



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## HS Topics World History Curriculum

**Course Description:** This course spans the events of global history from the beginnings of civilization and extending into the modern day. Various themes will be explored throughout the study of history, including government, economics, geography, cultures, and social systems. This course is a foundational course for all other courses in social studies.

### Scope and Sequence:

Timeframe	Unit	Instructional Topics
2-3 Weeks	Introductory Unit: Review of Ancient and Classical Civilizations	Topic 1: Neolithic and Early River Valleys Topic 2: Greece and Rome Topic 3: Ancient China and India Topic 4: Feudalism/Early Middle Ages
1-2 Weeks	Reformation, Renaissance, and the Impacts of Discovery/Exploration (1450-1600)	Topic 1: Renaissance Topic 2: Reformation Topic 3: Exploration and its Impacts Topic 4: African and Asian Empires
1-2 Weeks	Absolutism, Enlightenment, Revolutions (1600-1750)	Topic 1: Absolutism Topic 2: Scientific Revolution and Enlightenment Topic 3: Revolutions
1-2 Weeks	Industrialization, Reform Movements, Nationalism, and Imperialism (1750-1914)	Topic 1: Industrial Revolution Topic 2: Nationalism and Unification Topic 3: Imperialism

1-2 Weeks	The World at War (1914-1950)	Topic 1: WW I Topic 2: Interwar Years Topic 3: WW II
1-2 Weeks	Post World War II Era	Topic 1: Decolonization Topic 2: Cold War
1-2 Weeks	Contemporary Issues in the Contemporary World	Topic 1: Ethnic Conflicts Topic 2: Globalization and Economic Interdependence Topic 3: Terrorism

*\*This document contains the entire High School World History curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the High School Topics class.*

# Unit 1: Introductory Unit--Review of Ancient and Classical Civilizations

**Subject:** World History

**Grade:** 9

**Name of Unit:** Introductory Unit - Review of Ancient and Classical Civilizations

**Length of Unit:** fall semester 2-3 weeks, spring semester 3-4

**Overview of Unit:** This unit provides a refresher of content previously covered in the middle school curriculum including the Neolithic Revolution, Ancient River Valley Civilizations, Ancient Greece and Rome, Classical India and China, and the Feudal Societies of Japan and Western Europe.

## Priority Standards for unit:

- WH.9-12. 5.2.C. Analyze the historic development of Islam as well as the expansion of Christianity, Islam, Hinduism and Buddhism in order to explain their transformations and roles in conflict and cooperation.
- WH.9-12. 2.1.B. Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times.
- WH.9-12. 2.5.A. Compare and contrast evolving governmental systems, including monarchy, theocracy, totalitarianism and representative government, to determine their impact on society.
- WH.9-12. 4.2.A. Analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas and China.
- WH.9-12. 1.5.A. Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- WH.9-12. 1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.

## Supporting Standards for unit:

- WH.9-12. 3.5.D. Analyze major demographic patterns to determine their effect on the human and physical systems.
- WH.9-12. 3.5.A. Analyze physical geography to explain the availability and movement of resources.
- WH.9-12. 2.1.A. Explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires.
- WH.9-12. 3.2.B. Compare and contrast geographic regions by examining the cultural characteristics of European, African, and Asian and American societies.

- WH.9-12. 1.5.B. Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- WH.9-12. 1.3.C. Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.
- WH.9-12. 2.2.A. Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.
- WH.9-12. 5.4.D. Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation.
- ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- TT.AB.I.2: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
the historic development of Islam	Analyze	Analyze	2
the expansion of Christianity, Islam, Hinduism and Buddhism	Analyze	Analyze	2
their transformations and roles in conflict and cooperation.	explain	evaluate	3
dominant characteristics,	compare	understand	2

contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times			
evolving governmental systems, including monarchy, theocracy, totalitarianism and representative government	compare	understand	2
evolving governmental systems, including monarchy, theocracy, totalitarianism and representative government	contrast	understand	2
impact of evolving governmental systems on society	determine	evaluate	4
flow of goods and ideas along ocean and overland trade routes	analyze	analyze	2
contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas and China	explain	evaluate	3
using a world history lens, how peoples' perspectives shaped the sources/artifacts they created	describe	understand	2
connections between historical context and peoples' perspectives at the time in world history	explain	evaluate	4

### **Essential Questions:**

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

### **Enduring Understanding/Big Ideas:**

1. River valleys played a vital role in the development of migration patterns and therefore influenced trade, war, and cultural diffusion.

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

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
<p>cultural Diffusion</p> <p>dynasty</p> <p>patriarchal</p> <p>theocracy</p> <p>authoritarianism</p> <p>empire</p> <p>technology</p> <p>decentralization</p> <p>ideology</p>	<p>Neolithic Revolution</p> <p>pharaoh</p> <p>bureaucracy</p> <p>cuneiform</p> <p>ziggurat</p> <p>hieroglyphs</p> <p>monotheism</p> <p>polytheism</p> <p>reincarnation</p> <p>diaspora</p> <p>dynastic cycle</p> <p>hubris</p> <p>city-state</p> <p>philosopher</p> <p>democracy</p> <p>republic</p> <p>Hellenistic</p> <p>empire</p> <p>filial piety</p> <p>feudal system</p> <p>chivalry</p> <p>heresy</p> <p>scholasticism</p> <p>samurai</p> <p>bushido</p> <p>shogun</p>

**Resources for Vocabulary Development:** Textbook

## Topic 1: Neolithic and Early River Valleys

### **Engaging Experience 1**

**Title:** Expedition Egypt

**Suggested Length of Time:** 90 min

### **Standards Addressed**

#### *Priority:*

- WH.9-12. 2.1.B. Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times.
- WH.9-12. 1.5.A. Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

#### *Supporting:*

- WH.9-12. 3.2.B. Compare and contrast geographic regions by examining the cultural characteristics of European, African, and Asian and American societies.

**Detailed Description/Instructions:** Students will watch a video showing various archaeological digs in Egypt. They will have to come away with five findings from the video and draw five conclusions about what these findings tell us about Ancient Egyptian civilization.

**Bloom's Levels:** Understand

**Webb's DOK:** 2

## Topic 2: Greece and Rome

### **Engaging Experience 1**

**Title:** Roman Republic Visual

**Suggested Length of Time:** 90 min

### **Standards Addressed**

#### *Priority:*

- WH.9-12. 2.5.A. Compare and contrast evolving governmental systems, including monarchy, theocracy, totalitarianism and representative government, to determine their impact on society.

#### *Supporting:*

- WH.9-12. 2.2.A. Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.
- WH.9-12. 1.5.B. Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

**Detailed Description/Instructions:** Students will create a visual organizer of the components of the Roman Republic structured in their opinion of how powerful each component of the republic was. They will also write about connections they see between the Roman Republic and American government.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 3



## Topic 3: Ancient China and India

### **Engaging Experience 1**

**Title:** Hinduism Flyer

**Suggested Length of Time:** 60 min

### **Standards Addressed**

#### *Priority:*

- WH.9-12. 5.2.C. Analyze the historic development of Islam as well as the expansion of Christianity, Islam, Hinduism and Buddhism in order to explain their transformations and roles in conflict and cooperation.
- WH.9-12. 1.5.A. Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- WH.9-12. 1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.

#### *Supporting:*

- WH.9-12. 1.5.B. Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.I.2: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.

**Detailed Description/Instructions:** Students will read an article about the tenets of Hinduism and then create a flyer inviting other students to come to an informational meeting about Hinduism. Their flyer will highlight some of the important parts of the reading.

**Topics Modification:** Read and discuss an article as a class and then create the informational flyer inviting other students to come to an informational meeting about Hinduism.

**Bloom's Levels:** Understand

**Webb's DOK:** 1

## Topic 4: Feudalism/Early Middle Ages

### **Engaging Experience 1**

**Title:** Middle Ages Crystal Ball

**Suggested Length of Time:** 45 min

### **Standards Addressed**

#### *Priority:*

- WH.9-12. 2.1.B. Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times.
- WH.9-12. 1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.

#### *Supporting:*

- WH.9-12. 1.5.B. Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** Students will consider major events of the Middle Ages and predict the impact they will have on the thinking of the future of Europe (i.e. - Renaissance and Reformation themes). Their predictions will be placed into a crystal ball.

**Bloom's Levels:** Analyze

**Webb's DOK:** 4

## Engaging Scenario

### **Engaging Scenario**

Students will be divided into groups to create a board review game over the unit. The students can have creative control over their board game but their game must have at least 75 terms that get reviewed accurately during the course of the game. They must also have a representative cross reference of all topics covered during the unit. Topics for review will be Ancient Egypt, Ancient Mesopotamia, Ancient India, Ancient China, Ancient Greece, Rome, and Feudal Japan and the Middle Ages in Europe.

**Topics Modification:** Create the board game as a class, rather than in small groups. Reduce the number of terms to no more than 50.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Neolithic and Early River Valleys	“Expedition Egypt”	Students will watch a video showing various archaeological digs in Egypt. They will have to come away with five findings from the video and draw five conclusions about what these findings tell us about Ancient Egyptian civilization.	90 min
Greece and Rome	Roman Republic Visual	Students will create a visual organizer of the components of the Roman Republic structured in their opinion of how powerful each component of the republic was. They will also write about connections they see between the Roman Republic and American government.	90 min
Ancient China and India	Hinduism Flyer	Students will read an article about the tenets of Hinduism and then create a flyer inviting other students to come to an informational meeting about Hinduism. Their flyer will highlight some of the important parts of the reading.	60 min
Feudalism/Early Middle Ages	Middle Ages Crystal Ball	Students will consider major events of the Middle Ages and predict the impact they will have on the thinking of the future of Europe (i.e., Renaissance and Reformation themes). Their predictions will be placed into a crystal ball.	45 min

## Unit 2: Reformation, Renaissance, and the Impacts of Discovery/Exploration (1450-1600)

**Subject:** World History

**Grade:** 9

**Name of Unit:** Reformation, Renaissance, and the Impacts of Discovery/Exploration (1450-1600)

**Length of Unit:** fall semester 1-2 weeks, spring semester 2-3 weeks

**Overview of Unit:** Students will examine new ways of thinking about religion and progress in science and the arts. These new perspectives inspire the age of exploration and interaction with people in previously unknown lands. Empires outside Europe were impacted by this contact in different ways, resulting in varying attitudes toward interaction.

### Priority Standards for unit:

- WH.9-12.1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.
- WH.9-12.1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.
- WH.9-12.1.2.A. Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450.
- WH.9-12.3.3.B. Describe major changes in patterns of migration and human settlement in Africa, Asia and the Americas resulting from European expansion.
- WH.9-12.5.3.A. Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict.
- WH.9-12.2.3.A. Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world.
- WH.9-12.4.3.A. Compare the extent, interaction and impact of African, European, American and Asian trade networks.

### Supporting Standards for unit:

- WH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- WH.9-12.1.3.B. Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.
- WH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.

- WH.9-12.1.4.A. Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450.
- WH.9-12. 3.1.A. Analyze the historical context of the Protestant Reformation and Scientific Revolution to explain new institutions and ways of thinking, and explain their social, political and economic impact.
- WH.9-12. 3.3.A. Analyze physical geography to explain the availability and movement of resources.
- WH.9-12. 3.4.B. Extrapolate the push-pull factors created by revolutions to determine their impacts on population distribution, settlements, and migrations.
- WH.9-12. 4.3.B. Compare the origins, development and effects of coercive labor systems in Asia, Africa, Europe and the Americas.
- WH.9-12. 5.2.A. Explain how scientific and technological advancements impacted the interconnectedness within and among regions.
- WH.9-12. 5.2.B. Analyze the intellectual, architectural, and artistic achievements of the Renaissance resulting from the rebirth of Classical ideas.
- WH.9-12. 5.3.B. Determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres.
- WH.9-12. 5.3.D. Trace the development and impact of religious. reform on exploration, interactions and conflicts among various. groups and nations.
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- **ISTE-GLOBAL COLLABORATOR.7:** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- **TT.AB.I.2:** Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
Explain connections between historical context and peoples' perspectives at the time in world history	explain	evaluate	4
maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010	Create	understand	1
maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010	use in order to explain	analyze	3
laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450	analyze	analyze	3
major changes in patterns of migration and human settlement in Africa, Asia and the Americas resulting from European expansion	describe	understand	2
the exchange of people, goods and ideas to determine their impact on global interdependence and conflict	analyze	evaluate	4
how governments and institutions of the Eastern Hemisphere changed to deal with the challenges and	describe	understand	2

opportunities of an interconnected world			
how governments and institutions of the Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world	describe	understand	2
the extent of African, European, American and Asian trade networks	compare	understand	3
the interaction of African, European, American and Asian trade networks	compare	understand	3
the impact of African, European, American and Asian trade networks	compare	understand	3

### **Essential Questions:**

1. How are the ideas of Humanism evident in the various movements and art forms of the Renaissance?
2. How were pre Columbian societies of the Americas and Africa structured and what changes occurred as a result of European contact?
3. How does Asia respond to nomadic invasions and western contact?

### **Enduring Understanding/Big Ideas:**

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



**Unit Vocabulary:**

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

**Resources for Vocabulary Development:** Textbook

## Topic 1: Renaissance

### **Engaging Experience 1**

**Title:** Renaissance Art and Humanism

**Suggested Length of Time:** 60 min

### **Standards Addressed**

#### *Priority:*

- WH.9-12.1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.

#### *Supporting:*

- WH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources
- WH.9-12. 5.2.B. Analyze the intellectual, architectural, and artistic achievements of the Renaissance resulting from the rebirth of Classical ideas.
- ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** Students will examine the influence of Humanism in Renaissance art by using resources at [http://www.renaissanceconnection.org/lesson\\_social\\_humanism.html](http://www.renaissanceconnection.org/lesson_social_humanism.html). Students will analyze differences between pre-Renaissance and Renaissance artwork and record their findings in a T chart.

**Bloom's Levels:** Analyze

**Webb's DOK:** 4

## Topic 2: Reformation

### **Engaging Experience 1**

**Title:** Luther's Conflict

**Suggested Length of Time:** 90 min

### **Standards Addressed**

#### *Priority:*

- WH.9-12.1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.

#### *Supporting:*

- WH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- WH.9-12. 3.1.A. Analyze the historical context of the Protestant Reformation and Scientific Revolution to explain new institutions and ways of thinking, and explain their social, political and economic impact.

**Detailed Description/Instructions:** Students will view scenes from the film, "Luther" and in groups, create a Psychological Head drawing/web diagram, describing Luther's character and the angst he feels toward the Catholic Church.

**Bloom's Levels:** Analyze

**Webb's DOK:** 4

## Topic 3: Exploration and its Impacts

### **Engaging Experience 1**

**Title:** Exploration Graphic Organizer

**Suggested Length of Time:** 60 min

### **Standards Addressed**

#### *Priority:*

- WH.9-12.1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history
- WH.9-12.3.3.B. Describe major changes in patterns of migration and human settlement in Africa, Asia and the Americas resulting from European expansion.
- WH.9-12.5.3.A. Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict.

#### *Supporting:*

- WH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- WH.9-12. 4.3.B. Compare the origins, development and effects of coercive labor systems in Asia, Africa, Europe and the Americas.
- WH.9-12. 5.3.B. Determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres.
- WH.9-12. 5.3.D. Trace the development and impact of religious. reform on exploration, interactions and conflicts among various. groups and nations.
- TT.AB.I.2: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.

**Detailed Description/Instructions:** Students will read passages from primary sources in order to examine the perspective of Christopher Columbus about the real world, the perspective of Bartolome de las Casas about the use of natives for labor, and the perspective of the Aztecs when first meeting Hernan Cortes. Students will then examine unknown words, reflect on notes about physical characteristics and emotional responses, and will then predict future relationships between colonizers and natives in the New World.

**Topics Modification:** Engage in a discussion about the perspective of Christopher Columbus about the real world, the perspective of Bartolome de las Casas about the use of natives for labor, and the perspective of the Aztecs when first meeting Hernan Cortes. Pull secondary resources to support this learning. Include in the discussion student predictions about future relationships between colonizers and the natives in the New World.

**Bloom's Levels:** evaluate, understand

**Webb's DOK:** 3, 4

## Topic 4: African and Asian Empires

### **Engaging Experience 1**

**Title:** Exploration to Isolationism: Socratic Seminar

**Suggested Length of Time:** 90 min

### **Standards Addressed**

#### *Priority:*

- WH.9-12.1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.
- WH.9-12.5.3.A. Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict.
- WH.9-12.2.3.A. Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world.
- WH.9-12.4.3.A. Compare the extent, interaction and impact of African, European, American and Asian trade networks.

#### *Supporting:*

- WH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- WH.9-12.1.4.A. Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450.
- WH.9-12. 5.3.B. Determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres.
- WH.9-12. 5.3.D. Trace the development and impact of religious. reform on exploration, interactions and conflicts among various. groups and nations.
- TT.AB.I.2: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.

**Detailed Descriptions/Instructions:** Students will read primary source documents in order to judge reasons for Ming exploration. Students will then participate in a Socratic Seminar, discussing the success of the Ming missions and reasons for the end of exploration for the Chinese. Students will evaluate whether the period of isolationism was ultimately good or bad for China.

**Topics Modification:** Find secondary source documents to support this topic and follow the experience as above.

**Bloom's Levels:** evaluate, understand

**Webb's DOK:** 3, 4

## Engaging Scenario

### **Engaging Scenario**

Students will be divided into teams of 4-5 students, with each team being responsible for an “album” outlining the key components of this unit- Renaissance, Reformation, Exploration, and Africa/Asian Empires. Components of the project include: the creation of an “album cover” that non-linguistically represents themes, historical examples, perspectives, and even timelines of the unit’s information. The album cover may be made digitally or in paper format. The album must also have a title that demonstrates understanding of the content material. Each team will be responsible for creating 8 “songs” or “raps” (2 for each major theme discussed in the unit), using poetry templates or guides if necessary. The “song” lyrics must demonstrate understanding of the content and will need to be attached to the album cover. If time allows, students may choose to showcase their “album” with the class.

### **Topics Modification:**

Example 1: Make a book cover and write a short story about the different components of the unit.

Example 2: Make the album cover and write 1 or 2 songs as a group.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Renaissance	Renaissance Art and Humanism	Students will examine the influence of Humanism in Renaissance art by using resources at <a href="http://www.renaissanceconnection.org/lesson_social_humanism.html">http://www.renaissanceconnection.org/lesson_social_humanism.html</a> . Students will analyze differences between pre-Renaissance and Renaissance artwork and record their findings in a T chart.	60 min
Reformation	Luther's Conflict	Students will view scenes from the film, "Luther" and in groups, create a Psychological Head drawing/web diagram, describing Luther's character and the angst he feels toward the Catholic Church.	90 min
Exploration and its Impacts	Exploration Graphic Organizer	Students will read passages from primary sources in order to examine the perspective of Christopher Columbus about the real world, the perspective of Bartolome de las Casas about the use of natives for labor, and the perspective of the Aztecs when first meeting Hernan Cortes. Students will then examine unknown words, reflect on notes about physical characteristics and emotional responses, and will then predict future relationships between colonizers and natives in the New World.	60 min
African and Asian Empires	Exploration to Isolationism: Socratic Seminar	Students will examine primary source documents in order to judge reasons for Ming exploration. Students will then participate in a Socratic Seminar, discussing the success of the Ming missions and reasons for the end of exploration for the Chinese. Students will evaluate whether the period of isolationism was ultimately good or bad for China.	90 min

## Unit 3: Absolutism, Enlightenment, Revolutions (1600-1750)

**Subject:** World History

**Grade:** 9

**Name of Unit:** Absolutism, Enlightenment, Revolutions (1600-1750)

**Length of Unit:** fall semester 1-2 weeks, spring semester 2-3 weeks

**Overview of Unit:** Absolutist leaders justified their rule through divine right, however, scientific reasoning, and Enlightenment ideas resulted in revolutionary changes.

### Priority Standards for unit:

- WH.9-12. 1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.
- WH.9-12. 1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.
- WH.9-12.1.2.A. Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450.
- WH.9-12. 4.1C. Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty.
- WH.9-12. 1.2.C. Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- WH.9-12.2.4.A. Analyze the key ideas of Enlightenment thinkers to explain the development of ideas such as natural law, natural rights, social contract, due process, and separation of powers.
- WH.9-12. 4.4.A. Analyze the origins and characteristics of laissez faire, market, mixed, and command economic systems to determine their effects on personal, social, and political decisions.

### Supporting Standards for unit:

- WH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- WH.9-12.1.3.B. Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.
- WH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- WH.9-12.1.4.A. Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450.



- WH.9-12. 1.2.B. Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- WH.9-12. 2.2.B. Explain the influence of the classical revival on governmental systems including their source of power, how leaders are selected, and how decisions are made.
- WH.9-12. 2.3.B. Analyze the style and function of a leader to determine his/her impact on a governmental system.
- WH.9-12. 2.4.B. Compare and contrast limited and absolute governments and the extent of their impact on individuals and society.
- WH.9-12. 2.4.C. Compare and contrast government systems resulting from political revolutions.
- WH.9-12. 3.4.A. Explain how and why places changed as a result of revolutions and why various people perceive the same place in varied ways.
- WH.9-12. 4.1A. Evaluate the forms of republics over time to determine their implication for pre-revolutionary ideas and expectations during the Age of Revolution.
- WH.9-12. 4.1B. Compare and contrast causes and significant outcomes of political revolutions during this era.
- WH.9-12. 4.1D. Analyze responses and reactions to revolutions in order to predict future conflicts.
- WH.9-12. 5.4.A. Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo.
- ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- **ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.**

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
connections between historical context and peoples' perspectives at the time in world history	explain	evaluate	4
maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010	create	understand	1
maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010	use in order to explain	analyze	3
laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450	analyze	analyze	3
political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty	analyze	analyze	3
consequences which can occur when institutions fail to meet the needs of individuals and groups	predict	evaluate	3
key ideas of Enlightenment thinkers to explain the development of ideas such as natural law, natural rights, social contract, due process, and separation of powers	Analyze	analyze	3
the origins and characteristics of laissez faire, market, mixed, and command economic systems to determine their effects on personal, social, and political decisions	analyze	analyze	3

### **Essential Questions:**

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

**Enduring Understanding/Big Ideas:**

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

**Unit Vocabulary:**

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

**Resources for Vocabulary Development:** Textbook

## Topic 1: Absolutism

### **Engaging Experience 1**

**Title:** Louis XIV primary source reading

**Suggested Length of Time:** 30 min

### **Standards Addressed**

#### *Priority:*

- WH.9-12. 1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.
- WH.9-12.1.2.A. Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450.

#### *Supporting:*

- WH.9-12. 2.3.B. Analyze the style and function of a leader to determine his/her impact on a governmental system.
- WH.9-12. 2.4.B. Compare and contrast limited and absolute governments and the extent of their impact on individuals and society.

**Detailed Description/Instructions:** Students will examine a primary source document detailing the daily life of Louis XIV and analyze what it suggests about absolutism and his character.

**Topics Modification:** Substitute a secondary resource about Louis XIV.

**Bloom's Levels:** Understand

**Webb's DOK:** 2

## Topic 2: Scientific Revolution and Enlightenment

### **Engaging Experience 1**

**Title:** Enlightenment Socratic Seminar

**Suggested Length of Time:** 90 - 120 min

### **Standards Addressed**

#### *Priority:*

- WH.9-12. 1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.
- WH.9-12.1.2.A. Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450.
- WH.9-12.1.2.A. Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450.

#### *Supporting:*

- WH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- WH.9-12. 2.4.B. Compare and contrast limited and absolute governments and the extent of their impact on individuals and society.
- WH.9-12. 5.4.A. Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status. quo.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** Students will analyze the different theories of important Enlightenment philosophers and evaluate the impact these ideas had on the rest of Europe

**Bloom's Levels:** Analyze

**Webb's DOK:** 4

## Topic 3: Revolutions

### **Engaging Experience 1**

**Title:** Enlightenment in Action

**Suggested Length of Time:** 45 min

### **Standards Addressed**

#### *Priority:*

- WH.9-12. 1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.
- WH.9-12.1.2.A. Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450.
- WH.9-12. 4.1C. Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty.
- WH.9-12. 1.2.C. Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.

#### *Supporting:*

- WH.9-12. 3.4.A. Explain how and why places changed as a result of revolutions and why various. people perceive the same place in varied ways.
- WH.9-12. 4.1A. Evaluate the forms of republics over time to determine their implication for pre-revolutionary ideas and expectations during the Age of Revolution.
- WH.9-12. 4.1B. Compare and contrast caU.S.es and significant outcomes of political revolutions during this era.
- WH.9-12. 4.1D. Analyze responses and reactions to revolutions in order to predict future conflicts.
- WH.9-12. 5.4.A. Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status. quo.
- ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** Students will look at the different components of the American Revolution (i.e. - Navigation Acts, Boston Massacre, Declaration of Independence, Constitution) and consider what components are based in Enlightenment ideas and how.

**Bloom's Levels:** Analyze; **Webb's DOK:** 3

## Engaging Scenario

Students will participate in a Socratic seminar where they will consider the major theories of the Enlightenment as well as the impact the Enlightenment ideas had on the rest of the world. Create a chart that outlines the general beliefs of the following philosophers:

- a. Immanuel Kant
- b. Thomas Jefferson
- c. Thomas Paine
- d. John Locke
- e. Mary Wollstonecraft
- f. Denis Diderot
- g. Baron de Montesquieu
- h. Voltaire
- i. Jean-Jacques Rousseau
- j. Adam Smith

Choose two of the above philosophers that you either agree with wholeheartedly or ones you find great differences of opinion with. Write a prepared statement in which you provide your opinion on specific aspects of their thinking. You should have a paragraph of 6 - 12 sentences for each philosopher. Be sure to focus on justifying why you feel the way you do – do not simply re-summarize the philosopher's ideas.

Be ready to discuss the issues below. You do not have to prepare anything in written form for these questions, but you will be expected to have thought about them so you can participate fully in the Socratic seminar.

- What impact will the philosophies of the Enlightenment have on the world? Consider social, political, and economic impacts.
- What core beliefs can we point to across the board for the Enlightenment?
- How are Locke and Jefferson's beliefs on government and Smith's views on economics a threat to absolutism in Europe?
- What characteristics of current American government are present in the ideals of the Enlightenment?

**Topics Modification:** Create a chart that outlines the general beliefs of the following philosophers and participate in a discussion comparing and contrasting each one.

- Immanuel Kant
- Thomas Jefferson
- Thomas Paine
- John Locke
- Mary Wollstonecraft

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Absolutism	Louis XIV reading	Students will examine a primary source document detailing the daily life of Louis XIV and analyze what it suggests about absolutism and his character.	30 min
Scientific Revolution and Enlightenment	Socratic Seminar	Students will analyze the different theories of important Enlightenment philosophers and evaluate the impact these ideas had on the rest of Europe	90-120 min
Revolutions	Enlightenment in Action	Students will look at the different components of the American Revolution (i.e., Navigation Acts, Boston Massacre, Declaration of Independence, Constitution) and consider what components are based in Enlightenment ideas and how	45 min



## Unit 4: Industrialization, Reform Movements, Nationalism, and Imperialism (1750-1914)

**Subject:** World History

**Grade:** 9

**Name of Unit:** Industrialization, Reform Movements, Nationalism, and Imperialism (1750-1914)

**Length of Unit:** fall semester 1-2 weeks, spring semester 2 weeks

**Overview of Unit:** The Industrial Revolution resulted in economic, social, and political change in both industrialized and non-industrialized regions of the world. As more developed regions of the world sought resources and influence, other areas of the world faced the challenge of resisting imperialism or succumbing to outside cultures. As colonized lands and previously stratified ethnicities developed a sense of identity, nationalist movements result in revolutions, and the creation of nation-states.

### Priority Standards for unit:

- WH.9-12. 1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.
- WH.9-12. 1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.
- WH.9-12.1.2.A. Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450.
- WH.9-12.4.1.E. Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450.
- WH.9-12.5.4.B. Analyze new technologies and new forms of energy to determine their effects on the lives of individuals, groups, and societal organization.
- WH.9-12.5.1.A. Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences.
- WH.9-12. 4.5.A. Analyze economic systems such as market, mixed, and command to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions.

### Supporting Standards for unit:

- WH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- WH.9-12.1.3.B. Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.

- WH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- WH.9-12.1.4.A. Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450.
- WH.9-12. 3.1.B. Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas.
- WH.9-12. 3.2.A. Analyze physical geography to explain how regions are connected or isolated from each other.
- WH.9-12. 4.4.B. Examine the connections among natural resources, entrepreneurship, innovation, labor, and capital to determine their effects on an industrial economy in Europe, Africa, Asia and the Americas.
- WH.9-12. 5.4.C. Analyze social and educational reform movements to determine their impact on the challenges brought about by revolutions.
- ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
Explain connections between historical context and peoples' perspectives at the time in world history	explain	evaluate	4
maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010	Create	understand	1
maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010	use in order to explain	analyze	3
laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450	analyze	analyze	3
impact of nationalism on existing and emerging peoples and nations post c. 1450.	Evaluate	evaluate	4
new technologies and new forms of energy	Analyze	analyze	2
their effects on the lives of individuals, groups, and societal organization.	Determine	evaluate	4
world-wide imperialism in the late nineteenth and twentieth centuries	Analyze	analyze	2
its causes and consequences	Determine	evaluate	4
economic systems such as market, mixed, and command	Analyze	analyze	2
impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions.	Determine	evaluate	4

### **Essential Questions:**

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

**Enduring Understanding/Big Ideas:**

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

**Unit Vocabulary:**

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

**Resources for Vocabulary Development:** Textbook

## Topic 1: Industrial Revolution

### **Engaging Experience 1**

**Title:** “I am” Perspective Poem: The Industrial Revolution

**Suggested Length of Time:** 90 min

### **Standards Addressed**

#### *Priority:*

- WH.9-12. 1.1.B. Explain connections between historical context and peoples’ perspectives at the time in world history.
- WH.9-12.5.4.B. Analyze new technologies and new forms of energy to determine their effects on the lives of individuals, groups, and societal organization.

#### *Supporting:*

- WH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- WH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- WH.9-12.1.4.A. Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450.
- WH.9-12. 4.4.B. Examine the connections among natural resources, entrepreneurship, innovation, labor, and capital to determine their effects on an industrial economy in Europe, Africa, Asia and the Americas.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.

**Detailed Description/Instructions:** Students will create an “I am” poem, as adapted from the AVID Write Path Teacher’s Guide, to describe the impacts of the Industrial Revolution. Students will choose a perspective, (child laborer, factory owner, parent of a child laborer, farmer during the enclosure movement, inventor, etc.) and then complete the “I am” poetry format to describe the Industrial Revolution. After completing the poem, students are given the opportunity to share with others in a “poetry slam”.

**Bloom’s Levels:** Understand, Analyze

**Webb’s DOK:** 2, 3

## Topic 2: Nationalism and Unification

### **Engaging Experience 1**

**Title:** Mazzini vs. von Treitschke: A Leader's Take on Nationalism

**Suggested Length of Time:** 60 min

### **Standards Addressed**

#### *Priority:*

- WH.9-12.1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.
- WH.9-12.1.2.A. Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450.
- WH.9-12.4.1.E. Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450.

#### *Supporting:*

- WH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- WH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.

**Detailed Description/Instructions:** Students will complete a close reading of adapted versions of Mazzini's "The Duties of Man" and von Treitschke's "The Aim of the State" in order to examine the perspectives of each leader toward the issues of nationalism and unification. After reading and answering questions about the documents, students will develop campaign slogans and a campaign "jingle", using the tone and themes presented by each leader.

**Topics Modification:** Find a secondary resource that accomplishes this same task and follow the same experience stated above.

**Bloom's Levels:** Understand

**Webb's DOK:** 3

## Topic 3: Imperialism

### **Engaging Experience 1**

**Title:** Imperialism Graphic Organizer

**Suggested Length of Time:** 90 min

### **Standards Addressed**

#### *Priority:*

- WH.9-12.4.1.E. Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450.
- WH.9-12.5.1.A. Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences.
- WH.9-12. 4.5.A. Analyze economic systems such as market, mixed, and command to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions.

#### *Supporting:*

- WH.9-12. 1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.
- WH.9-12.4.1.E. Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450.
- WH.9-12.5.1.A. Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences.
- WH.9-12. 4.5.A. Analyze economic systems such as market, mixed, and command to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions
- ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Detailed Description/Instructions:** Students will be divided into groups in order to research the age of imperialism in the following areas: India, Japan, China, Africa, and Latin America. Students will complete a graphic organizer in order to share the history of imperialism, perspectives toward imperialism, and lasting impacts of imperialism in each of these lands (languages used, religions present, architecture, etc.). Students will then present their findings with their peers.

**Bloom's Levels:** Understand

**Webb's DOK:** 3



## Engaging Scenario

Students will complete a Document Based Question (DBQ) discussing how the Industrial Revolution and Age of Imperialism combined to create the modern world. Students will examine 7 documents and analyze the historical relevance, source of each document, and whether a point of view is presented. Students will then use information from the documents and their knowledge of world history to write an essay, discussing how the Industrial Revolution and Age of Enlightenment combined to create the modern world, being certain to elaborate on both positive and negative changes.

**Topics Modification:** Read 2 documents to analyze as described above and write the essay.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Industrial Revolution	“I am” perspective poem	Students will create an “I am” poem, as adapted from the AVID Write Path Teacher’s Guide, to describe the impacts of the Industrial Revolution. Students will choose a perspective, (child laborer, factory owner, parent of a child laborer, farmer during the enclosure movement, inventor, etc.) and then complete the “I am” poetry format to describe the Industrial Revolution. After completing the poem, students are given the opportunity to share with others in a “poetry slam”.	90 min
Nationalism and Unification	Mazzini vs. von Treitschke: A Leader’s Take on Nationalism	Students will complete a close reading of adapted versions of Mazzini’s “The Duties of Man” and von Treitschke’s “The Aim of the State” in order to examine the perspectives of each leader toward the issues of nationalism and unification. After reading and answering questions about the documents, students will develop campaign slogans and a campaign “jingle”, using the tone and themes presented by each leader.	60 min
Imperialism	Imperialism research, graphic organizer	Students will be divided into groups in order to research the age of imperialism in the following areas: India, Japan, China, Africa, and Latin America. Students will complete a graphic organizer in order to share the history of imperialism, perspectives toward imperialism, and lasting impacts of imperialism in each of these lands (languages used, religions present, architecture, etc.). Students will then present their findings with their peers.	90 min

## Unit 5: The World at War (1914-1950)

**Subject:** World History

**Grade:** 9

**Name of Unit:** The World at War (1914 - 1950)

**Length of Unit:** fall semester: 1-2 weeks, spring semester 2 weeks

**Overview of Unit:** Imperialism, nationalism, militarism, and alliance systems drew major world powers into WWI. Interwar years brought about economic and political changes that contribute to the rise of WWII.

### Priority Standards for unit:

- WH.9-12. 1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.
- WH.9-12. 1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.
- WH.9-12.1.2.A. Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450.
- WH.9-12.2.5.B. Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.
- WH.9-12. 5.1.B. Trace the origins, and relationships among the world wars, revolutions, and global conflicts of twentieth century to determine their impacts on the world today.

### Supporting Standards for unit:

- WH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- WH.9-12.1.3.B. Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.
- WH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- WH.9-12.1.4.A. Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450.
- WH.9-12. 4.5.B. Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time.
- WH.9-12. 1.1.A. Create and use tools to analyze a chronological sequence of related events in world history.
- WH.9-12. 3.1.C. Explain the challenges and benefits of large land empires including those found in Russia, China, and the Middle East.

- **ISTE-EMPOWERED LEARNER:** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- **ISTE-DIGITAL CITIZEN.2:** Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- **ISTE-KNOWLEDGE COLLECTOR.3:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- **ISTE-INNOVATIVE DESIGNER.4:** Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- **ISTE-COMPUTATIONAL THINKER.5:** Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- **ISTE-CREATIVE COMMUNICATOR.6:** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- **ISTE-GLOBAL COLLABORATOR.7:** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
connections between historical context and peoples' perspectives at the time in world history	explain	evaluate	4
maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010	create	understand	1
maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010	use in order to explain	analyze	3
laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450.	analyze	analyze	3

treaties, agreements, and international organizations to determine their impact on world challenges	analyze	analyze	3
treaties, agreements, and international organizations to determine their impact on national and international order	analyze	analyze	3
the origins, and relationships among the world wars, revolutions, and global conflicts of twentieth century to determine their impacts on the world today	trace	analyze	3

### **Essential Questions:**

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

### **Enduring Understanding/Big Ideas:**

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

**Unit Vocabulary:**

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

**Resources for Vocabulary Development:** Textbook

## Topic 1: WWI

### **Engaging Experience 1**

**Title:** WWI Songs

**Suggested Length of Time:** 30 min

**Standards Addressed:**

*Priority:*

- WH.9-12. 1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.
- WH.9-12. 5.1.B. Trace the origins, and relationships among the world wars, revolutions, and global conflicts of twentieth century to determine their impacts on the world today.

*Supporting:*

- ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** Students will listen to the WWI songs, “Over There” and “I’d rather be a private than a colonel in the army”. After listening to the songs, students will dissect the meaning behind the song lyrics and identify feelings of nationalism. Student teams will then be responsible for creating their own WWI song, with lyrics that describe the sights, sounds, and feelings of the conflict.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 2

## Topic 2: Interwar Years

### **Engaging Experience 1**

**Title:** Interwar Timeline

**Suggested Length of Time:** 60 min

### **Standards Addressed**

#### *Priority:*

- WH.9-12. 1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.
- WH.9-12.2.5.B. Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.
- WH.9-12. 5.1.B. Trace the origins, and relationships among the world wars, revolutions, and global conflicts of twentieth century to determine their impacts on the world today.

#### *Supporting:*

- WH.9-12. 1.1.A. Create and use tools to analyze a chronological sequence of related events in world history.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** Students will complete a timeline of interwar events, including the Treaty of Versailles, Zionism, Stock Market Crash, Dust Bowl, invasion of Manchuria, rise of Mussolini, Hitler, and Stalin, Nuremberg Laws, New Deal, Kristallnacht, etc. Students will then consider whether each event was a contributor to WWII.

**Bloom's Levels:** Analyze

**Webb's DOK:** 2



## Topic 3: WWII

### **Engaging Experience 1**

**Title:** European Battles Jigsaw

**Suggested Length of Time:** 90 min

### **Standards Addressed**

#### *Priority:*

- WH.9-12. 5.1.B. Trace the origins, and relationships among the world wars, revolutions, and global conflicts of twentieth century to determine their impacts on the world today.

#### *Supporting:*

- ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** Students will participate in a jigsaw activity, with students divided into 6 groups: Invasion of Poland, Dunkirk Evacuation, Battle of Britain, Operation Barbarossa, D-Day, and Stalingrad. Students will research these events as a team and then divide up in to groups of 6, with each student teaching their new group about their topic.

**Bloom's Levels:** Analyze

**Webb's DOK:** 2

## Engaging Scenario

### **Engaging Scenario**

Students will select a topic to research from WWI, the Interwar Years, and WWII. Students are encouraged to choose topics that they find motivating, delving in to more specific historical knowledge about the time period. Example topics include: The Christmas Truce of 1917, causes and treatments for trench foot, Hitler's Beer Hall Putsch, use of pigeons in WWI and WWII, Women pilots in WWII, Life on an aircraft carrier during the Pacific Front of WWII, Hispanic Americans during WWII. After completing research, students may choose to share their knowledge in one of the following ways: present with a visual aid, present a diorama, create a reenactment video, create an infographic, create a webpage, video an interview with an expert, create a blog, record a podcast, create an artifact, or create a video using still images.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
WWI	WWI Songs	Students will listen to the WWI songs, “Over There” and “I’d rather be a private than a colonel in the army”. After listening to the songs, students will dissect the meaning behind the song lyrics and identify feelings of nationalism. Student teams will then be responsible for creating their own WWI song, with lyrics that describe the sights, sounds, and feelings of the conflict.	30 min
Interwar Years	Interwar Timeline	Students will complete a timeline of interwar events, including the Treaty of Versailles, Zionism, Stock Market Crash, Dust Bowl, invasion of Manchuria, rise of Mussolini, Hitler, and Stalin, Nuremberg Laws, New Deal, Kristallnacht, etc. Students will then consider whether each event was a contributor to WWII.	60 min
WWII	European Battles Jigsaw	Students will participate in a jigsaw activity, with students divided into 6 groups: Invasion of Poland, Dunkirk Evacuation, Battle of Britain, Operation Barbarossa, D-Day, Stalingrad. Students will research these events as a team and then divide up in to new groups of 6, with each student teaching their new group about their topic.	90 min

## Unit 6: Post World War II Era (1950-1970)

**Subject:** World History

**Grade:** 9

**Name of Unit:** Post World War II Era (1950 - 1970)

**Length of Unit:** fall semester 1-2 weeks, spring semester 2 weeks

**Overview of Unit:** Global relations were marked by the Cold War tensions between the United States and the Soviet Union. Conflict also grew in the Middle East regarding the state of Israel. Decolonization throughout the world changed the global landscape.

### Priority Standards for unit:

- WH.9-12. 1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.
- WH.9-12. 1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.
- WH.9-12.1.2.A. Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450.
- WH.9-12.2.5.B. Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.
- WH.9-12. 5.1.B. Trace the origins, and relationships among the world wars, revolutions, and global conflicts of twentieth century to determine their impacts on the world today.
- WH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve world problems c. post 1450.
- WH.9-12. 5.3.C. Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.
- WH.9-12. 5.1.C. Analyze the varying process of colonization and decolonization to compare their impact on and legacies in the world today.

### Supporting Standards for unit:

- WH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- WH.9-12.1.3.B. Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.
- WH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- WH.9-12.1.4.A. Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450.

- WH.9-12. 4.5.B. Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time.
- WH.9-12. 4.3.C. Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.
- WH.9-12. 5.5.D. Analyze the causes and effects of the-changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.
- ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
connections between historical context and peoples' perspectives at the time in world history	explain	evaluate	4
maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010	create	understand	1

maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010	use in order to explain	analyze	3
laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450.	analyze	analyze	3
treaties, agreements, and international organizations to determine their impact on world challenges	analyze	analyze	3
treaties, agreements, and international organizations to determine their impact on national and international order	analyze	analyze	3
the origins, and relationships among the world wars, revolutions, and global conflicts of twentieth century to determine their impacts on the world today	trace	analyze	3
powers and responsibilities of citizens and institutions to address and solve world problems c. post 1450.	distinguish	analyze	3
changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.	assess	evaluate	3
varying process of colonization and decolonization.	Analyze	analyze	2
their impact on and legacies in the world today.	compare	understand	2

### **Essential Questions:**

1. Why did the United States and Soviet Union have such tense relations after World War II?
2. How does the political landscape of Africa and Asia change after World War II?

3. Why does the state of Israel form after World War II and what implications does this have for Middle East and global relations?

**Enduring Understanding/Big Ideas:**

1. The Cold War created an atmosphere of heightened tension between superpowers, leading to an arms race and political instability in Western Society.
2. Independence movements and shifts in economic philosophy changed the political and cultural makeup of the developing world.
3. The creation of Israel drastically changes the relationships among Middle East and global powers.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
Cultural Diffusion Reform Revolution Decentralization Ideology Globalization Authoritarianism Liberalism Conservatism Nation Genocide	containment iron curtain deterrence arms race detente glasnost perestroika domino theory Zionism

**Resources for Vocabulary Development:** Textbook

## Topic 1: Decolonization

### **Engaging Experience 1**

**Title:** Help or Harm: Decolonization in India

**Suggested Length of Time:** 90 minutes

### **Standards Addressed**

#### *Priority:*

- WH.9-12. 1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.
- WH.9-12. 5.1.C. Analyze the varying process of colonization and decolonization to compare their impact on and legacies in the world today.

#### *Supporting:*

- WH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- WH.9-12.1.3.B. Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.
- WH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- WH.9-12. 4.3.C. Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.

**Detailed Description/Instructions:** Students will read a series of primary source documents that address the major effects of colonization and the independence movement on the citizens of India. Students will evaluate the benefits and detriments of colonial possession through a written analysis in which they defend their position and cite evidence for the documents.

**Topics Modification:** Find a video on You Tube or a secondary source to address the topic above.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 4



## Topic 2: Cold War

### **Engaging Experience 1**

**Title:** Cuban Missile Crisis Role Play

**Suggested Length of Time:** 90 - 120 min

### **Standards Addressed**

#### *Priority:*

- WH.9-12. 1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.
- WH.9-12. 5.1.B. Trace the origins, and relationships among the world wars, revolutions, and global conflicts of twentieth century to determine their impacts on the world today.

#### *Supporting:*

- WH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.

**Detailed Description/Instructions:** Students will consider the decisions of President John F. Kennedy during the Cuban Missile Crisis. They will get the information he received in small bits and have to make decisions as he did. Text information will be supplemented with movie clips from "13 Days".

**Bloom's Levels:** Evaluate

**Webb's DOK:** 4

## Engaging Scenario

### **Engaging Scenario**

Throughout the unit, students will create a scrapbook of artifacts that show impacts the Post World War II era had on various families. Each section in the scrapbook will be a different decade and different family they follow. The different families should reflect different parts of the world and different perspectives (examples might include Soviet, East Berliner, Cubans, NASA employee, Israeli, decolonized country). The scrapbook should contain knowledge of at least two events from each decade. Students will be required to have written (digital or paper format) artifacts such as letters, journals, and newspaper articles as well as “physical” artifacts they create such as anti-war buttons, bumper stickers, etc.

**Topics Modification:** Throughout the unit, students will create a scrapbook of artifacts that show impacts the Post World War II era had on various parts of the world (Soviet, East Berliner, Cubans, NASA employee, etc.). The scrapbook should contain knowledge of at least two events from each decade. Examples included in the scrapbook could be written artifacts such as letters, journals, and newspaper articles as well as “physical” artifacts they create such as antiwar buttons, bumper stickers, etc.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Decolonization	Help or Harm: Decolonization in India	Students will read a series of primary source documents that address the major effects of colonization and the independence movement on the citizens of India. Students will evaluate the benefits and detriments of colonial possession through a written analysis in which they defend their position and cite evidence for the documents.	90 min
Cold War	Cuban Missile Crisis Role Play	Students will take consider the decisions of President John F. Kennedy during the Cuban Missile Crisis. They will get the information he received in small bits and have to make decisions as he did. Text information will be supplemented with movie clips from “13 Days”.	90-120 min

## Unit 7: Contemporary Issues in the Contemporary World (1970-Present)

**Subject:** World History

**Grade:** 9

**Name of Unit:** Contemporary Issues in the Contemporary World (1970 - the Present)

**Length of Unit:** fall semester 1-2 weeks, spring semester 2 weeks

**Overview of Unit:** Contemporary interactions between regions of the world give rise to political cooperation, global trade relationships, cultural diffusion and terrorism.

### Priority Standards for unit:

- WH.9-12. 1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.
- WH.9-12. 1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.
- WH.9-12.1.2.A. Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450.
- WH.9-12.2.5.B. Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.
- WH.9-12. 5.1.B. Trace the origins, and relationships among the world wars, revolutions, and global conflicts of twentieth century to determine their impacts on the world today.
- WH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve world problems c. post 1450.

### Supporting Standards for unit:

- WH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- WH.9-12.1.3.B. Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.
- WH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- WH.9-12.1.4.A. Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450.
- WH.9-12. 4.5.B. Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time.

- WH.9-12. 1.1.C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue.
- WH.9-12. 3.4.C. Explain the significance of new technologies in expanding people's capacity to modify the physical environment and their intended and unintended consequences.
- WH.9-12. 3.5.B. Explain how technology has reduced barriers and expanded people's capacity to make use of, or modify, the physical environment.
- WH.9-12. 3.5.C. Evaluate the relationship between technological and scientific advancements and increasing global interaction.
- WH.9-12. 5.5.A. Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.
- WH.9-12. 5.5.C. Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status. quo.
- ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.

- TT.AB.A.17: Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
connections between historical context and peoples' perspectives at the time in world history	explain	evaluate	4
maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010	create	understand	1
maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010	use in order to explain	analyze	3
laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450.	analyze	analyze	3
treaties, agreements, and international organizations to determine their impact on world challenges	analyze	analyze	3
treaties, agreements, and international organizations to determine their impact on national and international order	analyze	analyze	3
the origins, and relationships among the world wars, revolutions, and global conflicts of twentieth century to determine their impacts on the world today	trace	analyze	3
the powers and responsibilities of citizens and institutions to address and solve world problems c. post 1450	distinguish	analyze	3

the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres	determine	analyze	4
---	-----------	---------	---

**Essential Questions:**

1. How has increasing globalization given rise to economic interdependence?
2. Why do cultural and ethnic conflicts occur in the contemporary world, and what were their impacts?
3. How have international trade agreements contributed to the increase in consumerism and the spread of multinational corporations?

**Enduring Understanding/Big Ideas:**

1. As countries are increasingly connected through trade, transportation, and communication, economic interdependence has resulted in political cooperation and sources of conflict.
2. Cultural and ethnic conflicts have plagued contemporary societies and challenged the goal of international cooperation.
3. Global trade has resulted in an era of consumerism, driven by multinational corporations and international trade agreements.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
sanctions cultural Diffusion reform revolution ideology globalization liberalism conservatism nation genocide	apartheid ethnic cleansing Asian tigers desertification Pan-Arabism junta neoliberalism free trade outsourcing multinational corporations Green Revolution

**Resources for Vocabulary Development:** Textbook

## Topic 1: Ethnic Conflicts

### **Engaging Experience 1**

**Title:** Ethnic Conflicts since 1970

**Suggested Length of Time:** 120 min

### **Standards Addressed**

#### *Priority:*

- WH.9-12. 1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.
- WH.9-12.2.5.B. Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.
- WH.9-12. 5.1.B. Trace the origins, and relationships among the world wars, revolutions, and global conflicts of twentieth century to determine their impacts on the world today.
- WH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve world problems c. post 1450.

#### *Supporting:*

- WH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- WH.9-12. 3.5.B. Explain how technology has reduced barriers and expanded peoples' capacity to make use of, or modify, the physical environment.
- WH.9-12. 5.5.A. Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- TT.AB.A.17: Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

**Detailed Description/Instructions:** Students will watch the FrontlineWORLD films, “Pol Pot’s Shadow”, “Sri Lanka: Living with Terror”, and Rwanda: Millennium Village” in order to examine the causes, effects, and ongoing issues involved with ethnic conflicts. Students will then discuss whether, as humans, we have the responsibility to protect other human lives. Students will weigh the pros and cons to international intervention and evaluate the effectiveness of the United Nations.

**Bloom’s Levels:** 2

**Webb’s DOK:** understand, analyze



## Topic 2: Globalization and Economic Interdependence

### **Engaging Experience 1**

**Title:** Trading Off: Impact of NAFTA

**Suggested Length of Time:** 60 min

### **Standards Addressed**

#### *Priority:*

- WH.9-12. 1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.
- WH.9-12.2.5.B. Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.

#### *Supporting:*

- WH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- WH.9-12.1.4.A. Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450.
- WH.9-12. 3.4.C. Explain the significance of new technologies in expanding people's' capacity to modify the physical environment and their intended and unintended consequences.
- WH.9-12. 3.5.C. Evaluate the relationship between technological and scientific advancements and increasing global interaction.
- ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** Students will participate in a simulation in which teams are assigned a persona (farmers in Mexico, farmers in U.S., factory owners, factory workers, etc.). Students will evaluate the positive and negative effects of NAFTA on their team's character and then share with the class. As a class, students will examine the benefits and possible drawbacks to the agreement.

**Bloom's Levels:** 4

**Webb's DOK:** Analyze

## Topic 3: Terrorism

### **Engaging Experience 1**

**Title:** Terror Timeline

**Suggested Length of Time:** 40 min

### **Standards Addressed**

#### *Priority:*

- WH.9-12. 1.1.B. Explain connections between historical context and peoples' perspectives at the time in world history.
- WH.9-12.2.5.B. Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.
- WH.9-12. 5.1.B. Trace the origins, and relationships among the world wars, revolutions, and global conflicts of twentieth century to determine their impacts on the world today.
- WH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve world problems c. post 1450.

#### *Supporting:*

- WH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- WH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** Students will examine the Pearson Terrorist Attacks on the United States timeline at <http://www.infoplease.com/ipa/A0001454.html> After learning about the terror incidents, students will consider the role of globalization in the increase or terror attacks. How many of these attacks would have happened had the U.S. been isolated?

**Bloom's Levels:** 2

**Webb's DOK:** Understand, Analyze

## Engaging Scenario

### **Engaging Scenario**

Students will break into teams in order to compile a Top 10 list of the most important world events in the past 50 years. Once teams have created their Top 10 list, students will participate in a class discussion in order to compile all team lists into one class Top 10 list. After the class decides on a final Top 10 list, students need to respond to the following prompt for each event, “How would the world be different if this event had never occurred? Explain your thoughts by addressing the social, political, environmental, economic, and cultural implications of this event never having occurred.”

**Topics Modification:** Create 2 teams to develop a Top 10 list.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
ethnic conflicts	Ethnic Conflicts since 1970	Students will watch the FrontlineWORLD films, “Pol Pot’s Shadow”, “Sri Lanka: Living with Terror”, and Rwanda: Millennium Village” in order to examine the causes, effects, and ongoing issues involved with ethnic conflicts. Students will then discuss whether, as humans, we have the responsibility to protect other human lives. Students will weigh the pros and cons to international intervention and evaluate the effectiveness of the United Nations.	120 min
globalization and economic interdependence	Trading Off: Impact of NAFTA	Students will participate in a simulation in which teams are assigned a persona (farmers in Mexico, farmers in U.S., factory owners, factory workers, etc.). Students will evaluate the positive and negative effects of NAFTA on their team’s character and then share with the class. As a class, students will examine the benefits and possible drawbacks to the agreement.	60 min
terrorism	Terror Timeline	Students will examine the Pearson Terrorist Attacks on the United States timeline at <a href="http://www.infoplease.com/ipa/A0001454.html">http://www.infoplease.com/ipa/A0001454.html</a>  After learning about the terror incidents, students will consider the role of globalization in the increase or terror attacks. How many of these attacks would have happened had the U.S. been isolated?	40 min

# Unit of Study Terminology

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

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

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

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

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

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

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

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

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

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

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