits and limitations of different ideologies, alliances, and strategies during global conflicts. ● assess how global conflicts resulted in political, economic, and social transformations, including shifts in societal structure, governance, and international relations. ● analyze the enduring global impacts of major conflicts, including technological innovation, genocide, new international power structures, and shifts in global power dynamics.

Unit Number and Title:	**Unit 4:** The Cold War and Decolonization
Duration:	~10-12 weeks
Resource(s):	World History Interactive: The Modern Era (Savvas)
Unit Overview:	The second half of the 20th century was defined by two major global developments: the ideological struggle of the Cold War and the widespread dismantling of colonial empires. This unit examines how the post–World War II context shaped independence movements and how decolonization efforts shifted global power dynamics. Students will analyze how tensions between the United States and the Soviet Union influenced international relations, alliances, and global conflicts. They will explore the social, political, and economic legacies of imperialism in newly independent nations and how these legacies intersected with Cold War interests. Attention will also be given to the evolving international response to human rights violations, as seen in events such as genocides and the creation of global treaties and declarations. Students will evaluate the successes and limitations of global efforts to protect human rights and maintain international order.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* MW.His.1.g. Evaluate how resistance movements and decolonization were shaped by post-World War II circumstances and broader historical contexts (e.g., India, Kenya, Vietnam, Korea, Algeria, Indonesia, Hungary, Germany). MW.His.2.c. Examine ways in which decolonization altered the balance of power within and among nations (e.g., independence movements, decline of European political imperialism, economic imperialism, ascendency of the United States and the Soviet Union as leading world powers). MW.His.4.b. Analyze complex and interacting factors that influenced the perspectives about international laws and treaties in the Cold War era (e.g., United Nations, Geneva Conventions, North Atlantic Treaty Organization, Warsaw Pact, Nuclear Non-Proliferation Treaty). MW.His.4.c. Analyze the complex and interacting factors that led to genocide during different

	historical eras (e.g., Armenia, Uganda, Cambodia, Bosnia, Rwanda, Darfur) MW.Civ.3.a. Analyze the impact of treaties and laws on the maintenance of national and international order in the 20th century (e.g., Apartheid, European Economic Community, Camp David Accords, Sino-American Mutual Defense Treaty, Strategic Arms Reduction Treaty, Latin American Integration Association). MW.Civ.14.a. Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry DIMENSION 2: Applying Disciplinary Concepts and Tools MW.Inq.1.c: determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. See CT Elementary and Secondary Social Studies Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence M.W.Inq.3.a: Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection of credible sources. M.W.Inq3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed). DIMENSION 4: Communicating Conclusions and Taking Informed Action MW.Inq.4.a.Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. MW.Inq.4.b Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure) MW.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about Modern World History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.

Essential Question(s):	● How do global competition and cooperation create challenges for nations in pursuing sovereignty, stability, and human rights?
Enduring Understanding(s):	● The shifts in global power during the Cold War and resulting from decolonization movements have profoundly influenced the struggle for human rights in the modern era, as they have reshaped the international human rights landscape, challenged Western-centric definitions, and highlighted the need for a more inclusive and people-centered approach to human rights. ● There were significant shifts in the global balance of power following World War II. The decline of European imperialism and the rise of the United States and the Soviet Union as superpowers reshaped international relations and global politics. ● Resistance and decolonization movements and independence struggles were shaped by the broader historical context of post-World War II and new Cold War dynamics. ● The struggle for human rights advancements has been an evolving effort, driven by the collective actions of individuals, organizations, and nations, to establish and protect fundamental rights and dignity for all, despite ongoing challenges and complexities.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● political, economic, and social differences that shaped the Cold War. ○ democracy ○ capitalism ○ communism ○ Authoritarianism ○ non-alignment ○ third-worldism ● methods global powers used to expand their influence in competition with one another. ○ brinkmanship ○ Cuban Missile Crisis ○ foreign aid ○ Marshall Plan ○ Truman Doctrine ○ espionage

	○ U-2 Incident ○ propaganda ○ proxy wars ○ Vietnam War ○ War in Afghanistan ○ multinational alliances ○ NATO ○ Warsaw Pact ○ collapse of the Soviet Union ○ perestroikia ○ glastnost ○ democratization ● the global power dynamics and local conditions that influenced the effectiveness and outcomes of resistance movements and decolonization efforts. ○ Cold War ○ violent resistance ○ nonviolent resistance ○ Gandhi ○ civil disobedience ○ Salt March ○ India-Pakistan partition ○ Chinese Civil War ○ settlers decolonization in Africa ○ non-settler decolonization in Africa ○ Mau Mau in Kenya ○ Angola War ○ Patrice Lumumba ○ Suez Crisis ● the legacy of imperialism and its impact on decolonized nations. ○ the Rwandan genocide ○ rise of Mao

	○ apartheid ○ Kashmir ○ sectarian conflict ○ Arab-Israeli Wars ○ Myanmar ● the key measures taken to protect or limit human rights in the 20th century. ○ international declarations ○ resolutions ○ UN Declaration of Human Rights ○ Sudanese genocide ○ Tiananmen Square ○ modern authoritarianism ○ Arab Spring **Skills:** (Students will be able to…) ● recall key historical figures and events in the global struggle for human rights and decolonization. ● analyze the influence of major political and economic ideologies (democracy, communism, authoritarianism, non-alignment) on the development of human rights movements and Cold War dynamics. ● summarize primary and secondary sources to understand varying perspectives on human rights issues, resistance movements, and decolonization. ● explain the historical context and synthesize multiple geographic, political, economic, and social factors to explain the causes and outcomes of human rights struggles across regions. ● utilize a variety of evidence to create a thesis, including a claim and a line of reasoning that connects to the larger historical significance, in order to evaluate the impact of human rights movements and policies. ● analyze and evaluate diverse points of view and historical situations to compare and contrast the strategies and effectiveness of different resistance and human rights movements.

	● assess the multifaceted political, economic, and social transformations resulting from decolonization and human rights struggles, with attention to shifts in societal structure, governance, and international relations. ● analyze the enduring global impacts of human rights movements, including the legacy of imperialism, the effectiveness of international declarations, and the evolution of global power structures.