



Grade 7 - Unit 3 - Post War Decolonization

Unit Focus

The dual traumas of the World Wars left the world operating in a new world order. The horrific actions of Germany, Japan, and others raised two urgent questions after surrender: What should happen to the perpetrators of these crimes? and How can we prevent these atrocities from happening again? Technology and circumstance opened the door to new possibilities in collective security but that concept was not without its challenges. Unit 3 begins with a focus on the creation and operation of the United Nations, the problems it was tasked with solving, and the challenges of establishing a form of international governance for the first time. For all the promise of its creation, the work of the UN has always been controversial and even considered ineffective. Students will judge the Nazi critique of the Nuremberg Trials to begin to understand the complications of international law. They will also create their own propositions for one of the immediate charges of the UN, the creation of a Jewish state.

The unit then shifts to an examination of the decolonization process across the continents of South America, Africa, and South East Asia. For the previous 150 years much of the world was under the thumb of European empires. In the wake of world war a new paradigm unfolded; European powers were now largely too weak to hold onto their empires and, further, they could no longer make legitimate claims to their rule. Our course will use the World Cultures text series to support student research of select countries from South America, Africa, and East Asia. Students will work collaboratively to share their findings with others and, in turn, learn from other group members along the way. The unit culminates with students creating an expressive product that communicates an aspect of a culture through which the student shares a personal intellectual connection. Each step in the research and product creation processes will be guided by refined questioning.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Connecticut Elementary and Secondary Social Studies Standards (2023) Grade 7 - World Regional Studies II <ul style="list-style-type: none">Explain how compelling and supporting questions represent key ideas about geography or other social science disciplines in the study of a world region. (7.Inq.1.a)Develop compelling and supporting questions that are mutually reinforcing. (7.Inq.1.b)Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. (7.Inq.1.c)Apply disciplinary knowledge and practices to demonstrate an understanding of world regional studies content. (7.Inq.2.a)Gather relevant evidence from multiple sources using both print and digital resources and databases (e.g., origin, authority, structure, context, credibility). (7.Inq.3.a)Organize and prioritize relevant evidence from multiple sources to support claims. (7.Inq.3.b)Develop claims and counterclaims in response to a compelling question. (7.Inq.3.c)Construct arguments using evidence from multiple sources. (7.Inq.4.a)Construct explanations using summary, sequence, examples, and data. (7.Inq.4.b)	<i>Students will be able to independently use their learning to...</i> T1 Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Human rights apply to everyone and transcend country borders. U2 Other cultures are not failed attempts at being you, they are unique expressions of humankind. U3 The establishment of international law is controversial.	<i>Students will keep considering...</i> Q1 How are people influenced by the geographic position and resources of a location? Q2 How do the heroes of a country reflect the values of its people? Q3 In what ways have people maintained and disengaged from imperial rule? Q4 What are the abundance of ways human culture is expressed? Q5 How can people's lives be enriched by the sharing of culture? Q6 What are the inherent challenges of establishing and enforcing international laws? Q7 What does collective security entail?

Stage 1: Desired Results - Key Understandings

- Critique arguments and explanations presented about events or issues in a world region. (7.Inq.4.c)
- Present arguments and explanations about local, regional, and global issues to reach a target audience using print, oral, and digital technologies. (7.Inq.4.d)
- Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. (7.Inq. 4.e)
- Assess individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes. (7.Inq. 4.f)
- Analyze how human-environment interactions influence movement and settlement (e.g., Floating City Of Ganvie, The Dry Corridor, Tenochtitlán, Silk Road, trans-Saharan caravans). (7.Geo.8.a)
- Analyze how environmental characteristics vary among regions (e.g., climate, natural disasters, waterways, mountain ranges, deserts). (7.Geo.10.b)
- Explain how global changes in population distribution patterns have affected land use in a region (e.g., the Pampas, Deforestation in the Amazon, Southwest United States population boom). (7.Geo.12.a)
- Identify the powers and responsibilities of individuals, groups, and media in addressing human rights issues in both governmental and nongovernmental contexts (e.g., Declaration of Human Rights, International Refugee Assistance, United States Border Security, United Nations). (7.Civ.1.a)
- Explain how political participation varies within different types of government in different eras and contexts (e.g., compulsory voting, protest, volunteerism, women's suffrage). (7.Civ.2.a)
- Evaluate the effectiveness of rules, laws, and agreements as a means of addressing regional and global problems (e.g., International Court of Justice, International Criminal Court, Paris Agreement, International Atomic Energy Agency). (7.Civ.12.a)
- Describe different types of economies (e.g., command, market, mixed). (7.Eco.4.a)
- Explain how economic fluctuations and cycles affect individuals and groups in a region (e.g., deflation, inflation, unemployment, depression, recession). (7.Eco.12.a)

Madison Public Schools Profile of a Graduate

- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

- K1** The legal basis for the United Nations
- K2** The controversial origins of the state of Israel
- K3** Complications of collective security
- K4** The different processes of decolonization
- K5** The 3 levels of culture
- K6** Types of world economies : The world's economies are generally classified into four main systems based on how they manage resources and production: mixed, market, command, and traditional
- K7** Vocabulary: United Nations, Security Council, UN General Assembly, Nuremberg Trials, The International Court, Zionism, 1948 War, Declaration of Human Rights, Collective Security, Geneva Convention, Sustainable Development Goals, Imports, Exports, GDP, Trading Partners, OPEC
- K8** Contrasting the economies from across the world

Skill(s)

Students will be skilled at...

- S1** Comparing and contrasting the League of Nations and the United Nations
- S2** Presenting
- S3** Critical Thinking
- S4** Defining Human Rights
- S5** Research United Nations basics using websites
- S6** Examining complications of establishing international laws and courts
- S7** Applying United Nations mission in real world contexts
- S8** Nonfiction reading skills of world countries
- S9** Questioning based on nonfiction reading Using Bloom's Taxonomy
- S10** The decolonization process of European empires
- S11** Defining and identifying layers of culture